



St. John the Baptist Parish School Board

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Patrick H. Sanders
Board President

Heldi Trosclair
Interim Superintendent

Sherry DeFrancesch
Board Vice-President

October 4, 2019

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

Dear Board Member:

Upon call of the President, the St. John the Baptist Parish School Board will meet in **special session** at Godchaux Grammar Cafeteria, 1600 Highway 44, Reserve, Louisiana, on Wednesday, October 9, 2019 at 6:00 p.m.

The agenda is attached for the meeting.

Sincerely,

Patrick H. Sanders
Board President

PHS:sww

xc: News Media
Legal Counsel
SJAE
Agenda Participants

MEMBERS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

Charo Holden, District 1
Albert Burl, District 2

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

Sherry DeFrancesch, District 5
Keith Jones, District 6

Phillip Johnson, District 7
Debbie Schum, District 8

Shawn Wallace, District 9
Nia Mitchell, District 10

Clarence Triche, District 11

AGENDA
SPECIAL MEETING OF ST. JOHN PARISH SCHOOL BOARD
October 9, 2019 –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. Minutes of: Board Governance Training of September 18-19, 2019 and Board Meeting of September 19, 2019 (Requires action)
4. SUPERINTENDENT'S REPORT
5. EDUCATIONAL PRESENTATIONS AND RECOGNITIONS BY THE BOARD OR STAFF
6. PERSONNEL MATTERS
 - a. Public Comment. Mrs. Serina Duke – Request approval of Revised Job Descriptions: 1) Air Conditioning/Heating Technician/Electrician; 2) Custodian; 3) Drayage/Warehouseman; 4) Electrician; 5) General Maintenance Worker (Requires action)
 - b. Public Comment. Mrs. Serina Duke – Request approval of Revised Policy: Bulletin 130 (Requires action)
 - c. Public Comment. Mrs. Serina Duke – Introduction to Revised Job Descriptions: 1) Head Start Family Service Worker; 2) Low Voltage Maintenance Technician; 3) Special Projects Maintenance; 4) Warehouse Controller; 5) Plumber; 6) Special Education Bus Attendant
 - d. Public Comment. Mrs. Serina Duke – Introduction to Revised Job Description: Title I District Parent Liaison
 - e. Public Comment. Mrs. Serina Duke – Introduction to Revised Policy: GAMB - Dress Code
 - f. Public Comment. Mrs. Serina Duke – Introduction to Revised Policy: GBA – Contracts and Compensation
7. BUSINESS AND FINANCE
8. OLD BUSINESS
9. NEW BUSINESS
 - a. Public Comment. Mr. Ty Manieri – Discussion and possible action regarding Louisiana Premier Charter Contract/Negotiations (LAPC) (Requires action)
 - b. Public Comment. Mr. Courtney Joiner – Determine and announce the number of rounds to conduct interviews of the Superintendent Candidates (Requires action)
 - c. Public Comment. Mr. Courtney Joiner – Determine and announce the number of candidates to interview during each round of interviews of the Superintendent Search (Requires action)
 - d. Public Comment. Mr. Courtney Joiner – Determine and announce the timeline regarding the deadlines to conduct and complete the Superintendent Search Process (Requires action)
 - e. Public Comment. Mr. Felix Boughton - Authorize Superintendent to execute agreement regarding: Marathon Ashland, LLC v. St. John the Baptist Parish, Docket # 18-22095-001, 002, 003, 004, 005, 006, 007, 008, 009 (La. Tax Comm'n). (Requires action)
 - f. Public Comment. Ms. Iman Montgomery - Authorize Insurance Committee to accept proposals on health insurance (Requires action)
10. ADMINISTRATIVE MATTERS
11. BOARD ITEMS OF INTEREST
12. ADJOURNMENT

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

ITEM #: 6a

DATE: 10/09/2019

TOPIC: Request Approval of Revised Job Descriptions:
1) Air Conditioning/Heating Technician/Electrician;
2) Custodian;
3) Drayage/Warehouseman;
4) Electrician;
5) General Maintenance Worker

BACKGROUND: Introduced at the September 19, 2019 Board meeting

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

**INFORMATION
SOURCES:**

Mrs. Serina Duke



ST. JOHN PARISH SCHOOL SYSTEM JOB DESCRIPTION

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

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

- ~~Follows the rules and regulations of the St. John the Baptist School Board.~~ **Follows policies, procedures, rules and regulations of the St. John the Baptist Parish School System.**
- Attends work regularly and arrives punctually.
- ~~Follows assigned break schedule and returns to work station promptly.~~ **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
- Notifies supervisor promptly in case of absence and communicates in advance the date of return so proper provisions can be made.
- Works cooperatively with others.
- Displays proper respect for superiors.
- Observes professional lines of communication at all times with individuals inside and outside the school system.
- Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language and behavior, and the use of racial and ethnic slurs when dealing with others.
- Performs other duties as may be assigned which are related to the scope of the job.
- Performs air conditioning/heating/electrical repair work district-wide assigned.
- Is responsible for new electrical installation of air conditioning and heating systems district-wide as assigned.
- Is responsible for reviewing all air condition/heating/electrical subcontractors' work throughout the district.
- Assists in the development of a checklist of scheduled maintenance on all air conditioning / heating/electrical units in the district schools.
- Maintains an inventory of needed materials and parts to provide prompt service to all air conditioning /heating/electrical units in the district.
- Prepares a "Repair Completion Report" at the end of each repair assignment.
- Reports any and all repair work performed or requested to the Supervisor of Custodial/Maintenance.
- Attends in service training programs and meetings as designated by the Supervisor of Custodial / Maintenance.
- Maintains a daily log of activities and mileage traveled.
- Stays abreast of safety codes and laws governing the installation and maintenance of all air

conditioning/heating/electrical units in the district.

20. Advises and recommends air conditioning/heating solutions, expansions and new construction plans.
21. Completes requisition forms as necessary for materials and equipment needed to complete assigned jobs.
22. Performs preventative maintenance on air conditioning and heating systems throughout the district as assigned.
23. Creates and maintains a safe work environment.

WORK ENVIRONMENT

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

COMMUNICATION SKILLS

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

PHYSICAL DEMANDS

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

MENTAL RELATIONS INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

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

APPROVED: _____ DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

ST. JOHN PARISH SCHOOL SYSTEM
JOB DESCRIPTION



JOB TITLE:	<i>Custodian</i>
REPORTS TO/EVALUATED BY:	Principal
TERMS OF EMPLOYMENT:	260-261 days/12 months (follows district calendar)
8 hours/day, 5 days/week	
SALARY RANGE:	Custodian Salary Schedule
SCOPE OF RESPONSIBILITIES:	To insure a neat, clean, healthy, and safe physical plant and grounds in which all may learn, plan, and develop.

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

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

Custodian Job Description

WORK ENVIRONMENT/HOURS:

The Custodian is required to work inside and outdoors adhering to the School Board's Energy Policy. The Custodian works ~~an eight-hour day~~, 260-261 days per year, ~~five days per week~~, according to the current district calendar, and may be required to work overtime.

COMMUNICATION SKILLS:

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

EQUIPMENT USED:

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

PHYSICAL INVOLVEMENT:

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

MENTAL INVOLVEMENT:

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

HUMAN RELATIONS INVOLVEMENT:

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

MINIMUM QUALIFICATIONS:

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

REVIEWED AND AGREED TO: _____ DATE: _____
Employee Signature

APPROVED: _____ DATE: _____
Supervisor Signature

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

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

JOB TITLE:	<i>Drayage / Warehouseman</i>
REPORTS TO / EVALUATED BY:	Purchasing Agent Director
TERMS OF EMPLOYMENT:	260-261 Days/12 months (follows district calendar), 8 hours/day, 5 days/week
SALARY RANGE:	Drayage Salary Schedule
SCOPE OF RESPONSIBILITIES:	To deliver all material in an efficient, timely manner and keep accurate records of incoming and outgoing items.

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

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

WORK ENVIRONMENT/HOURS

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

COMMUNICATION SKILLS

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

EQUIPMENT

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

PHYSICAL INVOLVEMENT

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

MENTAL INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

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

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____

DATE: _____

ST. JOHN PARISH SCHOOL SYSTEM JOB DESCRIPTION



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

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Follows the **policies, procedures**, rules, and regulations of the St. John the Baptist Parish School **System Board**.
2. Attends work regularly and arrives punctually.
3. ~~Follows the assigned work schedule and returns to station promptly.~~ **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
4. Notifies supervisor promptly in case of absence, and communicates in advance the date or return so that provisions can be made.
5. Works cooperatively with others.
6. Displays proper respect for superiors.
7. Observes professional lines of communication at all times with all individuals inside and outside the school system.
8. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
9. Performs other job duties as may be assigned which are related to the scope of the job.
10. Performs new electrical installation district wide as assigned.
11. Reviews electrical sub-contractors work throughout the district as assigned.
12. Performs electrical repair work throughout the district as assigned.
13. Assists with the development and maintenance of a checklist of scheduled maintenance on all electrical units in the district schools.
14. Maintains an inventory of needed materials and parts to provide prompt service to all electrical units in the district.
15. Prepares a "Repair Completion Report" at the end of each repair assignment.
16. Reports any and all repair work performed or requested to the Supervisor of Custodial / Maintenance.
17. Attends in service training programs and meetings as designated by the Supervisor of Custodial / Maintenance.
18. Maintains a daily log of activities and mileage traveled.
19. Stays abreast of the current safety codes and laws governing the installation and maintenance of all electrical systems in the district.

20. Advises and makes recommendations about electrical problems, expansions, and new construction plans.
21. Completes requisition forms as necessary for materials and equipment needed to complete assigned jobs.
22. Performs preventive maintenance on electrical systems throughout the district as assigned.
23. Creates and maintains a safe work environment.
24. Notifies supervisor promptly in case of absence and communicates in advance the date of return so proper provisions can be made.

WORK ENVIRONMENT

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

COMMUNICATION SKILLS

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

PHYSICAL DEMANDS

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

MENTAL RELATIONS INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

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

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

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



JOB TITLE:	General Maintenance Worker
REPORTS TO/EVALUATED BY:	Site Principal Coordinator of Maintenance/Custodial Operations
EVALUATED BY:	Coordinator of Maintenance and Custodial Services
SALARY RANGE:	Maintenance Worker Salary Schedule
TERMS OF EMPLOYMENT:	260-261 Days/ 12 days (follows district calendar)
SCOPE OF RESPONSIBILITIES:	To attain a high standard of maintenance of school system buildings and campuses.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. For individuals with a disability, hiring decisions will be based only on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Follows the **policies, procedures**, rules, and regulations of the St. John the Baptist Parish School **System Board**.
2. Attends work regularly and arrives punctually.
3. ~~Follows the assigned break schedule and returns to station promptly.~~ **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
4. Notifies supervisor promptly in case of absence, and communicates in advance the date or return so that provisions can be made.
5. Works cooperatively with others.
6. Displays proper respect for superiors.
7. Observes professional lines of communication at all times with all individuals inside and outside the school system.
8. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
9. Performs other job duties as may be assigned which are related to the scope of the job.
10. Maintains repairs and upkeeps property located throughout the school and school campus.
11. Assists craftsmen as needed for jobs being performed.
12. Uses hand tools of various trades in performing the tasks assigned by supervisor.
13. Assists in development and maintains a checklist of scheduled maintenance on all district owned buildings and property.
14. Maintains an inventory of needed materials and parts to provide prompt service to all maintenance at school site.
15. Prepares a "Repair Completion Report" at the end of each repair assignment.
16. Requested technical assistance as needed to the Coordinator of Custodial/Maintenance.
17. Attends in-service training programs and meetings as designed by the supervisor.
18. Maintains a daily log of activities and mileage traveled.
19. Stays abreast of safety and fire codes and laws governing the construction and repair of buildings.

General Maintenance Worker

20. Performs maintenance tasks at a high level of competency.
21. Completes requisition forms as necessary of material and equipment needed to complete assigned jobs.
22. Replaces air condition filters and light bulbs as needed.
23. Creates and maintains a safe work environment.
24. Acts as a model for students in behavior, speech, and dress.
25. Monitors students and is diligent in supervising students in the hallways, classrooms, and during non-instructional times.

WORK ENVIRONMENT

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

COMMUNICATION SKILLS

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

PHYSICAL DEMANDS

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

MENTAL RELATIONS INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

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

REVIEWED AND AGREED TO: _____ DATE: _____

General Maintenance Worker

Employee Signature

APPROVED: _____ DATE: _____
Supervisor Signature

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

ITEM #: 6b

DATE: 10/09/2019

TOPIC: Request approval of Revised Policy: Bulletin 130

BACKGROUND: Introduced at the September 19, 2019 Board meeting

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

INFORMATION

SOURCES: Mrs. Serina Duke



ST. JOHN THE BAPTIST PARISH PUBLIC SCHOOLS

REGULATIONS FOR THE EVALUATION AND ASSESSMENT OF SCHOOL PERSONNEL BULLETIN 130

Revised 8/19

Bulletin 130
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Chapter 1. Overview

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

These guidelines are directly from Bulletin 130:

§101. Guidelines of the Program

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

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

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

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

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

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

§103. Purposes of Personnel Evaluation

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

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

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

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

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

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

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

§105. Framework for LEA Personnel Evaluation Programs

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

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

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

Chapter 3. Personnel Evaluation

§301. Overview of Personnel Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

§307. Observation Tools

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

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

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

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

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

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

§309 Standards of Effectiveness

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

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

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

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

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

§311. Evaluators

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

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

Listed below is the Accountability Relationship Register:

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

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

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

Magnet School Resource Specialist

In-School Suspension Teacher

Redirection Center School Social Worker

Implementation Coach

IDEA Compliance Monitors

Principal/Designee

Principal/Designee

Principal/Designee

Director of Special Education

Director of Special Education/Designee

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

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

§313. Professional Development

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

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

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

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

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

§315. Intensive Assistance

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

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

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

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

8. The action that will be taken if improvement is not demonstrated.
- F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any supporting documents.

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

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

§317. Due Process and Grievance Procedures

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

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

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

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

§319. Staff Development for Personnel Involved in Evaluation

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

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

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

§321. Evaluation Records Guidelines

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

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

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

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

§323. Job Descriptions

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

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

Support Services	1. Guidance Counselors 2. Librarians 3. Therapists
	1. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of learning
	2. Any employee whose position requires certification, but whose title is not given in this list 3. Any employee who holds a major management position, but who is not required to have a college degree or certification

B. The competency-based job description shall:

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

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

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

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file **at the central office in the single official file of the district's selected electronic evaluation platform** to document the annual review and/or receipt of job descriptions. All originals of job description must be signed by the employee and the evaluator no later than Sept 15th 30th of each year

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

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

§325. Extenuating Circumstances

- A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. ~~Requests for invalidation of evaluation results shall be made prior to the State's release of annual value-added results and in no instance later than June 1~~ The state superintendent of education shall publish annually the process and timeline for making such requests.
- B. Evaluation results shall be invalidated for any teacher or administrator with 60 or more excused absences in a given academic year, due to approved extended leave, such as maternity leave, military leave, extended sick leave, or sabbatical leave.

~~C. For any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests in a report to the State Superintendent of Education. Requests for invalidation of evaluation results shall be made prior to the state's release of annual value-added results and no later than June 1.~~ For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district superintendents, or CEOs may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests to the state superintendent of education.

The state superintendent of education shall publish annually the process and timeline for making such requests.

D. In the event that a yearlong resident has substantially negatively impacted student learning in the mentor teacher classroom, the district superintendent or CEO may submit a written request to the state superintendent for invalidation of student achievement growth data with relation to the value-added assessment model, in accordance with processes and timelines set forth by the LDE.

E. In cases where value-added data is invalidated, the principal or designee will have the discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.

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

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

§327. Statement of Assurance not included in Bulletin 130

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

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

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

§329. Charter School Exceptions

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

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

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

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

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

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

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

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

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

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

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

Chapter 9. General Provisions

§901. Louisiana Components of Effective Teaching

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

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

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

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

§905. Definitions

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

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

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

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

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

Certified School Personnel—those persons whose positions require certification.

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

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

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

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

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

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

Department—Louisiana Department of Education (LDOE).

Due Process—fair and impartial treatment, including notice and an opportunity to be heard. Including but not limited to the 1st, 5th, and 14th amendments to the Constitution of the United States, Section 1983 of the Civil Rights Act of 1871, Title VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendment of 1972, relative to substantive and procedural requirements.

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

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

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

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

Evaluatee—teacher or administrator undergoing evaluation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Single Official Personnel File—the single personnel file maintained by the St. John the Baptist Parish Public School System's Center Office (Human Resources Department). At minimum, the contents of the single official personnel file must include: 1) documentation for the annual review or update of job descriptions, 2) copies of completed observations and evaluations, and 3) completed professional growth plans or evidence to support the initiation and annual review of long-term growth plans.

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

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

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

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

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

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

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

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

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

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

ITEM #: 6c

DATE: 10/09/2019

TOPIC: Personnel Matters

BACKGROUND: Job Description Audit/Review

The Special Education Bus Attendant will replace the Special Education Bus Driver/Attendant position to separate the two. Current employees may be grandfathered into their positions but future hires will follow either the Bus Driver or Attendant job description.

Introduction of Revised Job Descriptions:

1. Head Start Family Service Worker
2. Low Voltage Maintenance Technician
3. Special Projects Maintenance
4. Warehouse Controller
5. Plumber
6. Special Education Bus Attendant (will replace Special Education Bus Driver/Attendant)

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

**INFORMATION
SOURCES:**

Serina Duke,
Human Resources Director

St. John the Baptist Parish School System
Job Description



JOB TITLE: *Head Start Family Service Worker*
REPORTS TO: Head Start Family and Community Engagement Coordinator
TERMS OF EMPLOYMENT: 182 Days; 9 Months
SALARY RANGE: ~~Head Start Specialist Salary Schedule~~ Highly-Qualified/Non-Highly Qualified Assistants' Salary Schedule
SCOPE OF RESPONSIBILITIES: To promote the involvement of parents in the Head Start program in conformance with the head Start performance Standards.

The Head Start Family Service Worker shall have responsibility for developing relationships with enrolled families, which recognize parents as their children's primary teachers and nurturers. The Family Service Worker will implement planned, intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for school readiness and father engagement. For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Follows the policies, procedures, rules, and regulations of the St. John the Baptist Parish School System Board.
2. Attends work regularly and arrives punctually.
3. ~~Follows the assigned work schedule and returns to station promptly.~~ Follows the time and/or duty schedule authorized by supervisor/designee for the work day.
4. Notifies supervisor promptly in case of absence, and communicates in advance the date or return so that provisions can be made.
5. Works cooperatively with others.
6. Displays proper respect for superiors.
7. Observes professional lines of communication at all times with all individuals inside and outside the school system.
8. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
9. Performs other job duties as may be assigned which are related to the scope of the job.
10. Learn the Head Start Program Performance Standards in Subpart E- Family Community Engagement Program Services, and ensure that standards and implemented with all enrolled families.
11. Develops relationships with parents to: encourage trust and respect; develop ongoing two-way communication; create welcoming program environments; incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.

Head Start Family Service Worker Job Description

12. Conducts family engagement services in the family's preferred language, or through an interpreter, and ensures families have the opportunity to share personal information in an environment in which they feel safe.
13. Assists the Head Start Family and Community Engagement Coordinator in identifying and recruiting eligible Head Start families, including the recruitment of children with disabilities.
14. Learns the program's database, and utilizes it to track all services provided to children and families.
15. Schedules and conducts face-to-face interviews with parents to assure that application, eligibility, and enrollment information is accurately obtained and documented in the database.
16. Assist families in developing Individualized Family Partnership Agreements, which are related to the family engagement outcomes described in the Head Start Parent Family and Community Engagement Framework.
17. Assures the family partnership agreement process is jointly developed and shared with parents which reviews individual progress, revises goals, evaluates and tracks whether identified needs and goals are met, and adjusts strategies on an on-going basis, as necessary.
18. Provides parents with information about the importance of their child's regular attendance.
19. Documents reasons for absences, and partners with parents to promote consistent attendance.
20. Offers opportunities for parents to participate in the parenting curriculum, builds on parents' knowledge, and offers parents the opportunity to practice parenting skills to promote children's learning, development, and school readiness.
21. Establishes working relationships with community partners and act as a liaison or advocate for families to assure providers and agencies are user friendly to Head Start families.
22. Provides resource directories to all families and assures they make use of identified resources as needed.
23. Works cooperatively with health services staff to inform parents of the need to schedule and keep appointments for all needed immunizations, health screenings, evaluations, and follow-up services; and make parents aware of results.
24. Assists parents in scheduling appointments, and provide transportation when needed.
25. Communicates with teachers in a timely manner regarding children's health concerns and family needs.
26. Conducts home visits as needed to make contact with parents when other means of communication fail.
27. Assists in planning and encourages families to participate as volunteers in the program including parent orientation, Parent Committee meetings, Policy Council, training opportunities, and planned father engagement activities.
28. Assists in coverage of classes to maintain two adults in every Head Start classroom.
29. Provides for documentation of family services, parental involvement, and program application in the computerized database.
30. Maintains student and family confidentiality in accordance with established Confidentiality Policies.
31. Develops, in coordination with the Head Start Family and Community Engagement Coordinator, a personal, professional development plan to assure fulfilling the outlined role and responsibilities.
32. Attends all training opportunities, faculty meetings, and parent meetings.

Head Start Family Service Worker Job Description

COMMUNICATION SKILLS:

The Head Start Family Service Worker must be able to effectively communicate in English both orally and in writing; must have the ability to accurately give and receive information via telecommunication systems; must have personal computer skills, and must be able to communicate successfully with staff, children, parents, school personnel, and the community.

EDUCATION MINIMUM QUALIFICATIONS:

Family Service Worker must have, ~~or obtain within eighteen (18) months of hiring, at a~~ minimum, **a high school diploma or equivalent, GED/HiSet**; a credential or certification in social work, human services, family services, counseling, ancillary certification, or a related field (per revised Head Start Program Performance Standards).

TERMS OF EMPLOYMENT:

~~9 Months~~

SALARY:

~~As designated by the Board approved Salary Schedule based on education, credentials, and experience.~~

EVALUATION:

~~The Head Start Family and Community Engagement Coordinator shall evaluate this position, at least annually.~~

APPROVED: _____ DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

03/09/2018



ST. JOHN PARISH SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE:	<i>Low Voltage Maintenance Technician</i>
REPORTS TO / EVALUATED BY:	Coordinator of Maintenance/Custodial Operations
TERMS OF EMPLOYMENT:	12 months 260-261 Days (follows district calendar)
SALARY RANGE:	Low Voltage Maintenance Technician Salary Schedule
SCOPE OF RESPONSIBILITIES:	To provide and maintain efficient alarm and closed circuit/cable TV system throughout the district.

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Follows the **policies, procedures**, rules, and regulations of the St. John the Baptist Parish School **System Board**.
2. Attends work regularly and arrives punctually.
3. ~~Follows assigned work schedule and returns to station promptly.~~ **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
4. Notifies supervisor promptly in case of absence, and communicates in advance the date or return so that provisions can be made.
5. Works cooperatively with others.
6. Displays proper respect for superiors.
7. Observes professional lines of communication at all times with all individuals inside and outside the school system.
8. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
9. Performs other job duties as may be assigned which are related to the scope of the job.
10. Repairs, maintains, and inspects Automatic Fire Alarm Systems.
11. Troubleshoots and repairs damaged or malfunctioning devices.
12. Troubleshoots and repairs Control Panel.
13. Performs routine maintenance and required annual inspection.
14. Provides training and manuals for on-site personnel.
15. Repairs, maintains, installs, and inspects Intrusion Alarm System.
16. Troubleshoots and repairs control system and communicator.
17. Maintains database for monitoring by providing pass codes, updates central monitoring data, maintain accurate call lists, and maintain accurate zone information.
18. Installs new systems as required.
19. Provides specifications for bidding or equipment and insures equipment is ordered per specifications.
20. Repairs, maintains, and installs CCTV and CATV systems.
21. Troubleshoots and repairs switchers, recorders, and monitors.
22. Repairs and maintains integrated multi-station Intercom systems.
23. Troubleshoots and repairs head end equipment.
24. Troubleshoots and repairs wiring and speaker stations.

25. Provides bid specifications for equipment.
26. Insures facilities adhere to fire safety codes.
27. Insures all fire safety equipment is inspected and tagged.
28. Insures Fire Marshall violations are promptly corrected.
29. Coordinates with contractors for installations and repairs.
30. Creates and maintains a safe work environment.
31. Acts as a model for students in behavior, speech and dress.

WORK ENVIRONMENT

The Low Voltage Maintenance Technician is required to work inside and outdoors adhering to School Board energy policy. The Low Voltage Maintenance Technician works ~~an eight-hour day~~, 260-261 days per year, ~~five days a week~~, and may be required to work overtime. Duties may be both inside and outside. The employee can be exposed to temperature variations of hot and cold. Surfaces can be wet, slippery, and of a variety of inclines. Must comply with assigned hours on duty. Evening, weekend or holiday work may be required.

COMMUNICATION SKILLS

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

PHYSICAL DEMANDS

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

MENTAL RELATIONS INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

1. Must possess a high school diploma or equivalent, GED/HiSet
2. Must be a minimum of 18 years of age
3. Experience and training in area of carpentry and construction
4. Must be in good health and must pass physical examination
- ~~5. Must pass criminal history record check~~
6. Must have a valid Louisiana driver's license, reliable transportation, and be insurable.
7. Must furnish all tools
8. LBFAA Level II certification
9. Louisiana State Fire Marshall Class D License
10. Radionics (Bosch) Intrusion Detection Systems Training
11. Minimum 3 years' experience in electronics.

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____

DATE: _____

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



JOB TITLE:	<i>Special Projects Maintenance Worker</i>
REPORTS TO / EVALUATED BY:	Coordinator of Maintenance/Custodial Operations
TERMS OF EMPLOYMENT:	260-261 Days, 12 months (follows district calendar)
SALARY RANGE:	Special Projects Maintenance Salary Schedule
SCOPE OF RESPONSIBILITIES:	To maintain a high standard of maintenance and special task as needed throughout the district of buildings and campuses. To maintain the physical facilities in a condition of operating excellence and safety so that full educational use of them may be made at all times.

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Follows the **policies, procedures,** rules, and regulations of the St. John the Baptist Parish School **System Board.**
2. Attends work regularly and arrives punctually.
3. ~~Follows assigned break schedule and returns to station promptly.~~ **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
4. Notifies supervisor promptly in case of absence, and communicates in advance the date or return so that provisions can be made.
5. Works cooperatively with others.
6. Displays proper respect for superiors.
7. Observes professional lines of communication at all times with all individuals inside and outside the school system.
8. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
9. Performs other job duties as may be assigned which are related to the scope of the job.
10. Repairs and upkeeps buildings located throughout the school district as assigned.
11. Uses hand tools of various trades in performing tasks as assigned by supervisor.
12. Assists in the development and maintains a checklist of schedule maintenance on all district owned buildings and property.
13. Maintains an inventory of needed materials and parts to provide prompt service to all maintenance throughout the district.
14. Prepares a "Repair Completion Report" at the end of each repair assignment.
15. Reports any and all repair work performed or requested to the Coordinator of Maintenance/Custodial Operations.
16. Attends in service training programs and meetings as designated by Coordinator of Maintenance/Custodial Operations.
17. Maintains a daily log of activities and mileage traveled.
18. Repairs all door locks in school district.

19. Changes tumblers in locks and rekeys existing and/or new locks as required.
20. Maintains and updates knowledge of A.D.A. requirement and fire codes regarding hardware requirements on doors and other modes of egress.
21. Repairs fences, doors, walls, and gates as needed.
22. Paints buildings and walls.
23. Opens clogged drains using plunger and plumbers' tools.
24. Makes minor repairs to plumbing.
25. Performs remodeling and renovations work.
26. Installs portable buildings, including necessary walkway, ramps, etc.
27. Replaces and repairs fixtures and hardware in lavatories.
28. Builds, repairs and installs counters, cabinets, benches, partitions, floors, doors, building framework, and trim.
29. Mixes and forms concrete into slabs as well as perform other brick/masonry work.
30. Repairs roofs.
31. Performs carpentry tasks at a high level of competency.
32. Operates large machinery.
33. Completes requisition forms as necessary for materials and equipment needed to complete assigned jobs.
34. Creates and maintains a safe work environment.

WORK ENVIRONMENT/HOURS

The special projects maintenance workers-is required to work inside and outdoors adhering to School Board energy policy. The special projects maintenance worker works ~~an eight hour day~~, 260-261 days per year, ~~five days a week~~, and may be required to work overtime. The employee can be exposed to temperature variations of hot and cold. Surfaces can be wet, slippery, and of a variety of inclines. Must comply with assigned hours on duty. Evening, weekend, or holiday work may be required.

COMMUNICATION SKILLS

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

PHYSICAL DEMANDS

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

MENTAL RELATIONS INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

1. Must possess a high school diploma or equivalent, GED/HiSet
2. Must be a minimum of 18 years of age
3. Must be in good health and must pass physical examination
4. ~~Must pass criminal history record check~~
5. Must have a valid Louisiana driver's license, reliable transportation, and be insurable
6. General knowledge in lock repair, plumbing, general maintenance, carpentry, machinery operation.
7. Must pass a job skills test.

APPROVED: _____ DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

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

JOB TITLE:	<i>Drayage / Warehouseman</i>
REPORTS TO / EVALUATED BY:	Purchasing Agent Director
TERMS OF EMPLOYMENT:	260-261 Days/12 months (follows district calendar), 8 hours/day, 5 days/week
SALARY RANGE:	Drayage Salary Schedule
SCOPE OF RESPONSIBILITIES:	To deliver all material in an efficient, timely manner and keep accurate records of incoming and outgoing items.

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

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

WORK ENVIRONMENT/HOURS

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

COMMUNICATION SKILLS

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

EQUIPMENT

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

PHYSICAL INVOLVEMENT

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

MENTAL INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

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

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____

DATE: _____

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



JOB TITLE:	<i>Plumber</i>
REPORTS TO / EVALUATED BY:	Supervisor of Maintenance/Custodial Operations
TERMS OF EMPLOYMENT:	360-361 Days, 12 months (follows district calendar)
SALARY RANGE:	Special Projects Maintenance Worker Salary Schedule
SCOPE OF RESPONSIBILITIES:	To attain and achieve standards of quality as necessary for the completion of plumbing construction, repairs, and assignments while maintaining standards of the applicable code.

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Follows the **policies, procedures**, rules, and regulations of the St. John the Baptist Parish School **System Board**.
2. Attends work regularly and arrives punctually.
3. ~~Follows assigned break schedule and returns to station promptly.~~ **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
4. Notifies supervisor promptly in case of absence, and communicates in advance the date or return so that provisions can be made.
5. Works cooperatively with others.
6. Displays proper respect for superiors.
7. Observes professional lines of communication at all times with all individuals inside and outside the school system.
8. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
9. Performs other job duties as may be assigned which are related to the scope of the job.
- 10.
11. Performs new plumbing installation district wide as assigned.
12. Reviews plumbing subcontractors' work throughout the district as assigned.
13. Performs plumbing repair work throughout the district as assigned.
14. Assists with the development and maintenance of a checklist of scheduled maintenance on all plumbing in the district schools.
15. Maintains an inventory of needed materials and parts to provide prompt service to all plumbing in the district.
16. Prepares a "Repair Completion Report" at the end of each repair assignment.
17. Reports any and all repair work performed or requested to the Supervisor of Custodial / Maintenance.
18. Attends in service training programs and meetings as designated by the Supervisor of Custodial / Maintenance.
19. Maintains a daily log of activities and mileage traveled.
 - Stays abreast of safety codes, laws governing the installation and manufacturer's specifications, and

maintenance of all plumbing in the district.

20. Advises and makes recommendations about plumbing problems, expansions, and new construction plans.
21. Completes requisition forms as necessary for materials and equipment needed to complete assigned jobs.
22. Performs preventive maintenance on plumbing throughout the district as assigned.
23. Creates and maintains a safe work environment.

WORK ENVIRONMENT/HOURS

Duties may be both inside and outside. The employee can be exposed to temperature variations of hot and cold. Surfaces can be wet, slippery, and of a variety of inclines. May be required to work evenings, weekends, or holidays.

COMMUNICATION SKILLS

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

PHYSICAL DEMANDS

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

MENTAL RELATIONS INVOLVEMENT

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

HUMAN RELATIONS INVOLVEMENT

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

MINIMUM QUALIFICATIONS

1. Must possess a high school diploma or equivalent, GED/HiSet
2. Must be a minimum of 18 years of age
3. Must demonstrate knowledge of different types and sizes of pipes and fittings, have knowledge of water flow to determine proper size pipe for water, gas, and sewerage system (written as well as hands on).
4. Must be in good health and must pass physical examination.
- ~~5. Must pass criminal history record check.~~
6. Must have a valid Louisiana driver's license, reliable transportation and be insurable.
7. Must furnish all hand and pouch tools.
- ~~8. Must have a valid plumber's license.~~ Must pass a district-approved skills test.

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

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



JOB TITLE:	<i>Special Education Bus Driver/Attendant</i>
REPORTS TO / EVALUATED BY:	Transportation Coordinator
TERMS OF EMPLOYMENT:	180 182 Days; 9 months
SALARY RANGE:	Bus Driver Salary Schedule \$10.10/hour
SCOPE OF RESPONSIBILITIES:	To provide safe transportation of students during school routes and extracurricular activities.

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

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Follows the policies, procedures, rules and regulations of the St. John the Baptist Parish School Board.
2. Attends work regularly and arrives punctually.
3. Follows the time and/or duty schedule authorized by supervisor/designee for the work day.
4. Notifies supervisor promptly in case of absence and communicates in advance the date of return so proper provisions can be made.
5. Works cooperatively with others.
6. Displays proper respect for superiors.
7. Observes professional lines of communication at all times with all individuals inside and outside the school system.
8. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
9. Performs any other duties as may be assigned from time to time within the area of specific job assignments.
10. Safely transports assigned students at each respective school assigned by the Transportation Office.
11. Reports for work regularly and punctually in the time established by the Transportation Department.
12. Notifies the Transportation Department of absence, tardiness, or mechanical failure immediately.
13. Establish and maintain techniques and follow discipline procedure as established by the St. John School Board.
14. Documents all bus discipline infractions and incidents on proper form.
15. Has knowledge of and review bus safety rules, discipline policy, and loading and unloading procedures with students.
16. Completes accurately and timely all reports as needed by the Transportation/Special Education Department such as Medicaid reports (~~Route Report, Mileage, Pre/Post Inspection, and Accident Reports~~). (when applicable).
17. Maintains good public relations with students, parents, and school administrators.
18. Performs pre/post inspection daily and records on proper form daily:
 1. ~~Check liquid levels, lights~~
 2. ~~Tires, gauges~~
 3. ~~Mirrors, etc.~~
19. Maintains a neat and clean vehicle:
 1. Sweeps after every route
 2. ~~Washes when needed (one monthly minimum)~~

3. Cleans/wipes down interior
20. Secures and keeps in vehicle, confidential emergency data which includes student name, address, disability, emergency health care information; physician's name and telephone number, parent/custodian/guardian's name and telephone number; and provisions for the student's welfare if the student is unable to be met at the designated bus stop.
21. Attends annual in-service training, including but not limited to, first aid and CPR training.
- ~~22. Establishes safe bus stop location.~~
- ~~23. Informs Transportation Office concerning the movement of bus stop location.~~
24. Maintains and carries an updated student roster for every school being serviced on proper form.
25. Carries cellular phone at all times while on school bus with power on.
26. Carriers proper forms on bus registration, insurance information.
27. Notifies the Transportation Department of mechanical problems. ~~and bring vehicle to mechanic immediately or obtain instructions from office.~~
28. Contacts Transportation Department and/or Central Office immediately when involved in accident.
29. Submits to drug testing ~~and post-accident drug test.~~
30. Submits an annual physical examination (CDL physical) before the start of every school session.
31. Attends all in-service training programs when scheduled.
32. Provides an update to the Transportation Department with information such as phone number, address, social security number, driver's license, personal cellular phones, or beepers.
33. **Drives** Works additional routes as directed by school-based administrators and/or the Transportation Office.
- ~~34. Demonstrates a thorough knowledge of state and local traffic laws and local ordinances governing motor vehicle operations.~~
- ~~35. Maintains an acceptable driving record in personal vehicle and school bus, as required in the Commercial Motor Vehicle Safety Act of 1986, Part 383, Sub-part B, C, and D of Federal Motor Carrier Safety Regulations.~~
36. Ensures that all students aboard the bus are supervised at all times.
37. Demonstrated knowledge of materials and information in St. John Parish School Board's Transportation Handbook.

WORK ENVIRONMENT/HOURS

The Special Education Bus Driver/Attendant must be able to: 1) withstand temperature changes inherent in driving under any weather conditions; 2) work varying hours and days as required by the transportation demands of the Parish.

COMMUNICATION SKILLS

A Special Education Bus Driver/Attendant must be able to: 1) effectively communicate in English both orally and in writing; 2) accurately give and receive information; 3) communicate courteously with all.

EQUIPMENT INVOLVED

A Special Education Bus Driver/Attendant must be able to: 1) maintain and operate the vehicle; 2) operate a cellular phone.

PHYSICAL INVOLVEMENT

A Special Education Bus Driver/Attendant must be able to: 1) stand, walk, hear, push, see, reach, sit, bend and perceive depth; 2) endure dust, fumes, smoke, gases, or excessive noise; 3) distinguish basic colors; 4) endure factors such as experienced on long bus trips; 5) endure protracted or irregular work hours; and 6) lift or carry up to 40 pounds, if required.

HUMAN RELATIONS INVOLVEMENT

A Special Education Bus Driver/Attendant must be able to: 1) understand and interpret written and oral communications and instructions; 2) cooperate with school system personnel, students, parents, and other motor vehicle operators.

MINIMUM QUALIFICATIONS

The Special Education Bus Driver/Attendant must: 1) possess a high school diploma or equivalent, GED/HiSet; 2) be a minimum of 21 years of age; 3) ~~hold a valid CDL~~; 4) pass a yearly physical examination required of bus drivers; ~~5) pass criminal history check~~; and 5) pass random alcohol and drug ~~testings~~ screenings.

APPROVED:_____

DATE:_____

REVIEWED AND AGREED TO:_____

DATE:_____

Revised January 2014; September 2019

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

ITEM #: 6d

DATE: 10/09/2019

TOPIC: Personnel Matters

BACKGROUND:

Introduction of New Job Description:

1. Title I District Parent Liaison

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

**INFORMATION
SOURCES:**

Serina Duke,
Human Resources Director

**St. John Parish School System
Job Description**



Job Title: *Title I District Parent Liaison*
Reports To: Director of School Improvement/Federal Programs
Terms of Employment: *Part Time/Up to 10 hrs per wk./August to April*
Salary Range: *\$20/hr.*
Scope of Responsibilities: The Title I District Parental Liaisons are expected to follow federal guidelines of Family and Parent Engagement. The individual will work collaboratively with the parents, Director of Federal Programs, Principal, and employees of the school on developing a Parent and Engagement Plan. This plan will include strategies and/or activities that will create a positive learning environment and encourage parental support and involvement.

This position depends on the availability of grant funds. Employment is not guaranteed from year to year.

For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions

Performance Responsibilities/ Essential Functions

1. The Title I District Parent Liaisons will serve as a liaison between teachers, parents, students, support staff, and community regarding educational programs, services and various parental issues. They will also assist in coordinating and arranging various programs and services to meet the needs of the students.
2. The Title I District Parent Liaisons will provide outreach and liaison services to assist in resolving parent issues and work with parents, teachers and others in developing and implementing strategies, goals and objectives as outlined in the school's Parent and Engagement Plan.
3. The Title I District Parent Liaisons will serve as an informational resource to parents, community members and staff concerning school programs, services, and assist with communicating with parents about parent engagement events and volunteer opportunities.
4. The Title I District Parent Liaison will communicate with ESL parents in their home language and work with the school to ensure the parents understand the activities and information shared. (where applicable)
5. The bilingual liaison will translate communications between teachers, staff and limited non-English speaking students and parents serve as an interpreter for conferences, telephone calls, assemblies and meetings as needed; translate written correspondence as needed. (where applicable)
6. Contact parents to discuss parent needs, follow up on parent needs or issues with the Principal and work with Principal to ensure parent needs are met.
7. The Title I District Parent Liaison must exercise confidentiality in their role and follow the district policy and protocols in all situations.
8. The Title I District Parent Liaisons will be provided with a training on confidentiality and district policies as an employee of St. John the Baptist Parish. This training will be provided by the Director of Federal Programs and Personnel.

Title III Coordinator/Compliance Monitor Job Description

9. Establish and maintain partnerships with community agencies and local businesses to support and enhance support services to the liaison's assigned schools.
10. The Title I Parent Liaisons are required to document their services on their weekly work log and give to Principals of their assigned schools to sign and the Director of Federal Programs.
- ~~11. The Title I District Parent Liaisons will report to the Director of Federal Programs.~~
12. The Title I District Parent Liaison and the Title I Bilingual District Parent Liaison will attend District Parent Committee meetings and provide the committee with an update on their work in the schools.
13. The Director of Federal Programs and the Principal will approve the Title I District Parent Liaisons' timecards.
14. The Principals will conduct a survey with the faculty and staff to receive feedback on Family and Parent Engagement at their school. The results from the survey will be shared with the Title I District Parent Liaison assigned to their school.

WORK ENVIRONMENT

The Title I District Liaison is required to: 1) work in a school setting and adhere to the policies of the school district; 2) sometimes work evenings, weekends, and holidays as required by job responsibilities and the Director of Federal Programs 3) often visit schools and attend meetings in various locations locally and outside the parish.

COMMUNICATION SKILLS

The Title I District Parent Liaison must be able to: 1) communicate in English both orally and in writing; the bilingual liaison will be required to speak in both English and Spanish 2) have the ability to accurately give and receive information, keep accurate and up to date records of work completed on a weekly basis 3) communicate successfully and pleasantly with the public; 4) accurately compile data, summarize information and provide written reports to the Director of Federal Programs 5) have ability to represent school system at various public functions.

PHYSICAL INVOLVEMENT

Walking is required most of each work day. Must be able to operate office equipment such as the computer, telephone, fax machine and scanner. Ability to provide own transportation to schools, work locations, and meeting sites. Mobility skills necessary to access a variety of work locations.

MENTAL INVOLVEMENT

The Title I District Parent Liaison must: 1) understand and interpret written and verbal instructions from supervisor; 2) must be able to work independently with minimal supervision; 3) comply with federal, state, and parish regulations.

HUMAN RELATIONS INVOLVEMENT

The Title I District Parent Liaison must be: 1) able to work compatibly in group settings; 2) able to respond positively to parents, community stakeholders, community organizations and local business point of contact, and to accept suggestions for improvement; 3) able to use resourcefulness, tact, and sensitivity in meeting and assisting persons who make inquiries about federal and state guidelines and requirements for Parent and Family Engagement; 4) work positively with families, administration, and faculty and staff .

MINIMUM QUALIFICATIONS

High School Diploma and experience with working/volunteering in a school setting. A minimum of 3 years’ experience working/volunteering in a school setting.

PREFERRED EXPERIENCE

Three years of successful experience working or volunteering with parents in a school setting. Experience in group facilitation, planning, problem solving, and other leadership activities

APPROVED: _____ DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

Board Approved:

Revised:

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

ITEM #: 6e

DATE: 10/09/2019

TOPIC: Personnel Matters

BACKGROUND: Previous Dress Code policy with revisions to be added back to CAPS;
currently none.

Introduction of Revised Policy:

1. GAMB: Dress Code

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

**INFORMATION
SOURCES:**

Serina Duke,
Human Resources Director



St. John the Baptist Parish School Board Employee Dress Code

- Personal hygiene and cleanliness of dress are expected of all staff.
- Shirt length must be long enough so that when arms are raised, skin is not exposed.
- Low-cut blouses shall not be worn (cleavage shall not be visible).
- Halter tops, tank tops, or spaghetti strap tops (sundresses) shall not be worn.
- Skirts and dresses shall be of a reasonable length. (All dresses and skirts should be no more than 2 inches above the knee with or without leggings.)
- Clothes shall be loose-fitting; leotard-type pants or biker pants shall not be worn. This includes leggings, jegging and tights **except when worn under articles of clothing which cover the leggings and fall at least 2 inches above the knee**
- Proper undergarments should be worn at all times but shall not be directly visible or seen through clothing.
- All clothing shall be free of alcohol, tobacco advertisements, and drug references. In addition, all clothing shall be free of any wording or graphics that are suggestive or offensive in nature or content ~~(i.e. political views)~~.
- Shorts shall not be worn. **Exception:** Coaches, physical education personnel, and bus drivers/monitors may wear loose fitting shorts of the appropriate length no more than 2 inches above the knee.
- Capri pants may be worn.
- Denim jeans shall not be worn (unless specified by site administrator)
- Jogging suits or sweat suits shall not be worn. **Exception:** Coaches, physical education personnel, and bus drivers/monitors may wear jogging suits or sweat suits.
- Tennis shoes **and** sandals, ~~and crocs~~ may be worn. All footwear is required to have a back and, at minimum, a restraining strap. No flip flops (beach footwear) shall be worn. **Exception:** Food service workers, maintenance workers, custodians, school bus drivers/monitors must wear footwear that fully encloses the foot from heel to toe (the footwear must cover and protect the top, bottom, back and sides of the foot).
- No visible body piercings with the exception of earrings.

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

ITEM #: *6f*

DATE: 10/09/2019

TOPIC: Introduction of Revised Policy: GBA – Contracts and Compensation

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

INFORMATION

SOURCES: Mrs. Serina Duke

CONTRACTS AND COMPENSATION

CONTRACTS

Contracts of employment between eligible employees and the St. John the Baptist Parish School Board shall be executed for a specified period of time and compensation in accordance with state law. Unless otherwise stipulated, all employees shall meet all stated position qualifications and/or certification requirements before any contract shall become valid. Renewal or issuance, when possible, of contracts of employment, as well as dismissal or nonrenewal of contract notices, with the exception of performance contracts, shall be issued on or before the last day of each school year, whenever possible.

The execution of an employee contract between the School Board and employee shall be legally binding upon both parties. Teachers without tenure shall be required to have a written contract. Teachers who have gained tenure may not be required to sign a written contract each scholastic year, but shall be required to sign such employment contracts at intervals determined by the School Board. The failure of a non-tenured teacher to sign a contract for the ensuing school session within the specified time, when required, shall be considered as voluntary termination of employment on the part of the teacher, unless under extenuating circumstances, an extension is granted by the Superintendent. Any subsequent resignation or termination of said contract for reasons other than extreme emergencies, as determined by the School Board, shall constitute a breach of contract against which legal action may be taken by the School Board and the employee dealt with accordingly. The Superintendent shall receive, finalize, and accept all resignations of all employees. However, the Superintendent at the next available meeting shall report said resignations to the School Board.

The Superintendent shall sign each teacher contract.

Performance Contracts

Administrative and supervisory personnel in positions that require certification shall be hired under the terms of a performance contract of not less than two (2) nor more than four (4) years, except when such employment is for a temporary position. The School Board shall make the final decision regarding the length of any such performance contract. Prior to the School Board's approval of any initial or subsequent contract which involves an employee being or having been promoted to a position with a higher salary, the Superintendent shall disclose all terms of the contract to the School Board.

Termination or non-renewal of any performance contract shall be governed by the terms of the contract and applicable law.

COMPENSATION

Salary Schedules

Upon the recommendation of the Superintendent, the School Board shall establish salary schedules that shall be used to determine the salaries to be paid to teachers and all other school employees. Salaries of all teachers shall be set by the Superintendent. The salaries of all personnel are generally based upon an established salary schedule and associated regulations; provided, however, that salaries may be stated in and controlled by an employment contract. The salaries as provided in any salary schedule shall be considered as full compensation for all work required and performed within each employee's prescribed scope of duties and responsibilities.

Salary schedules established for teachers, administrators, and other certified school personnel shall be based upon the following criteria, with no one criterion accounting for more than fifty percent (50%) of the formula used to compute such employees' salaries:

1. Effectiveness, as determined by the performance evaluation program as provided in La. Rev. Stat. Ann. §§17:3881 through 3905.
2. Demand, inclusive of area of certification, particular school need, geographic area, and subject area, which may include advanced degree levels.
3. Experience.

No teacher or administrator who is rated *ineffective* pursuant to the School Board's performance evaluation program shall receive a higher salary in the year following the evaluation than the teacher/administrator received in the year of the evaluation.

The amount of the annual salary paid to any employee in any school year shall not be reduced below the amount of such salary paid during the previous school year, nor shall the amount of the annual salary paid to any employee be reduced at any time during an academic year. The limitations on the reduction in the amount of the annual salary paid to any employee shall not be applicable to:

1. The correction of any accounting errors or to a reduction necessitated by the elimination of a state program or state funding;
2. The reduction of any local salary supplement funded, in whole or in part, from a revenue source requiring voter approval, when such voter approval has not been obtained;
3. An employee who has been promoted and subsequently demoted to a lower position. In this case, the employee's salary shall return to the salary

previously received in the lower position from which promoted; or

4. The elimination, discontinuance, or reorganization of the position to which the employee is assigned that results in the employee working fewer hours, days, or months. In such case, the employee's salary for that academic year shall not be reduced. After that year, the employee's salary shall be determined in accordance with the applicable salary schedule for the employee's position.

Ordinarily, no teacher shall be placed on the payroll of the school district unless the teacher holds a valid certificate as required by law, and a copy of the teacher's contract has been filed with the Superintendent. Exceptions may be made only when qualified teachers with valid certification are not available for employment.

If any qualified teacher is hired that does not currently hold a valid Louisiana teaching certificate, he or she shall be paid according to the uncertified teacher salary schedule. It shall be the responsibility of the teacher to meet the requirements for certification and to contact the Human Resources office once a certificate has been updated or issued. The salary of the employee shall be adjusted to the proper place on the appropriate salary schedule effective upon verification of certification. If the employee met the criteria prior to hire, the employee will receive certified salary effective the date of hire. Employees who earn certification after hire, will follow the process for the acquisition of advanced degrees.

Experience Credit

A *year of teaching experience* is defined as each scholastic year of employment as a certified teacher in public schools within any of the fifty states of the United States of America, or within any of its territorial possessions; or as a certified teacher in a private or parochial school, as an employee in a state department of education, or as an instructor in an institution of higher learning. All such experience must have been as a teacher in an institution or school accredited by one of the recognized regional accrediting agencies in the United States of America (e.g., SACS). Experience outside the United States of America, its territories or possessions must be in an institution or school accredited by an accrediting agency recognized by the United States of America.

A year of teaching experience shall be granted if the person was employed for at least ninety-one (91) instructional days during one scholastic year, excluding holidays, as verified by the Superintendent. However, not more than one (1) year of experience shall be granted for a period inclusive of twelve (12) consecutive calendar months. All experience must have been on a full-time basis.

Any teacher holding a valid Louisiana teaching certificate in the public school system of Louisiana who has transferred to Louisiana from a public school system of another state and who, at the time of such transfer, held a valid teacher's certificate from that state,

shall be given full credit under the salary schedule for the years of satisfactory teaching service previously rendered in the public school system of that state. Credit for previous teaching experience shall also be granted to anyone employed who holds a valid Louisiana teaching certificate and is employed or has been employed by another public school system in the state.

Advanced Degree

When a teacher earns additional college credit, is awarded an advanced degree, or receives additional training that would result in an increase in salary, said teacher shall be paid for the advanced degree or training beginning with the next payroll period after all necessary documentation has been received from the Louisiana Department of Education. It shall be the responsibility of the employee to assure proper notification is given to the Superintendent or his/her designee.

Retirees

The salary of any retiree who is reemployed as a full-time teacher shall be based on the salary schedule which accounts for all prior years of teaching service and pertinent experience. The status of any retiree who is reemployed shall be the same as a full-time active employee, subject to all applicable rules, procedures, policies, and statutes that apply to all such full-time active employees.

The retirement of an employee prior to his/her re-employment as a retiree shall constitute a break in his/her service with the School Board for purposes of tenure and sabbatical leave. The retiree shall not be allowed to carry forward annual leave days accumulated by him/her as of the date of his/her retirement, but he/she may carry forward accumulated sick leave days provided that he/she has returned to employment within five (5) years of his/her last employment as a teacher within the school system. A retiree shall have the right to earn additional sick leave and annual leave, if applicable, on the same basis as other similarly situated newly hired employees while a retiree.

School Employees

Compensation for all school employees shall be based on applicable salary schedules or hourly rates established by the St. John the Baptist Parish School Board, with the exception that no employee shall receive less than the minimum established by state or federal law.

For the purpose of this subsection, *school employee* shall mean any employee of the School Board who is not required to hold a teacher's certificate as a condition of employment, including, but not limited to, bus operator, food service worker, paraeducator, custodian, and maintenance personnel.

Single Federal Award/Cost Objective Salary/Work Time Certification

It is the policy of the St. John the Baptist Parish School Board that where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by semiannual certifications that the employees worked solely on that program for the period covered by the certification. Also, where an employee is expected to work partially on a single Federal award or cost objective, charges for their salaries and wages will be supported by semiannual certifications that the employees worked that part of their time on that program for the period covered by the certification. These semiannual certificates will be prepared by the employee or supervisor official having first-hand knowledge of the work performed by the employee.

Revised: December, 1992

Revised: November, 1993

Revised: September, 1998

Revised: October, 2001

Combined with GCA and revised: June, 2012

Revised: October 18, 2012

Revised: March 21, 2013

Revised: August 7, 2014

Revised: September 4, 2014

Revised: April 6, 2017

Revised: August, 2019

Ref: 29 USC 201 et seq. (*Fair Labor Standards Act of 1938, as amended*); La. Rev. Stat. Ann. §§11:710, 17:81; 17:83, 17:84, 17:84.1, 17:411, 17:413, 17:418, 17:419.2, 17:421.4, 17:422.6, 17:423, 17:424, 17:424.2, 17:424.3, 17:444, 17:491, 17:492, 17:496, 17:496.1, 17:497, 17:497.1, 17:498; Wright v. Caldwell Parish School Board, 30.448 (La. App. 2 Cir. 6/16/99); Garcia v. San Antonio

FILE: GBA
Cf: GBD, GBN
Cf: GBO, GBQ

Metropolitan Transit Authority et al., 105 S. Ct. 1005 (February 1985); Harrah Independent School District v. Martin, 99 S. Ct. 1062 (1979); Board minutes, 2-2-95, 8-20-98, 12-13-01, 10-18-12, 3-21-13, 8-7-14, 9-4-14, 4-6-17.