November 12, 2018

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, November 15, 2018 at 6:00 p.m.

An agenda is attached for the meeting.

Sincerely,

Albert A. Burl, III
Board President

AAB:sww

xc: News Media
Legal Counsel
SJAE
Agenda Participants
AGENDA - ST. JOHN PARISH SCHOOL BOARD MEETING
November 15, 2018 – 6:00 p.m.
Godchaux Grammar Cafeteria - Reserve, Louisiana

1. CALL TO ORDER, INVOCATION, PLEDGE OF ALLEGIANCE

2. ROLL CALL OF MEMBERS

3. APPROVAL OF MINUTES
   a. Public Comment. Meeting of October 18, 2018 (Requires action)

4. SUPERINTENDENT'S REPORT
   a. Public Comment. Dr. Stephen Zafirau – Accountability Update

5. EDUCATIONAL PRESENTATIONS AND RECOGNITIONS BY THE BOARD OR STAFF

6. PERSONNEL MATTERS
   a. Public Comment. Mrs. Serina Duke – Introduction of Revised Job Description: Supervisor of External Programs Fiscal Officer
   c. Public Comment. Mrs. Serina Duke – Introduction of New Job Description: Full time Early Childhood Program Assistant

7. BUSINESS AND FINANCE
   a. Public Comment. Mr. Felix Boughton – Monthly Budget to Actual
   b. Public Comment. Mr. Peter Montz - Request Board approval to declare the following vehicles surplus and sell them to the highest bidder: White Fleet: Four Dodge vans and one Dodge pickup truck; Buses: S7, S8, S9, S11, 58, 83, 85, 87, 89; and Buses 5 and 6 to satisfy the requirements of the VW Environmental Mitigation Grant (Requires action)
   c. Public Comment. Mr. Peter Montz – Request Board approval on Proposal 19.27 School Bus Air Conditioners (Requires action)

8. OLD BUSINESS
   a. Public Comment. Mr. Peter Montz – Remove from the table and request Board approval to enter into a Land Lease Agreement with New Cingular Wireless PCS, LLC (Requires action)
   b. Public Comment. Ms. Iman Montgomery – Request Approval of New/Revised Policy: IFBGA – Computer and Internet Usage (Requires action)
   c. Public Comment. Ms. Iman Montgomery – Request Approval of New/Revised Policy: JCDAG – Threats of Terrorism or Violence (Requires action)
   d. Public Comment. Ms. Iman Montgomery – Request Approval of New/Revised Policy: JCDAF – Bullying and Hazing (Requires action)
   e. Public Comment. Iman Montgomery – Request Approval of Revised Policy BBBE: Board Member Compensation and Expense (Requires action)

9. NEW BUSINESS
   a. Public Comment. Mr. Kevin R. George/Mr. Albert Burl, III – Introduction of 2019 School Board Meeting Calendar
c. Public Comment. Mr. Albert Burl, III – Reinstruct Kevin Klibert and the Becnel Law Firm, LLC to turn
over ALL claims and litigation files to the District Attorney’s Office (Requires action)

d. Public Comment. Mr. Kevin Klibert – Executive Session: Litigation Update - Denard Alonzo v. St. John
Howard, Sr. v. Louisiana Public Schools Risk Management Agency, 40th Judicial District Court, Docket
Nos. 67413, 67241 and 67409-A; Stirgus v. St. John Parish School Board, 40th Judicial District Court,
Docket No. 53753-C; Bright v. St. John Parish School Board, 40th Judicial District Court, Docket No.
67261-C; Johnson v. St. John Parish School Board, 40th Judicial District Court, Docket No. 66030-A;
Holmes v. Zeno, 40th Judicial District Court, Docket No. 67316; Stewart v. St. John Parish School Board,
40th Judicial District Court, Docket No. 71049; Bovie v. St. John Parish School Board, 40th Judicial
District Court, Docket No. 72997

10. Public Comment. ADMINISTRATIVE MATTERS

11. Public Comment. BOARD ITEMS OF INTEREST

12. Public Comment. ADJOURNMENT
ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM

ITEM #: 4a
DATE: 11-15-18

TOPIC: Accountability Update

BACKGROUND:

ALTERNATIVES:

SUPERINTENDENT'S RECOMMENDATION:

INFORMATION SOURCES: Dr. Stephen Zafirau
SJBP Improves District Performance Score Under New System

**District Performance Score:**
- **DPS grew 1.9 points under new, more rigorous accountability formula**
- **SJBP was awarded a “B” in the Progress Index,** meaning we are doing a solid job of growing students from where they were the year before.
- **SJBP’s High School Graduation rate** reached an all-time high last year, with 80.7% of the 2016-17 graduating cohort graduating in 4 years. SJBP’s graduation rate once lagged behind the state, but it has steadily caught up over the last 10 years and now exceeds the state average.
- **Strength of Diploma** (a measure of credentials and credits that graduates earn in high school) is projected to grow 6.7 index points. 5.1% of students in the 2016-17 graduating cohort left our schools with Advanced credentials or college credits, representing an all-time high for our district.
- **Dropout Credit Accumulation Index** grew 7.4 points, meaning that more students are earning high school credits in middle school and by the end of the 9th grade.

**School Performance Scores:**
- **Seven schools saw growth** in their School Performance Scores.
- **Four schools** were designated as Top Gains Schools by the LDOE for scoring an “A” on the Progress Index, meaning that students showed strong academic growth from where they started the year: ESJPA, GMMS, JLO, WSJE
- **Two schools** were designated as Equity Honorees for outperforming 90% of all schools in the state among particular groups of students: JLO with Latino students, WSJH with African American students.
SJBP’s 2017-2018 End-of-Year Results

School Board Meeting
November 12, 2018
The New Accountability Formula
LDOE Letter Grade Projection

On average, elementary/middle schools will need to improve 5.4 points in the first year, 7.7 points by the second transition, and 10.2 points by 2025 to maintain their 2016 Letter Grade.

Distribution of Elementary/Middle Schools by Transition Timeline
(25% Growth Index, No Curve, No Projected Improvement)

<table>
<thead>
<tr>
<th>Number of Elementary/Middle Schools</th>
<th>2013 Baseline</th>
<th>2016 Actual</th>
<th>2016 with Growth</th>
<th>2018</th>
<th>2022</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150 (15%)</td>
<td>196</td>
<td>90</td>
<td>24</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>203 (21%)</td>
<td>272</td>
<td>355</td>
<td>325</td>
<td>316</td>
<td>290</td>
</tr>
<tr>
<td></td>
<td>284 (29%)</td>
<td>203</td>
<td>209</td>
<td>89</td>
<td>120</td>
<td>450</td>
</tr>
<tr>
<td></td>
<td>67 (7%)</td>
<td>66</td>
<td>22</td>
<td>156</td>
<td>411</td>
<td>156</td>
</tr>
</tbody>
</table>

Louisiana Believes
SJBP’s District Performance Score

2016-17: 67.7
2017-18: 69.6

+1.9 points
Progress Index
Did students grow from where they were the year before?

SJBP awarded a

B
Graduation Rate in SJBP

How many students graduate in 4 years?

- 90%
- 80%
- 70%
- 60%
- 50%

05-06 06-07 07-08 08-09 09-10 10-11 11-12 12-13 13-14 14-15 15-16 16-17

80.7%
Strength of Diploma Index

Are high school students graduating with advanced credentials?

2016-17: 82.7

2017-18: 89.4

+6.7 points
Dropout Credit Accumulation Index (DCAI)
Are students earning high school credits in middle school and 9th grade?

2016-17
127.6

2017-18
135.0
+7.4 points
School Highlights

- Seven schools saw growth in their School Performance Scores
- Four schools were designated as Top Gains Schools by the LDOE for scoring an “A” on the Progress Index: ESJPA, GMMS, JLO, WSJE
- Two schools were designated as Equity Honorees for outperforming 90% of all schools in the state with particular groups of students: JLO with Latino students, WSJH with African American students
### SJBP’s 2017-18 End-of-Year Assessment Results

*Official Results as of October 29, 2018*

#### DISTRICT SUMMARY

<table>
<thead>
<tr>
<th>Component</th>
<th>Old Formula (16-17 and before)</th>
<th>New Formula (17-18)</th>
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<tbody>
<tr>
<td></td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td>DPS</td>
<td>83.8</td>
<td>84.8</td>
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<tr>
<td>K-8 &amp; HS Progress</td>
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<td></td>
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<tr>
<td>K-8 Assessment Index</td>
<td>68.5</td>
<td>67.6</td>
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<tr>
<td>K-8 Progress Index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCAI</td>
<td>133.8</td>
<td>137.3</td>
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<tr>
<td>HS Assessment Index</td>
<td>60.0</td>
<td>53.4</td>
</tr>
<tr>
<td>HS Progress Index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT/WorkKeys</td>
<td>66.3</td>
<td>67.0</td>
</tr>
<tr>
<td>Cohort Grad Rate Index</td>
<td>98.2</td>
<td>111.4</td>
</tr>
<tr>
<td>Strength of Diploma</td>
<td>82.7</td>
<td>89.1</td>
</tr>
<tr>
<td>Progress Points</td>
<td>10.0</td>
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</table>

#### 2016-17 Letter Grade Scale

**Old Formula**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>2016-17 Letter Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-150.0</td>
</tr>
<tr>
<td>B</td>
<td>85 - 99.9</td>
</tr>
<tr>
<td>C</td>
<td>70 - 84.9</td>
</tr>
<tr>
<td>D</td>
<td>50 - 69.9</td>
</tr>
<tr>
<td>F</td>
<td>0 - 49.9</td>
</tr>
</tbody>
</table>

#### 2017-18 Letter Grade Scale

**New Formula**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>2017-18 Letter Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 150</td>
</tr>
<tr>
<td>B</td>
<td>75 - 89.9</td>
</tr>
<tr>
<td>C</td>
<td>60 - 74.9</td>
</tr>
<tr>
<td>D</td>
<td>50 - 59.9</td>
</tr>
<tr>
<td>F</td>
<td>0 - 49.9</td>
</tr>
</tbody>
</table>
# Emily C. Watkins Elementary School

## 2017-18 End-of-Year Assessment Results

<table>
<thead>
<tr>
<th>School &amp; Component</th>
<th>Old Formula (16-17 and before)</th>
<th>New Formula (17-18)</th>
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<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>ECW SPS</td>
<td>72.3</td>
<td>74.5</td>
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<tr>
<td>Assessment Index</td>
<td>68.8</td>
<td>67.7</td>
</tr>
<tr>
<td>Progress Index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCAI</td>
<td>137.9</td>
<td>137.2</td>
</tr>
<tr>
<td>Progress Points</td>
<td>0.0</td>
<td>3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>2016-17 Letter Grade Scale (Old Formula)</th>
<th>2017-18 Letter Grade Scale (New Formula)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-150.0</td>
<td>90 - 150</td>
</tr>
<tr>
<td>B</td>
<td>85 – 99.9</td>
<td>75 - 89.9</td>
</tr>
<tr>
<td>C</td>
<td>70 – 84.9</td>
<td>60 - 74.9</td>
</tr>
<tr>
<td>D</td>
<td>50 – 69.9</td>
<td>50 - 59.9</td>
</tr>
<tr>
<td>F</td>
<td>0 – 49.9</td>
<td>0 - 49.9</td>
</tr>
</tbody>
</table>

## Subgroup Performance

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Subgroup Performance Score</th>
<th>Subgroup Letter Grade Equivalent</th>
<th>2018 Intervention Needed or Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>66.5</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>66.1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>79.3</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>34.0</td>
<td>F</td>
<td>Needed</td>
</tr>
<tr>
<td>White</td>
<td>64.3</td>
<td>C</td>
<td></td>
</tr>
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</table>
## East St. John High School

### 2017-18 End-of-Year Assessment Results

<table>
<thead>
<tr>
<th>School &amp; Component</th>
<th>Old Formula (16-17 and before)</th>
<th>New Formula (17-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td><strong>ESJH: SPS</strong></td>
<td>80.2</td>
<td>75.9</td>
</tr>
<tr>
<td>Assessement Index (HS)</td>
<td>56.0</td>
<td>60.4</td>
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<tr>
<td>Progress Index (HS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT/WorkKeys</td>
<td>71.0</td>
<td>64.7</td>
</tr>
<tr>
<td>Cohort Grad Rate Index</td>
<td>107.4</td>
<td>96.4</td>
</tr>
<tr>
<td>Strength of Diploma</td>
<td>86.3</td>
<td>82.0</td>
</tr>
<tr>
<td>Progress Points</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### 2016-17 Letter Grade Scale (Old Formula)

- **A**: 100-150.0
- **B**: 85 - 99.9
- **C**: 70 - 84.9
- **D**: 50 - 69.9
- **F**: 0 - 49.9

### 2017-18 Letter Grade Scale (New Formula)

- **A**: 90 - 150
- **B**: 75 - 89.9
- **C**: 60 - 74.9
- **D**: 50 - 59.9
- **F**: 0 - 49.9

### Subgroup Performance

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Subgroup Performance Score</th>
<th>Subgroup Letter Grade Equivalent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>71.1</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>64.7</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>76.4</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>36.5</td>
<td>F</td>
<td>Required</td>
</tr>
<tr>
<td>White</td>
<td>67.2</td>
<td>C</td>
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</table>
**East St. John Preparatory Academy**

**2017-18 End-of-Year Assessment Results**

<table>
<thead>
<tr>
<th>School &amp; Component</th>
<th>Old Formula (16-17 and before)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>ESJPA*: SPS</td>
<td>80.2</td>
<td>85.4</td>
</tr>
<tr>
<td>Assessment Index</td>
<td>69.0</td>
<td>73.5</td>
</tr>
<tr>
<td>Progress Index</td>
<td>128.6</td>
<td>127.0</td>
</tr>
<tr>
<td>DCAI</td>
<td>8.2</td>
<td>9.2</td>
</tr>
</tbody>
</table>

*In 2017-18, ESJPA went from K-8 to a 5-8 configuration and absorbed new 5-8 students from FWE. Similarly, FWE went from a K-8 to a K-4 configuration and absorbed new students from ESJPA.

**Top Gains Honoree school!**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>2016-17 Letter Grade Scale (Old Formula)</th>
<th>2017-18 Letter Grade Scale (New Formula)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-150.0</td>
<td>90 - 150</td>
</tr>
<tr>
<td>B</td>
<td>85 - 99.9</td>
<td>75 - 89.9</td>
</tr>
<tr>
<td>C</td>
<td>70 - 84.9</td>
<td>60 - 74.9</td>
</tr>
<tr>
<td>D</td>
<td>50 - 69.9</td>
<td>50 - 59.9</td>
</tr>
<tr>
<td>F</td>
<td>0 - 49.9</td>
<td>0 - 49.9</td>
</tr>
</tbody>
</table>

**Subgroup Performance**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Subgroup Performance Score</th>
<th>Subgroup Letter Grade Equivalent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>62.3</td>
<td>C</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>63.4</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>75.9</td>
<td>B</td>
<td></td>
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<tr>
<td>Students with Disabilities</td>
<td>22.8</td>
<td>F</td>
<td>Needed</td>
</tr>
<tr>
<td>White</td>
<td>65.3</td>
<td>C</td>
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## Fifth Ward Elementary School
### 2017-18 End-of-Year Assessment Results

<table>
<thead>
<tr>
<th>School &amp; Component</th>
<th>Old Formula (16-17 and before)</th>
<th>New Formula (17-18)</th>
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<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>FWE* SPS</td>
<td>52.7</td>
<td>46.2</td>
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<td>42.0</td>
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<td>Progress Index</td>
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<td>DCAI</td>
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<td>126.4</td>
</tr>
<tr>
<td>Progress Points</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

* In 2017-18, ESJPA went from K-8 to a 5-8 configuration and absorbed new 5-8 students from FWE. Similarly, FWE went from a K-8 to a K-4 configuration and absorbed new students from ESJPA.

### Letter Grade Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>2016-17 Letter Grade Scale (Old Formula)</th>
<th>2017-18 Letter Grade Scale (New Formula)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>100-150.0</td>
<td>90-150</td>
</tr>
<tr>
<td><strong>B</strong></td>
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<td>75-89.9</td>
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<tr>
<td><strong>C</strong></td>
<td>70-84.9</td>
<td>60-74.9</td>
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<tr>
<td><strong>D</strong></td>
<td>50-69.9</td>
<td>50-59.9</td>
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<tr>
<td><strong>F</strong></td>
<td>0-49.9</td>
<td>0-49.9</td>
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</tbody>
</table>

### Subgroup Performance

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Subgroup Performance Score</th>
<th>Subgroup Letter Grade Equivalent</th>
<th>2018 Intervention Needed or Required?</th>
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</thead>
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<td>Needed</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>25.4</td>
<td>F</td>
<td>Needed</td>
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<tr>
<td>School Overall</td>
<td>40.7</td>
<td>F</td>
<td>Required</td>
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## Garyville/ Mt. Airy Math & Science Magnet School

### 2017-18 End-of-Year Assessment Results

<table>
<thead>
<tr>
<th>School &amp; Component</th>
<th>Old Formula (16-17 and before)</th>
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<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>GMMS SPS</td>
<td>63.2</td>
<td>72.4</td>
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<td>62.2</td>
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<td>Progress Points</td>
<td>0.0</td>
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### Top Gains Honoree school!

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>2016-17 Letter Grade Scale (Old Formula)</th>
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<td>C</td>
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<td>60-74.9</td>
</tr>
<tr>
<td>D</td>
<td>50-69.9</td>
<td>50-59.9</td>
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### Subgroup Performance

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### 2017-18 End-of-Year Assessment Results

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**Equity Honoree school!**

**Top Gains Honoree school!**

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<th>2016-17 Letter Grade Scale (Old Formula)</th>
<th>2017-18 Letter Grade Scale (New Formula)</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>85 – 99.9</td>
<td>75 – 89.9</td>
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<tr>
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<td>70 – 84.9</td>
<td>60 - 74.9</td>
</tr>
<tr>
<td>D</td>
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**Subgroup Performance**

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## LaPlace Elementary

### 2017-18 End-of-Year Assessment Results

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<td>70 - 84.9</td>
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Lake Pontchartrain Elementary

2017-18 End-of-Year Assessment Results

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Letter Grade 2016-17 Letter Grade Scale (Old Formula) | 2017-18 Letter Grade Scale (New Formula)

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Subgroup Performance

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<th>Subgroup Letter Grade Equivalent</th>
<th>2018 Intervention Needed or Required?</th>
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West St. John Elementary School

2017-18 End-of-Year Assessment Results

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Top Gains Honoree school!

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Subgroup Performance

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# West St. John High School

## 2017-18 End-of-Year Assessment Results

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**Equity Honoree school!**

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ITEM #: 6a
DATE: 11/15/2018

TOPIC: Personnel Matters

BACKGROUND: Approved on October 20, 2018 by the Personnel Committee

Introduction of Revised Job Description

1. Supervisor of External Programs Fiscal Officer

ALTERNATIVES:

SUPERINTENDENT’S RECOMMENDATION:

INFORMATION SOURCES:

Serina Duke,
Human Resources Director
St. John the Baptist Parish School System

Job Description

JOB TITLE: Supervisor of External Programs Fiscal Officer
REPORTS TO/EVALUATED BY: Executive Director of Business & Finance
TERMS OF EMPLOYMENT: 12 Months
SALARY RANGE: Supervisor Salary Schedule
SCOPE OF RESPONSIBILITIES:
To provide accounting services for the District external programs efficiently and expeditiously.

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. Acts as general accountant and preserves all accounts, vouchers, and contracts for designated external programs.
2. Performs all financial accounting for designated external programs.
3. Maintains updated knowledge of federal programs.
4. Provides accounting services essential to the preparation, administration, and control of designated external program budgets and consults with appropriate individuals on revisions.
5. Prepares the annual budgets for designated external programs.
6. Collaborates with program (curriculum & instruction) staff with grant writing, accounting, and program reporting as needed.
7. Prepares financial and other budget reports for designated external programs, including periodic expense reports and uploaded data.
8. Prepares requests for funds for designated external programs, including eGMS input with uploads of required data.
9. Keeps a subsidiary ledger on outstanding requests for funds and tracks such requests.
10. Supervises Clerk(s)
11. Cooperates with the auditors/monitors, provides information to them, and correct any financial related findings for such designated external programs.
12. Follows the rules and regulations of the St. John the Baptist Parish School Board.
13. Notifies supervisor promptly in case of absence, and communicates in advance the date of return so that provisions can be made.
14. Attends work regularly and arrives punctually.
15. Displays proper respect for superiors.
16. Observes professional lines of communication at all times with individuals inside and outside the school system.
17. 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.
18. Accepts other duties as may be assigned which are related to the scope of the job.
WORK ENVIRONMENT/HOURS
The Supervisor of External Programs Fiscal Officer is required to work in a central office setting, climate controlled environment adhering to School Board energy policy. Work day is consistent with the central office schedule. Sometimes works evenings, weekends & holidays as required by job responsibilities and supervisors.

COMMUNICATION SKILLS
Communication must be in standard English both orally and in writing. Must be able to accurately compile and access data, summarize information, and provide written report to supervisor.

EQUIPMENT
Telephone, copy machine, fax machine, and personal computer.

PHYSICAL INVOLVEMENT
Sitting is required part of each work day. Standing, walking, reaching, bending, and lifting are sometimes required.

MENTAL INVOLVEMENT
Must understand and interpret written and verbal instructions from Executive Director of Business & Finance.

HUMAN RELATIONS INVOLVEMENT
Must be able to work compatibly with the entire central office staff.

MINIMUM QUALIFICATIONS
The Supervisor of External Programs Fiscal Officer must have (1) Bachelor Degree in Business or Accounting or Master Degree in Business related field and Two (2) years governmental accounting experience

DESIRABLE QUALIFICATIONS
(1) Professional Certification, (2) Extensive Computer Experience, and (3) External Program accounting experience.

REVIEWED AND AGREED TO: 
Employee Signature DATE: ________

APPROVED: 
Supervisor Signature DATE: ________

Introduced September 20, 2018
ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM

ITEM #:  6b
DATE:   11/15/2018

TOPIC: Personnel Matters

BACKGROUND: Personnel Committee scheduled for November 13, 2018

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 11/18
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<td>Framework of LEA Personnel Evaluation Programs</td>
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<td>301</td>
<td>Overview of Personnel Evaluation</td>
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<td>Measures of Growth in Student Learning - Value-Added Model</td>
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<td>Measures of Growth in Student Learning - Non-Tested Grades and Subjects</td>
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<td>901</td>
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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.
In August 2008, BESE approved the *Performance Expectations and Indicators for Education Leaders* to replace the *Standards for School Principals in Louisiana, 1998* as criteria for principal evaluation.

**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 38:1214 (May 2012).

### §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 staffs are empowered to make decisions collaboratively regarding the school's programs. Effective principals are visible, positive role models who are respected by staff, students, and the school community. They are leaders who encourage by example, 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 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.
§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 at the central office in the single official file to document the annual review and/or receipt of the job descriptions. 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 other 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/evaluations must be done no later than May 10th.

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.
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. All teachers and administrators must write 2 student learning targets per year. The remaining fifty percent shall be based upon a qualitative assessment of teacher or administrator performance.

1. For teachers, the fifty percent of the evaluation based upon growth in student learning shall measure the growth of their students according to a pre-determined assessment method, using the value-added model, where available, and alternate measures of student growth according to state guidelines, where value-added data are not available. For administrators, the fifty percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth.

2. The fifty percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of one formal, announced observation or site visit and at least one other informal, unannounced observation or site visit. 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.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1215 (May 2012), amended LR 38:2359 (September 2012).

§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.

B. The value-added model shall be applied to grades and subjects that participate in 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 five students with the value-added results assigned to an educator.
C. The value-added model shall be a statistical model approved by the BESE 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. eligibility for free or reduced price meals;
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 BESE 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, R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, L.R 38:1216 (May 2012).

§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.
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 target 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 per school performance score.

4. Principals at schools with special population (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 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.


§307. Observation Tools

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

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.

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.


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

§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:

<table>
<thead>
<tr>
<th>Effectiveness Rating</th>
<th>Composite Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>X &lt; 1.5</td>
</tr>
<tr>
<td>Effective: Emerging</td>
<td>1.5 ≤ X ≤ 2.5</td>
</tr>
<tr>
<td>Effective: Proficient</td>
<td>2.5 ≤ X ≤ 3.5</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>3.5 ≤ X</td>
</tr>
</tbody>
</table>

C. 


§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, mentor, master teachers and central office administrators.

1. Other designees, such as literacy coaches 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:

<table>
<thead>
<tr>
<th>EVALUATEE</th>
<th>EVALUATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted P. E. Teacher</td>
<td>Special Education Program Coordinator</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>Asst Superintendent</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Coordinator of Compliance &amp; Discipline</td>
<td>Director of Special Education</td>
</tr>
<tr>
<td>Coordinator of Educational Technology</td>
<td>Asst Superintendent</td>
</tr>
<tr>
<td>Coordinator of Executive Programs of Finance</td>
<td>Exec. Dir. of Business &amp; Finance</td>
</tr>
<tr>
<td>Coordinator of Federal &amp; State Programs</td>
<td>Asst Superintendent</td>
</tr>
<tr>
<td>Coordinator of Information Tech. Services</td>
<td>Exec. Dir. of Business &amp; Finance</td>
</tr>
<tr>
<td>Coordinator of Maintenance</td>
<td>Purchasing Agent/Director</td>
</tr>
<tr>
<td>Coordinator of Pupil Appraisal/Child Search</td>
<td>Director of Special Education</td>
</tr>
<tr>
<td>Coordinator of Testing and SIS</td>
<td>Exec. Dir. of Assessment &amp; Accountability</td>
</tr>
<tr>
<td>Curriculum Facilitators</td>
<td>Asst. Superintendent</td>
</tr>
<tr>
<td>Director of Child Nutrition</td>
<td>Exec. Dir. Of Business &amp; Finance</td>
</tr>
<tr>
<td>Director of Human Resources</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Director of Safe &amp; Drug Free Schools/Child Welfare &amp; Attendance</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Executive Dir. Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Disciplinarian</td>
<td>Principal/Desigee</td>
</tr>
<tr>
<td>Educational Diagnostician</td>
<td>Coordinator of Pupil Appraisal</td>
</tr>
<tr>
<td>Executive Director of Curriculum &amp; Instruction</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Executive Director of Business &amp; Finance</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Head Start Nurse (Health/Handicap Coordinator)</td>
<td>Director of Head Start/Desigee</td>
</tr>
<tr>
<td>Head Start Parent Liaison</td>
<td>Director of Head Start/Desigee</td>
</tr>
<tr>
<td>Head Start Social Worker (Social Services Coord.)</td>
<td>Director of Head Start/Desigee</td>
</tr>
<tr>
<td>Head Start Teacher</td>
<td>Director of HeadStart/Desigee</td>
</tr>
</tbody>
</table>
IEP Coordinator
Librarian
Literacy Coach
Master Teacher (Secondary)
Model Early Teacher
PreK Teacher
Principal
Professional School Nurse
Pupil Appraisal Social Worker
Purchasing Agent/Director
Risk Manager
School Counselor
School Psychologist/School Psychological Asst.
Special Education Program Coordinator
Special Education Teacher ( I & II )
Speech/Language Diagnostician
Speech/Language Pathologist
Speech/Language Pathologist Medicaid Facilitator
Superintendent of Schools
Teacher
Technology Master Teacher
Transportation Supervisor

Director of Special Education
Principal/Designee
Coordinator of Educational Technology
Executive Director Curriculum & Instruction
Principal/ Director of Head Start
Principal/Director of Head Start
Superintendent/Designee
Director of Special Education
Coordinator of Pupil Appraisal
Exec. Dir. Of Business & Finance
Superintendent
Principal/Designee
Coordinator of Pupil Appraisal
Director of Special Education
Principal/Designee
Director of Special Education/Designee
Director of Special Education/Designee
Director of Special Education
St. John Parish School Board
Principal/Designee
Coordinator of Educational Technology
Purchasing Agent/Director
§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.

§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.


§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. 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 to discuss the results of the evaluation (this discussion will concern the strengths and areas in need of improvement of the evaluatee).

3. The evaluation and the assistance and assessment programs include procedures of resolving conflict in a fair, efficient, effective, and professional manner.

4. 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.

5. The evaluatees not performing satisfactorily are informed in writing of such determination by receipt of the evaluation report.

6. 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.

7. The evaluatee is provided with ample assistance to improve performance.

8. 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.

9. 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.

10. 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 XI 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).

11. 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
§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*;
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

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.


§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.

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

<table>
<thead>
<tr>
<th>1. Guidance Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Librarians</td>
</tr>
<tr>
<td>3. Therapists</td>
</tr>
<tr>
<td>4. 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</td>
</tr>
<tr>
<td>5. Any employee whose position requires certification, but whose title is not given in this list</td>
</tr>
<tr>
<td>6. Any employee who holds a major management position, but who is not required to have a college degree or certification</td>
</tr>
</tbody>
</table>

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 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 15th of each year


§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 1.

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.


§327. Statement of Assurance

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.


§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.


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.


§901. Louisiana Components of Effective Teaching

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning and Preparation</td>
<td>1c. Setting Instructional Outcomes</td>
</tr>
<tr>
<td>2. The Classroom Environment</td>
<td>2c. Managing Classroom Procedures</td>
</tr>
<tr>
<td>3. Instruction</td>
<td>3b. Questioning and Discussion Techniques</td>
</tr>
<tr>
<td></td>
<td>3c. Engaging Students in Learning</td>
</tr>
<tr>
<td></td>
<td>3d. Using Assessment in Instruction</td>
</tr>
</tbody>
</table>


§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 their 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 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.


ST. JOHN PARISH SCHOOL BOARD  
SCHOOL BOARD MEETING  
AGENDA ITEM

ITEM #: 6c
DATE: 11/15/2018

TOPIC: Personnel Matters

BACKGROUND: Personnel Committee scheduled for November 13, 2018

Introduction of New Job Description
   1. Full-Time Early Childhood Program Assistant

ALTERNATIVES:

SUPERINTENDENT'S RECOMMENDATION:

INFORMATION SOURCES: Serina Duke, Human Resources Director
St. John the Baptist Parish School System
Job Description

JOB TITLE: Full Time Early Childhood Program Assistant
REPORTS TO/EVALUATED BY: Director of Head Start and Early Childhood
TERMS OF EMPLOYMENT: 9 Months
SALARY RANGE: Salary Scale for Paraprofessionals
SCOPE OF RESPONSIBILITIES: To provide support to students during school routes and assistance to the Head Start and Pre-School programs.

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. Assists the bus driver in maintaining good student conduct on the bus.
2. Assists children in getting on and off the bus.
3. Assures that all students are transported in a safe and orderly fashion.
4. Visual check of interior of bus by walking and checking each seat and under each seat prior to parking and exiting the bus.
5. Collects and turns over to the school secretary items left on the bus by the students.
6. Maintains a high level of ethical behavior and confidentiality of information about students.
7. Insures that the protective safety devices are in use and fastened properly.
8. Is present on the school bus at all times during the bus route.
9. Attends CPR class every 2 years and pediatric first aid course every 3 years.
10. Helps collect and maintain the vehicle confidential emergency data which includes:
   a) Student’s name and address
   b) Emergency health care information, student’s physician, parent/guardian or custodians who can be contacted in the case of emergency.
11. Notifies bus driver of any bus changes.
12. Maintain a daily bus log of student pickups and drop offs, securing guardian signatures
13. Provides the student’s welfare when and if the student is unable to meet at the designated bus stop.
14. Adheres to state and federal guidelines dealing with transportation of students.
15. Assists in the classroom as a teacher’s aides/teacher/bus monitor as needed for substitute purposes.
16. Assists Head Start Program staff as needed.
17. Assists with the department of transportation with creating bus routes.
18. Attends all meetings called or approved by the Superintendent, Head Start Director, or Principal.
19. Serves as a student role model in conduct, grooming, and dress.
20. Informs teacher(s) of any problems or special concerns of an individual student.
21. Makes use of constructive criticism and refrains from sarcasm, undue criticism, inappropriate language and behavior, and the use of racial and/or ethnic slurs when dealing with others.
22. Uses grammatically correct written and spoken language.
23. Attends work punctually and regularly.
24. Works cooperatively with others.
25. Displays proper respect for superiors.
26. Observes professional lines of communication at all times inside and outside the school system.
27. Notifies supervisor promptly in case of absence and communicates in advance the data of return so provisions can be made.
28. Performs any other tasks as pertains to the scope of the job as assigned.
Part Time Bus Monitor/Center Assistant Job Description

WORK ENVIRONMENT
The Full Time Bus Monitor/Center Assistant must be able to: 1) withstand temperatures changes inherent in riding under any weather condition; 2) work in a school setting which includes both a climate controlled environment and outside areas which are subject to climate extremes; 3) comply with daily hours at assigned site according to bargaining unit agreement.

COMMUNICATION SKILLS
A Full Time Bus Monitor/Center Assistant must be able to: 1) effectively communicate in English both orally and in writing; 2) accurately give and receive information via system; 3) communicate successfully and pleasantly with students, parents, and school personnel; and 4) use grammatically correct written and spoken language.

EQUIPMENT
A Full Time Bus Monitor/Center Assistant must be able to use the telephone, audio-visual equipment, classroom computer, copy machine, laminator, calculator, and other appropriate machines.

PHYSICAL INVOLVEMENT
A Full Time Bus Monitor/Center Assistant must be able to: 1) stand, walk, reach, bend, squat, and occasionally lift between 10-50 pounds; 2) operate and use classroom equipment; and 3) endure dust, fumes, smokes, gases, or excessive noise.

MENTAL INVOLVEMENT
A Full Time Bus Monitor/Center Assistant must be able to: 1) apply instructional strategies; 2) understand, follow, and interpret written and verbal instructions; 3) instruct students; 4) maintain emotional control under stressful situations.

HUMAN RELATIONS INVOLVEMENT
A Full Time Bus Monitor/Center Assistant must be able to: 1) work cooperatively with bus drivers, teachers, students, parents, and other school personnel; and 2) respond positively to supervision and suggestions for improvement.

MINIMUM QUALIFICATIONS
1) Possess a school diploma or GED AND 2) Three(3) years of experience working in a Headstart or PreK setting.

APPROVED: _________________________________ DATE: __________

REVIEWED AND AGREED TO: ______________________________ DATE: __________
ITEM #: 7a
DATE: 11/15/2018

TOPIC: Monthly Budget-to-Actual

BACKGROUND:

ALTERNATIVES:

SUPERINTENDENT'S RECOMMENDATION:

COST:

INFORMATION SOURCES: Mr. Felix Boughton
### GENERAL FUND REVENUES

<table>
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<tr>
<th>Code</th>
<th>Type</th>
<th>Original Appropriation</th>
<th>Revised Budget</th>
<th>Difference</th>
</tr>
</thead>
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<td>Other revenues</td>
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<td><strong>Total Revenues</strong></td>
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### GENERAL FUND EXPENDITURES

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<th>Code</th>
<th>Type</th>
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<th>Revised Budget</th>
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<td><strong>$70,933,906</strong></td>
<td><strong>$887,653</strong></td>
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**Current Year Projected Deficit**  
- $6,814,812  
- $6,074,735

**Beginning Total Fund Balance**  
$14,826,856  
$14,826,856

**Ending Total Fund Balance**  
$8,012,044 **  
$8,752,121 **

** $ 3,464,000 assigned for retiree insurance
ST. JOHN THE BAPTIST PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM

ITEM #: 7b

DATE: 11/15/2018

TOPIC:
Request Board approval to declare the following vehicles surplus and sell them to the highest bidder.

BACKGROUND:
White Fleet: Four Dodge vans and one Dodge pickup truck.
Buses: S7, S8, S9, S11, 58, 83, 85, 87, and 95.
Buses 5 and 6 will be used to satisfy the requirements of the VW Environmental Mitigation Grant.
All vehicles have reached the end of their useful life and no longer have value.

ALTERNATIVES:
Accept recommendation
Do not accept
Table

SUPERINTENDENT’S RECOMMENDATION:

COST:
None

FUNDING SOURCE:
NA

INFORMATION SOURCES:
Mr. Peter Montz
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ST. JOHN THE BAPTIST PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM

ITEM #: 7c

DATE: 11/15/2018

TOPIC:
Request Board approval on Proposal 19.27 School Bus Air Conditioners.

BACKGROUND:
This proposal will allow the installation of air condition on buses 34, 35, 36, 37 and 38.

ALTERNATIVES:
Accept recommendation
Do not accept
Table

SUPERINTENDENT’S RECOMMENDATION:

COST:
$57,250.00

FUNDING SOURCE:
General Funds

INFORMATION SOURCES:
Mr. Peter Montz
ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

PROPOSAL RECOMMENDATION SUMMARY

Meeting Date: November 15, 2018
Proposal Name: School Bus Air Conditioners
Proposal Number: 19.27

RELEASE/RECEIPT INFORMATION

Number of Proposal packages released: 5
Ross Bus Sales
Fred’s Bus Service Center
B & L Transportation
Kent Mitchell Bus Sales
Tyrone’s Detailing Wrecker Service
Online posting views: 9
Number of Proposal packages returned: 1
Fred’s Bus Service Center
AC system installed per bus $9,450.00
Five year warranty per bus $2,000.00
Number of Proposals rejected: 0

PROPOSAL AWARD RECOMMENDATION

FRED’S BUS SERVICE CENTER
AC system installed per bus $9,450.00
Five year warranty per bus $2,000.00
ST. JOHN THE BAPTIST PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM

ITEM #: 8a

DATE: 11/15/2018

TOPIC:
Request Board approval to enter into a Land Lease Agreement with New Cingular Wireless PCS, LLC.

BACKGROUND:
The tenant is proposing to install a cell tower on the north east corner of WSJH property.
$850.00 per month five year term ($51,000 over five years)
Four additional five year renewals
Each five year renewal includes a 12% monthly rent increase over the previous five year term rent payment ($57,120 term 2, $63,974 term 3, $71,651 term 4 and $80,250 term 5)

ALTERNATIVES:
Accept recommendation
Do not accept
Table

SUPERINTENDENT’S RECOMMENDATION:

COST:
$

FUNDING SOURCE:

INFORMATION SOURCES:
Mr. Peter Montz
The attached version of the Cell Tower Lease Agreement comports with the recommendations of the District Attorney’s Office.

Thank you,

Orenthal Jasmin
Assistant District Attorney

Office of the Honorable Bridget A. Dinvaut
District Attorney for the Parish of St. John the Baptist
40th Judicial District
1342 Hwy 44 (River Road)
Reserve, LA 70084

Main: (985) 652-9757
Direct Dial: (985) 618-1426
Main Fax: (985) 651-6753
ojasmin@stjohnda.com
www.stjohnda.com

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Can remove and repair a portion of the girls softball field fence to allow for construction/access.

Short piece of fence will need to be removed.
ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM

ITEM #: 8b
DATE: 11/15/2018

TOPIC: Request Approval of New/Revised Policy:
IFBGA – Computer and Internet Use

BACKGROUND:

ALTERNATIVES:

SUPERINTENDENT'S RECOMMENDATION:

INFORMATION SOURCES: Ms. Iman Montgomery
The St. John the Baptist Parish School Board believes it is necessary for all persons to become aware of acceptable use of computers. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. All users, including students, employees, or any other users of School Board computers, hardware, and School Board network shall abide by all policies of the School Board and any applicable administrative regulations and procedures. The School Board retains the right to monitor all computer usage and files for compliance to all regulations and/or procedures.

Age and grade appropriate classroom instruction shall be provided regarding Internet and cell phone safety. Such instruction shall include appropriate online behavior, interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as well as areas of concern as authorized in state and federal law.

In addition, the School Board, in conjunction with local law enforcement agencies, shall develop and distribute age and grade appropriate information to each student regarding Internet and cell phone safety and online content that is a threat to school safety. The information shall include the following:

- **Instruction on how to detect potential threats to school safety exhibited online, including posting on any social media platform.**
- **Visual examples of possible threats.**
- **The process for reporting potential threats, which shall be in accordance with the procedures referenced in policy EBBB, School and Student Safety.**

Such information shall be either distributed to or explained to students and school personnel at the beginning of each school year and shall be posted on an easily accessible page of the School Board’s website and the website of each school.

If information reported to a school is deemed a potential threat to school safety, the school shall present the written form and any further evidence to local law enforcement.

The Internet is a vast global computer network that provides access to major universities around the world, governmental agencies, other school systems, and commercial providers of data banks. The School Board shall establish appropriate guidelines for exploring and using Internet resources within the school district to enhance learning and teaching activities. The School Board shall incorporate the use of computer-related technology or the use of Internet service provider technology designed to block access or exposure to any harmful materials or information, such as sites that contain obscene,
pornographic, pervasively vulgar, excessively violent, or sexually harassing information or material. Sites which contain information on the manufacturing of bombs or other incendiary devices shall also be prohibited. However, the School Board does not prohibit authorized employees or students from having unfiltered or unrestricted access to Internet or online services, including online services of newspapers with daily circulation of at least 1,000, for legitimate scientific or educational purposes approved by the School Board.

It shall be the policy of the St. John the Baptist Parish School Board that any use of the Internet that adversely affects its operation in pursuit of teaching and learning or jeopardizes its use or performance for other community members is prohibited and may result in loss of Internet privileges, suspension of the student, or other appropriate disciplinary action. The School Board does not condone the use of the Internet for any illegal or inappropriate activities and shall not be responsible for any such use by staff or students. Parents shall be made aware that Internet usage is only partially controllable by supervision.

Students may use the Internet only if under the direct supervision of a teacher or other professional designated by the teacher.

USE OF INTERNET REGULATIONS

The School Board provides access to the Internet to students, teachers, staff and administrators. The Internet is a very exciting educational tool which can greatly benefit schools. Research, collaborative learning, and exchange of educational ideas and information are regularly pursued on the Internet. The School Board believes that there are appropriate regulations to maximize effective educational use of the Internet and minimize abuse of the opportunity being provided to our schools. Ethical, efficient and legal use of any network is the key to a successful linkage with the Internet. Accordingly, regulations for participation by anyone on the Internet shall include but not be limited to the following:

1. Users must demonstrate honest, integrity, and respect for others at all times. Appropriate manners and language shall be required.

2. No individual student shall be permitted to have an e-mail account. Only teachers and classes as a whole may be permitted to use e-mail. E-mail is not guaranteed to be private on the Internet. Therefore, only appropriate teacher or class messages shall be allowed.

3. No photographs, personal addresses, personal phone numbers, or last names will be permitted in student use of the Internet.

4. Illegal activities, including copyright or contract violations shall not be permitted. The Internet may not be used for financial or commercial gain.
5. Threatening, profane, or abusive messages shall be forbidden.

6. No activities shall be allowed which may damage or interrupt equipment or any networking system.

7. Any attempt to alter, harm or destroy the data of another user of the Internet, or any network on the Internet shall be forbidden.

8. No user is permitted to upload, or create, a computer virus on the Internet or any networking system.

9. Resources offered by the Internet and paid for by the School Board may not be willfully wasted.

10. A user shall not attempt to access any Internet resources or entities not previously authorized by the teacher.

11. Invading the privacy of another user, or using their account, shall not be tolerated.

12. Posting personal messages without the author's consent shall be forbidden.

13. Sending or posting anonymous messages shall be forbidden.

14. Perusing or otherwise accessing obscene or pornographic material, or using profanity in messages shall be forbidden.

15. Perusing or otherwise accessing information on manufacturing bombs or other incendiary devices shall be forbidden.

16. Product advertising, political lobbying, or sending messages involving illegal activities shall not be permitted. Violations shall be reported to the teacher when evidence of such is encountered on the Internet.

17. Any subscriptions to list servers, bulletin boards, or on-line services shall be approved by the Superintendent or his/her designee prior to any such usage.

18. When a security problem is detected, it shall be reported immediately to the teacher. The problem shall not be demonstrated to other users.

19. Suspension shall automatically result for a user who accesses, sends, receives, or configures electronically any profane or obscene language or pictures.
No one shall be permitted to use the Internet unless a completed Internet Usage Contract has been submitted to the Superintendent or designee.

Revised: April, 2009
Revised: March 21, 2013
Revised: September, 2018

ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM

ITEM #: 8c
DATE: 11/15/2018

TOPIC: Request Approval of New/Revised Policy:
JCDAG – Threats of Terrorism or Violence

BACKGROUND:

ALTERNATIVES:

SUPERINTENDENT’S RECOMMENDATION:

INFORMATION SOURCES: Ms. Iman Montgomery
THREATS OF TERRORISM OR VIOLENCE

The St. John the Baptist Parish School Board is committed to providing a safe environment for the students and employees of its schools. Any potential threat of violence or terrorism to students and employees shall be addressed immediately in accordance with policy EBBB, School and Student Safety. If the threat is determined to be credible and imminent, the threat shall be reported immediately to a local law enforcement agency and the school shall initiate procedures outlined in policy EBBC, Emergency/Crisis Management.

Potential threats not rising to the level of reasonable belief which are not reported to law enforcement shall be referred immediately to school administrators for further investigation, in accordance with applicable procedures outlined in policy JCDAF, Bullying and Hazing.

DEFINITIONS

Threat of terrorism means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any crime of violence that would reasonably cause any student, teacher, principal, or school employee to be in sustained fear for his safety, cause the evacuation of a building, or cause other serious disruption to the operation of a school.

Threat of violence means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any intent to kill, maim, or cause great bodily harm to a student, teacher, principal, or school employee on school property or at any school function.

EVIDENCE

Whenever potential threats of violence or terrorism are reported to school administrators, any evidence related to a threat such as statements, writings, recordings, electronic messages, and photographs shall be collected and kept in a secure location.

MANDATORY EVALUATION

If a student is reported to a local law enforcement agency for threats of terrorism or violence, the student shall not be permitted to return to school until undergoing a formal mental health evaluation.

New policy: September, 2018


St. John the Baptist Parish School Board
ITEM #: 8d
DATE: 11/15/2018

TOPIC: Request Approval of New/Revised Policy:
JCDAF – Bullying and Hazing

BACKGROUND:

ALTERNATIVES:

SUPERINTENDENT’S RECOMMENDATION:

INFORMATION SOURCES: Ms. Iman Montgomery
The St. John the Baptist Parish School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student feels bullied, threatened, or harassed is subject to bullying, hazing, or similar behavior while in school or participating in school-related activities. Students and their parents/guardians shall be notified that the school, school bus, and all other school environments are to be safe and secure for all. Therefore, all statements or actions of bullying, hazing, or similar behavior such as threatening or harassment, made on campus, at school-sponsored activities or events, on school buses, at school bus stops, and on the way to and from school shall not be tolerated. Even if made in a joking manner, these statements or actions of bullying, hazing, or similar behavior towards other students, or school personnel, or school property, shall be unacceptable.

All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy.

_Bullying_ shall mean:

1. A pattern of any one or more of the following:
   
   A. Gestures, including but not limited to obscene gestures and making faces.
   
   B. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. *Electronic communication* includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
   
   C. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
   
   D. Repeatedly and purposefully shunning or excluding from activities.

2. Where the pattern of behavior as enumerated above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.

3. The pattern of behavior as provided above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm,
damaging a student’s property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student’s performance in school, or have the effect of substantially disrupting the orderly operation of the school.

_Hazing_ shall mean any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. Hazing does not mean any adult-directed and school-sanctioned athletic program practice or event or military training program.

Any solicitation to engage in hazing, and the aiding and abetting another person who engages in hazing shall be prohibited. The consent, stated or implied, of the hazing victim shall not be a defense in determining disciplinary action.

**NOTICE TO STUDENTS AND PARENTS**

The School Board shall inform each student, orally and in writing, at the required orientation conducted at the beginning of each school year, of the prohibition against bullying, hazing, or similar behavior of a student by another student; the nature and consequences of such actions; including the potential criminal consequences and loss of driver's license, and the proper process and procedure for reporting any incidents involving such prohibited actions. A copy of the written notice shall also be delivered to each student's parent or legal guardian.

**REPORTING**

The principal or his/her designee shall be authorized to receive complaints alleging violation of this policy. All employees, parents, volunteers, or any other school personnel shall report alleged violations to the principal or his/her designee. Any written or oral report of an act of bullying, hazing, or similar behavior shall be considered an official means of reporting such act(s). Complaints, reports, and investigative reports of bullying, hazing, or similar behavior shall remain _confidential_, with limited exception of state or federal law.

The reporting of incidents of bullying, hazing, or similar behavior shall be made on the _Bullying Report_ form, which shall include an _affirmation of truth_. Any bullying, hazing, or similar behavior report submitted, regardless of recipient, shall use this form, but additional information may be provided.
Students and Parents

Any student who believes that he/she has been, or is currently, the victim of bullying, hazing, or similar behavior, or any student, parent, or guardian, who witnesses bullying, hazing, or similar behavior or has good reason to believe bullying, hazing, or similar behavior is taking place, may report the situation to a school official, who in turn shall report the situation to the principal or his/her designee. A student, or parent or guardian, may also report concerns regarding bullying, hazing, or similar behavior to a teacher, counselor, other school employee, or to any parent chaperoning or supervising a school function or activity. Any such report shall remain confidential.

School Personnel

Any school employee, whether full- or part-time, and any parent/volunteer chaperoning or supervising a school function or activity, who witnesses or learns of bullying, hazing or similar behavior from a student or parent, immediately shall report the incident to the principal or his/her designee. Verbal reports shall be submitted by the employee or parent/volunteer on the same day as the employee or parent/volunteer witnessed or otherwise learned of the incident, and a written report shall be filed no later than two (2) days thereafter.

All other members of the school community, including students, parents/legal guardians, volunteers, and visitors shall be encouraged to report any act that may be a violation of this policy to the principal or his/her designee.

False Reports

Intentionally making false reports about bullying, hazing, or similar behavior to school officials shall be prohibited conduct and shall result in appropriate disciplinary measures as determined by the School Board.

INVESTIGATION PROCEDURE

Investigations of any reports of bullying, hazing, or similar behavior of a student by another student shall be in accordance with the following:

1. Timing

The school shall begin an investigation of any complaint that is properly reported and that alleges the prohibited conduct the next business or school day after the report is received by the principal or his/her designee. The investigation shall be completed as expeditiously as possible, but not later than ten (10) school days after the date the written report of the incident is submitted to the principal or his/her designee. If additional information is received after the end of the ten-day period, the school principal or his/her designee shall amend all documents and reports required to reflect such information.
2. Scope of Investigation

An investigation shall include documented interviews of the reporter, the alleged victim, the alleged bully or offender, and any witnesses, and shall include obtaining copies or photographs of any audio-visual oral, visual or written evidence, including, but not limited to statements, writings, recordings, electronic messages, and photographs. Interviews must be conducted privately, separately, and confidentially. At no time shall the alleged offender and alleged victim be interviewed together.

The principal or his/her designee shall collect and evaluate all facts using the Bullying Investigation form.

3. Parental Notification

Upon receiving a report of bullying, hazing, or similar behavior, the school shall notify the parents or legal guardians of the alleged offender and the alleged victim no later than the following business or school day. Delivery of notice to the parents or legal guardians by an involved student shall not constitute the required parental notice.

Before any student under the age of eighteen (18) is interviewed, his/her parent or legal guardian shall be notified by the principal or his/her designee of the allegations made and shall have the opportunity to attend any interviews with their child conducted as part of the investigation.

All meetings with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender shall be in compliance with the following:

A. Separate meetings shall be held with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender.

B. Parents or legal guardians of the alleged victim and of the alleged offender shall be informed of the potential consequences, penalties, and counseling options.

In any case where a teacher, principal, or other school employee is authorized to require the parent or legal guardian of a student who is under the age of eighteen (18) and not judicially emancipated or emancipated by marriage to attend a conference or meeting regarding the student's behavior and, after notice, the parent, tutor, or legal guardian willfully refuses to attend, the principal or his/her designee shall file a complaint, pursuant to Louisiana Children's Code, Article 730 or 731, with a court exercising juvenile jurisdiction. The principal may also file a complaint on the grounds the student is a truant or has willfully and repeatedly...
violated school rules, or any other applicable ground when, in his/her judgment, doing so is in the best interests of the student.

4. Documentation

At the conclusion of an investigation of bullying, hazing, or similar behavior, and after meeting with the parents or legal guardians, the principal or his/her designee or School Board shall:

A. Prepare a written report containing the findings of the investigation, including input from students’ parents or legal guardians, and the decision by the principal or his/her designee or school system official. The document shall be placed in the school records of both students.

B. Promptly notify the reporter/complainant of the findings of the investigation and whether remedial action has been taken, if such release of information does not violate the law.

C. Keep reports/complaints and investigative reports confidential, except where disclosure is required to be made by applicable federal laws, rules, or regulations or by state law.

D. Maintain reports/complaints and investigative reports for three (3) years.

E. As applicable, provide a copy of any reports and investigative documents to the School Board for disciplinary measures, or to the Louisiana Department of Education, as necessary.

During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the alleged victim, students, teachers, administrators or other school personnel pending completion of the investigation.

Handling Evidence

Whenever an employee/administrator receives notice of a bullying or hazing, or similar behavior, such as threats, any physical evidence of the act/communication shall be secured in the building administrator’s office with as little physical contact as possible. If the act/communication is in the form of graffiti, the area shall be sealed off by the building administrator. Photographs shall be taken as soon as possible. Student/public exposure shall be as minimal as possible. Graffiti shall not be removed until law enforcement has properly examined the area.

APPEAL

If the school principal or his/her designee does not take timely and effective action in any bullying incident, the student, parent, or school employee may report, in writing, the
incident to the School Board. The School Board shall begin an investigation of any properly reported complaint that alleges prohibited conduct the next business day during which school is in session after the report is received by the School Board.

If the School Board does not take timely and effective action, the student, parent, or other school employee may report any bullying incident to the Louisiana Department of Education.

**DISCIPLINARY ACTION**

Once a report has been received at a school, and a school principal or his/her designee has determined that an act of bullying, hazing, or similar behavior has occurred, and after having met with the parent or legal guardian of the student involved, the principal or his/her designee, or applicable school official shall take prompt and appropriate disciplinary action against the student, and report criminal conduct to law enforcement. Counseling and/or other interventions may also be recommended.

Students may be disciplined for off-campus bullying, hazing, or similar behavior the same as if the improper conduct occurred on campus, if the actions of the offender substantially interferes with the education opportunities or educational programs of the student victim and/or adversely affects the ability of the student victim to participate in or benefit from the school's education programs or activities.

**PARENTAL RELIEF**

If a parent, legal guardian, teacher, or other school official has made four (4) or more reports of separate instances of bullying, and no investigation pursuant to state law or this policy has occurred, the parent or legal guardian of the alleged victim may request that the student be transferred to another school operated by the School Board.

Such request shall be filed with the Superintendent. Upon receipt of the request to transfer the student to another school, the School Board shall make a seat available at another school under its jurisdiction within ten (10) school days of the parent or legal guardian's request for a transfer. If the School Board has no other school under its jurisdiction serving the grade level of the victim, within fifteen (15) school days of receiving the request, the Superintendent shall:

1. Inform the student and his/her parent or legal guardian and facilitate the student's enrollment in a statewide virtual school.

2. Offer the student a placement in a full-time virtual program or virtual school under the School Board’s jurisdiction.

3. Enter into a memorandum of understanding with the Superintendent or director of another governing authority to secure a placement and provide for the transfer of the student to a school serving the grade level of the student, in accordance with
If no seat or other placement is made available within thirty (30) calendar days of the receipt of the request by the Superintendent, the parent or legal guardian may request a hearing with the School Board, which shall be public or private at the option of the parent or legal guardian. The School Board shall grant the hearing at the next scheduled meeting or within sixty (60) calendar days, whichever is sooner.

At the end of any school year, the parent or legal guardian may make a request to the School Board to transfer the student back to the original school. The School Board shall make a seat available at the original school that the student attended. No other schools shall qualify for transfer under this provision.

**TRAINING**

The School Board shall provide a minimum of four (4) hours of training for all new employees who have contact with students and two (2) hours of training each subsequent year for all school employees who have contact with students, including bus operators, with respect to bullying, in accordance with state statutory provisions.

**RETAIATION**

Retaliation against any person who reports bullying, hazing, or similar behavior in good faith, who is thought to have reported such behavior, who files a complaint, or who otherwise participates in an investigation or inquiry concerning allegations of bullying, hazing, or similar behavior is prohibited conduct and subject to disciplinary action.

**CHILD ABUSE**

The provisions of this policy shall not be interpreted to conflict with or supersede the provisions requiring mandatory reporting pursuant to Louisiana Children's Code, Art. 609 and as enforced through La. Rev. Stat. Ann. §14:403.

Revised: December 2, 2010
Revised: March 21, 2013
Revised: October 17, 2013
Revised: September, 2018

TOPIC: Request Approval of Revised Policy BBBE

BACKGROUND: This revision was requested by Board Member Russ Wise

ALTERNATIVES:

SUPERINTENDENT'S RECOMMENDATION:

INFORMATION SOURCES: Ms. Iman Montgomery
BOARD MEMBER COMPENSATION AND EXPENSES

The St. John the Baptist Parish School Board shall provide an expense allowance and provide for expense reimbursement for its members in accordance with state law at a rate as set by the Board. Board members shall also be authorized to receive reimbursement for mileage going to and from meetings as well as reimbursement for actual travel and related expenses outside the jurisdictional boundaries of the Board while on official School Board business, all in accordance with Board policy.

Any action increasing or decreasing the compensation for Board members shall require a two-thirds vote of the total membership. Before any action is taken, however, the Board shall advertise the time and place where the meeting is to be held to consider the expense allowance in the official journal of the Board on at least two (2) separate days during the fifteen (15) days immediately preceding such meeting.

Board members may vote to reduce salaries for a future term. In addition, individual Board members may voluntarily reduce their compensation by failing to cash their paychecks or by donating back all or part of their compensation.

The President of the Board shall be entitled to receive one additional per diem allowance in his/her capacity as President. Members of the Executive Committee may receive an additional per diem per month of $50.00, provided however, an executive committee member attending an executive committee meeting and a Board meeting on the same day shall not receive compensation for the executive committee meeting.

Revised: November, 1993
Revised: August, 2003
Revised: August, 2004
Approved: October 15, 2009

    Board minutes, 10-15-09

St. John the Baptist Parish School Board
ITEM #: 9a
DATE: 11/15/2018

TOPIC: Introduction of 2019 School Board Meeting Calendar

BACKGROUND:

ALTERNATIVES:

SUPERINTENDENT’S RECOMMENDATION:

COST: -0-

INFORMATION SOURCES: Mr. Kevin George, Superintendent
Mr. Albert A. Burl, III, Board President
# St. John the Baptist Parish School Board Meeting Dates

**January 1, 2019 through December 31, 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10, 2019</td>
<td>6:00 p.m.</td>
<td>West St. John Elementary</td>
</tr>
<tr>
<td>February 7, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>March 14, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>April 4, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
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<tr>
<td>April 25, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
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<tr>
<td>May 9, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>May 23, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>June 13, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>July 18, 2019</td>
<td>6:00 p.m.</td>
<td>West St. John Elementary</td>
</tr>
<tr>
<td>August 15, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
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<tr>
<td>September 19, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>October 17, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>November 14, 2019</td>
<td>6:00 p.m.</td>
<td>Godchaux Grammar Cafeteria</td>
</tr>
<tr>
<td>December 12, 2019</td>
<td>6:00 p.m.</td>
<td>Emily C. Watkins Elementary</td>
</tr>
</tbody>
</table>

Godchaux Grammar Cafeteria: 1600 Highway 44, Reserve, Louisiana  
West St. John Elementary School: 2555 LA Hwy. 18, Edgard, Louisiana  
Emily C. Watkins Elementary School: 944 La. Hwy. 628, LaPlace, Louisiana  
Lake Pontchartrain Elementary School: 3328 Hwy. 51, LaPlace, Louisiana