

Grant Parish  
Public Schools

Regulations for the  
Evaluation and Assessment  
Of School Personnel

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2022-2023  
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## Chapter 1. Overview

In order to ensure an excellent school system, one that provides opportunities for all children to learn, the Grant 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.

### §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). Also included were the Performance Expectations and Indicators for Educational Leaders, 2008 edition. These guidelines along with the requirements of the 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.

### **§103. Purposes of Personnel Evaluation**

The Grant 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 the Grant 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, the Grant Parish School Board 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 the Grant 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 staff are empowered to make decisions collaboratively regarding the school's programs. Effective principals are visible, positive role models who are respected by staff, students, and the school community. They are leaders who encourage by example supporting 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. The Grant 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 the Grant Parish 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.

### **§105. Framework for LEA Personnel Evaluation Programs**

A. The Grant 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 Board shall include, at a minimum, the following elements:

1. Job Descriptions. Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. Job descriptions must be reviewed annually; current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of the job descriptions. All originals of the job descriptions must be signed by the employee and the evaluator no later than October 15<sup>th</sup> of each year. The originals must be sent to the Human Resources office no later than October 31<sup>st</sup> of each year.
2. Professional Growth Planning Process. The Grant 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 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 October 15<sup>th</sup> 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 observations of teacher and administrator practice sufficient to gain a complete picture of performance and impart individualized feedback each year.
  - a. for the 2020-2021 and 2021-2022 academic years only, this shall include one announced observation for teachers and administrators.
  - b. any teacher or administrator who earns an observation rating of Ineffective or Effective: Emerging shall be observed a second time.
  - c. following the 2021-2022 academic year, this shall include a minimum of two observations per academic year and may include more observations, particularly for teachers or administrators that are not meeting expectations. At least one of these observations shall be announced and shall include a pre- and post-observation conference. One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year. Following all observations, evaluators shall provide evaluatees with feedback, 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.
4. Professional Development and Support. The Grant 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 process.

### **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 the Grant 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 35 percent value-added data and 15 percent student learning targets. If value-added data are not available, growth in student learning shall be 50 percent student learning targets. For administrators, the 50 percent student 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 document and Bulletin 130.
2. For the 2020-2021 and 2021-2022 academic years only, the 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include one announced observation for teachers and administrators.
  - a. any teacher or administrator who earns an observation rating of Ineffective or Effective: Emerging shall be observed a second time. This portion of the evaluation includes additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

- b. following the 2021-2022 academic year, 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.

C. For the 2020-2021 academic year only, if a school leader has one learning target based on school performance and one learning target based on alternate measures, then the alternate learning target shall be duplicated for purposes of calculating a final student growth score for the school leader.

D. For the 2021-2022 academic year only, if each learning target of a school leader is based on school performance, then the observation score will comprise the sum total of school leader evaluation score.

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

C. The value-added model shall be a statistical model approved by the BESE 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 BESE Board, in accordance with R.S. 17:10.1(D).

G. During the transition to English I, English II, algebra I, and geometry assessments having five levels of performance, teacher value-added data will not be available in 2017-2018. During this time, the department shall provide transitional student growth data that may be used as a measure of student growth, at the evaluator's discretion. LEAs may define local rules pertaining to the use of such data.

### **§305. Measures of Growth in Student Learning – Learning Targets**

- A. The State Department of Education shall expand the value-added model, as new state assessments become available.
- B. For teachers and administrators, progress towards pre-determined student learning targets, as measured by state-approved common assessments, where available, shall inform 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.
- C. Evaluators shall meet with each evaluatee for the purpose of discussing the student learning targets of each student. Student learning targets not discussed in a meeting between a person and the evaluator shall not be used in the evaluation of the person.
- D. Teachers: A minimum of two student learning targets shall be identified for each teacher. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment 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 available.
  2. Where no state-approved common assessments are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students' attainment of learning targets.
  3. The Grant Parish Public School System will 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.
- 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 a review of "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.
    - a. for the 2020-2021 academic year only, overall school performance improvement may be measured by the school performance score or by formative assessment data.
  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.
    - a. for the 2020-2021 academic year only, overall school performance improvement may be measured by the school performance score or by formative assessment data.
  4. 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 department shall provide annual updates to the Grant Parish School System 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 assessment 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.

### §307. Observation Tools

- A. The Grant Parish School Public School System shall utilize an observation tool to conduct a qualitative assessment of teacher, content leader, mentor teacher, and administrator performance that is not based on measurements of growth in student learning and will represent 50 percent of all evaluations.
- B. Grant Parish observation tools shall adhere to the following minimum requirements.
1. The tool for teacher evaluation shall align to the *Louisiana Components of Effective Teaching*. The tool for administrator evaluation shall align to the *Performance Expectations and Indicators for Educational 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 Educational 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 Educational Leaders*.
  2. 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.
  3. Observation tools for content leader and mentor teacher evaluation shall align to the components of effective teaching in §901 of this document and the *Performance Expectations and Indicators for Educational Leaders*, 2008 edition, as well as the competencies for content leaders or mentor teachers.
- C. The State Department shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.
- D. If the Grant Parish Public School System should decide NOT to use model observation tools developed or identified by the Department, the Grant Parish Public School System shall submit proposed alternate tools to the State Department for evaluation and approval. Any proposed alternate observation tools shall be submitted to the State Department for approval.
1. With the submission of proposed alternate observation tools, the Grant 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 Educational 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 the Grant 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 State 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 observation tools shall be submitted to the State Department by the Grant Parish Public School System.
  4. Grant Parish Public School Systems proposed alternate observation tools shall be either approved or denied by the State Department no later than August 1.
  5. Should the Grant 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* or *Performance Expectations for Educational Leaders* are revised, or revisions to this section are approved by the BESE Board.

### §309. Standards of Effectiveness



The following Standards of Effectiveness will be used as scoring criteria by the Grant 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 based on student growth will be represented by a sub-score between 1.0 and 4.0.
2. The 50 percent of evaluations 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:

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

### §311. Evaluators

A. The Grant Parish Public School System accountability relationships are defined clearly in writing. These relationships are communicated effectively so that all certified and other professional personnel know who is accountable to whom for the purposes of personnel evaluation as indicated by the job description that is signed by the individuals.

B. Evaluators of teachers shall be school principals, assistant principals, or the evaluatee's respective supervisory level designee.

1. Other designees, such as instructional coaches, content leaders, master teachers, and mentor 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 Grant Parish School Board supervisors, Chief Academic Officers, the Superintendent, 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 State Department.

1. The State Department, its contractors, and LEA's with approved alternate observation tools shall serve as the sole certifiers 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/maintain certification to evaluate annually.

**Grant Parish School Board**

**Line and Staff Evaluation Chart**

The following shall be used in the evaluation of personnel:

**Evaluatee**

**Evaluator**

Superintendent

School Board

District Level Directors, Managers, Supervisors,  
Superintendent's Secretary

Superintendent

Pupil Appraisal/District Level Special Education  
Staff

Special Education Supervisor

School Nurse

Human Resource Director

District Level Title I Staff

Federal Programs Director

Transportation Staff

Transportation Manager/School Administrator

Food Service Staff

Child Nutrition Supervisor

Finance/Bookkeeping Staff

Finance Director

Maintenance Staff

Maintenance Manager

Principal

Superintendent

Assistant Principal

Principal

Teacher

Principal, Assistant Principal, or Certified District Supervisor. HSEs, mentor teachers, and content leaders may serve as additional observers .

Counselor, Librarian, and Highly Skilled Educator

Principal, Assistant Principal, or Certified District Supervisor

Secretary, Bookkeeper, Custodian, Sweeper

Principal or Assistant Principal

### §313. Professional Development

A. The Grant 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 Grant Parish shall utilize differentiated resources and levels of support accordingly.
3. Professional development shall include follow-up engagement with participants, such as feedback on performance, additional supports, and/or progress-monitoring.
4. Professional development shall include measurable objectives to evaluate its effectiveness, based on improved teacher or administrator practice and growth in student learning.

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

### §315. Intensive Assistance

This process must be used by all evaluators when it becomes necessary to prepare an Intensive Assistance Plan for an evaluatee who has been determined to be in need of assistance. The intensive assistance program applies to all teachers whether they are new or experienced personnel. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the Grant 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 assistance 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 with its provisions, the Grant Parish Public School System shall initiate termination proceedings.

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 Grant 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;
    - Demonstration 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 dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.**);
  6. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);
  7. an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and
  8. the action that will be taken if improvement is not demonstrated.
- F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the Central Office. The evaluatee shall receive a copy of the signed intensive assistance plan and any supporting documents.

## §317. Due Process and Grievance Procedures

### A.

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.
3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year to discuss the results of the evaluation (this discussion will concern the strengths and areas in need of improvement of the evaluatee).
4. The evaluatee will be provided with ample assistance to improve noted performance.
5. The evaluatee may request that an evaluation be conducted by another source (supervisor of respective discipline).
6. 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 during the grievance procedure.
7. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the LEA, 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.
8. Grievance procedures that follow the proper lines of authority will be established as stated below.

B. Any employee of the Grant Parish Public School System shall have the right to appeal the application of policies and administrative decisions affecting him/her. The employee shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance.

All grievances shall be handled expeditiously, and according to the procedures adopted by the Board.

### PART I DEFINITIONS

#### A. Board

Board shall mean the Grant Parish School Board

#### B. Grievance

Grievance shall be defined as, but not limited to, a claim by an employee or group thereof that he/she has suffered harm or injury by the interpretation, application or violation of a contract, a School Board policy, administrative regulation, or procedures, a law or constitutionally guaranteed rights.

#### C. Days

Days shall mean working days.

#### D. Grievant

Grievant shall mean the person making the claim.

#### E. Immediate Supervisor

Immediate supervisor shall be defined as that employee possessing administrative authority to direct the activities of the grievant.

## PART II PROCEDURE

Grievances shall be processed as rapidly as possible. The number of days indicated at each level is a maximum, and every effort shall be made to expedite processing the grievance.

### Step 1

After informally and thoroughly discussing any grievance with their immediate supervisor, upon reaching no satisfactory resolution of the grievance, an employee shall promptly present the grievance in writing to the immediate supervisor. Such notice shall be presented no later than five (5) working days from the date of discussion with the immediate supervisor. The written grievance submitted shall state the nature of the grievance and the harm or injury caused that initiated the grievance. The employee and the immediate supervisor shall attempt to resolve the grievance. The immediate supervisor shall make a proper disposition of the grievance and shall reply to the employee within five (5) working days following the date of submission. If the grievance is not submitted within the time prescribed, the employee shall be deemed not to have further right with respect to said grievance.

### Step 2

In the event the employee wishes to appeal the decision in Step 1 or if no decision has been rendered in the time specified, the appeal must be presented in writing to the next administrative officer of higher rank than the grievant's immediate supervisor. Such appeal shall be presented within five (5) working days of the Step 1 decision. Such appeal shall contain a statement of the grievance and specific references to the action taken causing the grievance. The administrative officer shall schedule a meeting with the employee as promptly as is reasonably possible to attempt to resolve the grievance. Notice of the conference shall be given to all parties involved in an alleged grievance. The administrative officer shall issue a written decision to the grievant within five (5) working days after the conference. Unless the grievance shall be so appealed, it shall be deemed to have been settled and the grievant shall have no further right with respect to said grievance.

### Step 3

In the event the grievant wishes to appeal the decision at Step 2, the appeal must be presented to the Superintendent in writing within five (5) working days of the receipt of the Step 2 decision. A copy of the Step 3 appeal, together with Step 1 and Step 2 decisions shall be submitted to the Superintendent. Upon receipt of such a written appeal, the Superintendent or his/her designee shall schedule a hearing at a specific date and time and send proper notice of the scheduled hearing to the grievant. The Superintendent or designee, at the date and time specified, shall conduct a full hearing on the grievance, and in doing so, maintain a transcript of the proceedings. Following the hearing the Superintendent or designee shall make a written recommendation for disposition of the grievance and provide a copy of the transcript to the School Board at a meeting of the School Board.

### Step 4

After reviewing the transcript of the grievance hearing and the recommendation of the Superintendent or designee, the School Board then shall dispose of the grievance.

### Miscellaneous

1. A grievance may be withdrawn at any level without prejudice or record. Additionally, there shall be no recrimination against a person because a grievance has been filed in accordance with the provisions outlined herein.
2. Copies of all written decisions of grievances shall be sent to all parties involved.

3. All documents, communication, or records dealing with a grievance shall be made part of the grievant's files and shall be destroyed only in accordance with School Board policy.
4. Appeals of grievance decisions will be limited to the specific issues raised in the original grievance. The parties involved will not be allowed to expand the issues during the grievance procedure, except to the extent necessary to respond to administrative decisions made along the way.
5. Failure by the employee to meet the timelines and requirements of this procedure shall result in dismissal of his/her grievance. Failure by the administrative person rendering the decision to meet timelines and requirements of this procedure shall allow the grievant, at his/her option, to proceed to the next level of appeal.
6. If the employee leaves the employment of the School Board during the pendency, at any level, of a complaint or grievance, then the employee loses the right to continue the complaint process.

#### 4. Representation

The person bringing forth the grievance shall have the right to present their own grievance. Grievants have the right to have representation at Steps 2 and 3.

If a person chooses to have representation when presenting their grievance, said person shall provide advance notice of such in writing to the immediate supervisor at the respective procedural level at least two (2) days prior to the meeting on the grievance.

### **§319. Staff Development for Personnel Involved in Evaluation**

A. The Grant 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 Grant 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* or an approved modified set of teacher competencies and performance standards;
4. an understanding of the *Performance Expectations and Indicators for Educational Leaders* or an approved modified set of leader competencies and performance standards;
5. an understanding of the measures of growth in student learning, as adopted by the BESE Board; and
6. an understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators.

### **§321. Evaluation Records Guidelines**

A. Copies of evaluation results and any related documentation shall be retained by the Grant 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 application, 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 student 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 public view.

**§323. Job Descriptions**

A. The Local Personnel Evaluation Plan shall contain a copy of the job descriptions currently in use in the Grant Parish Public School System. The Grant Parish Public School System shall establish a competency-based job description 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	Position or Title
Administration	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 education attainment of a bachelor's degree from an accredited institution of higher 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 Sp. Ed. students
	2. Special Projects Teachers
	3. Instructional Coaches and/or Master Teachers
Support Services	1. Guidance Counselors
	2. Librarians
	3. Therapists
	4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning
	5. Any employee whose position requires certification, but whose title is not given in this list
	6. 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 for the employee);
4. title of the person to whom the employee reports;
5. performance standards, including statement on responsibility for growth in student learning;
6. salary or hourly pay range;
7. statement acknowledging receipt of job description; and
8. a space for the employee's signature and date.

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions. All originals of the job descriptions must be signed by the employee and the evaluator no later than October 15<sup>th</sup> of each year. They must be sent to the Human Resources office no later than October 31<sup>st</sup> of each year.

### **§325. Extenuating Circumstances**

- A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. 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, 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. 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 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.

### **§329. Charter School Exceptions**

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

## **Chapter 7. Reporting and Monitoring**

### **§701. Annual Summary Reporting Format**

- A. The Grant 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 to 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 State 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 certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process;
  - 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 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).

## Chapter 9. General Provisions

### §901. 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 Assessments in Instruction

### §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 LEA's. 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.

*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 and 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.

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

*Duties*—those functions and tasks 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 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.

*Intensive Assistance Plan*—the plan that is implemented when it is determined, through the evaluation process, that personnel have not met the standards of 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 Grant Parish Public School System; an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and the action to be taken if improvement is not demonstrated.

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

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

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

*Non-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 evidence 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, henceforth.

*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 Grant Parish Public School System are derived.

*Principal's Designee*—an assistant principal or other administrator who is assigned by the principal to observe and evaluate certificated and non-certificated personnel (the term “principal’s designee” does not include Administrative Assistant).

*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 the 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 of the lesson plan.

*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.

*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 Grant Parish School Board's Central Office (Human Resources office). 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.

STATEMENT OF ASSURANCE

The Grant Parish School Board's evaluation program has been reviewed and approved by the local school board and will be implemented as written.



Ms. Lisa Roberts, President  
Grant Parish School Board



Mr. Paxton Teddlie  
Superintendent

04/04/2023

Date

GRANT PARISH

\_\_\_\_\_  
LEA



\_\_\_\_\_  
Melissa H. Steelman  
HR Director



Department of Personnel Job Description	Grant Parish Schools
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Title: Superintendent of Schools

Performance Responsibilities:

- I. **DESIGN AND EVALUATION** – ASSUMES RESPONSIBILITY FOR THE DESIGN AND EVALUATION OF THE ENTIRE SCHOOL SYSTEM
  - A. Initiates the development of comprehensive goals and objectives to guide and improve the school system
  - B. Provides for the development and implementation of long and short-range plans for achieving Parish goals and objectives and recommending such plans to the Parish School Board
  - C. Recommends specific policies, procedures, plans, and programs for attaining current operating objectives, and provides leadership in solving major problems
  - D. Establishes and maintains a sound plan of organization which will provide the proper framework for accomplishing the objectives
  
- II. **LEADERSHIP** – ASSUMES LEADERSHIP FOR DIRECTING THE WORK OF ALL SCHOOL SYSTEM EMPLOYEES
  - A. Provides for the proper delegation of authority and responsibility throughout the organization
  - B. Provides for thorough and complete dissemination, interpretation and administration of all Parish policies in order to establish a framework within which key subordinates can discharge their responsibilities effectively
  - C. Recommends or approves, as authorized, the selection, appointment and assignment of responsibility to key Parish personnel
  - D. Establishes effective controls for measuring performance of key administrators against established objectives
  - E. Provides for development of executive and administrative talent to meet present and future organizational needs
  
- III. **MANAGEMENT** – INITIATES PRACTICES AND POLICIES DESIGNED TO MAINTAIN AN ADEQUATE SCHOOL SYSTEM
  - A. Manages Parish Schools affairs aggressively and imaginatively with emphasis on systematically maintaining and improving the quality of the public schools

## Superintendent of Schools

- B. Appraises the performances and progress of the Parish through effective controls and reports of Parish activities and through contracts and conferences with key subordinates. Initiates corrective action where required.
- C. Provides the School Board with all reports and information which will enable it to critically review operation of the system in order to give constructive advice and guidance as to improvement possibilities.
- D. Provides for the establishment of school attendance boundaries within the Parish
- E. Provides for the selection of sites for locating future school facilities

### IV. STUDENT SERVICES – INITIATES PRACTICES DESIGNED TO PROMOTE THE SUCCESS AND WELL-BEING OF STUDENTS

- A. Provides the proper programs and practices to insure an adequate educational environment for all students

### V. SCHOOL / COMMUNITY RELATIONS – ASSUMES RESPONSIBILITY FOR ESTABLISHING POSITIVE PROCEDURES FOR INSURING GOOD SCHOOL / COMMUNITY RELATIONS

- A. Develops, recommends, and carries out, in coordination with members of the Board, a planned program for maintaining favorable external relations with other state and local government agencies, and with the general public
- B. Cooperates with local government, industry, and community leaders to foster and enhance a favorable attitude toward Parish schools

### VI. PROFESSIONALISM

- A. Adheres to the regulations, policies and procedures established by the State Board of Elementary and Secondary Education, the local School Board and schools as published in the minutes, bulletins, and/or other official publications
- B. Perform other duties as assigned by the LEA

**Recommended Qualifications:** Valid Type A Louisiana certificate; 5 years of successful school experience as a supervisor in instruction, visiting teacher, school principal or educational experience certified as equivalent to these by BESE; Master's degree, including 12 semester hours in professional education which includes 6 semester hours of school administration and supervision.

**Term of office:** Contractual agreement with Board

**Reports to:** Parish School Board

**Superintendent of Schools**

**Supervises: All employees of the Parish School System**

\_\_\_\_\_  
**Signature of Superintendent:**

\_\_\_\_\_  
**Date**

**Signature indicates the incumbent has reviewed the performance responsibilities and the evaluation instrument for the position.**

\_\_\_\_\_  
**Signature of School Board President:**

**Signature indicates the incumbent has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the Board President.**

**TITLE: Principal**

Domains and Components will be used for Principal evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Grant Parish Public School System's accountability measures as outlined in the Louisiana Accountability System.

**OVERVIEW OF THE POSITION:** To plan and implement a program which creates an environment where teachers have the ability to design and implement a course(s) of study that enable students to learn and develop optimally.

**Domain I: School Vision**

**Component A: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision.**

- The principal creates an atmosphere for achievement of high academic expectations for all students; providing a clear picture of the school's future.
- The principal ensures that the school vision is lived in practice, encouraging behaviors that support the vision and addressing behaviors that undermine the vision; enlisting the support, ownership, and institutionalization of the vision from various perspectives and lenses.
- The principal places data driven school level goals into the vision which describe how the vision will be attained; adjusting the goals as needed, using student learning outcomes, needs assessments, observations of teacher practices, and participation from stakeholders to ensure they are driving improvements in achievement.

**Domain II: School Culture**

**Component A: Facilitates collaboration between teams of teachers**

- The principal develops a school culture that allows effective teaching and learning to occur through the use of effective and frequent collaboration between teams of teachers.
- The principal reinforces the school culture, along with the teachers, students and stakeholders, through practices and actions that say: *this is how we do school here.*
- The principal establishes a culture of learning, wherein teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement; using work that is rigorous and aligned with the Compass rubric.

**Component B: Provides opportunities for professional growth and develops a pipeline of teacher leaders**

- The principal expects professional growth from all members of the teaching staff that is aligned with the vision of the school and the Compass rubric.
- The principal facilitates meaningful, targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.
- The principal cultivates a pipeline of teacher leaders and develops their leadership skills to provide additional support to teachers in the school and allows them to take on additional leadership opportunities.

**Component C: Creates and upholds systems that result in a safe and orderly school environment.**

- The principal ensures that the school building is clean and safe. All basic facilities are in working order and the physical plant fosters major academic priorities and initiatives.
- The principal consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs that is aligned with district and school priorities.
- The principal utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

**Domain III: Instruction**

**Component A: Observes teachers and provides feedback on instruction regularly.**

- The principal observes teachers to provide on-going actionable, clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness.
- The principal ensures that all instruction is focused on the development and implementation of goals and objectives that are aligned with the Common Core Standards.

**Component B: Ensures teachers set clear, measurable objectives aligned to Common Core.**

- The principal must ensure that all instruction is grounded in and guided by the Common Core Standards.

- The principal implements a curricular scope and sequence that fosters rigorous instruction and activities that are designed to cognitively challenge students using the Common Core Standards.
- The principal supplies supporting curricular materials that allow them to implement the curriculum with fidelity.

**Component C: Ensures teachers use assessments reflective of Common Core rigor.**

- The principal facilitates and supports staff use of aggregate and disaggregated data to identify and prioritize students' needs in relation to the Common Core Standards.
- The principal will ensure that all assessments are Common Core aligned and will maintain teacher accountability for on-going analysis of student data to provide rigor, differentiation, rapid interventions and updated intervention assignments to reflect student needs and progress.

**Professionalism Competency – Contributes to achieving the school's mission, engages in self-reflection and growth opportunities; creates and sustains partnerships with families, colleagues and communities.**

- The principal engages in self-reflection and growth opportunities to support high levels of learning for all students.
- The principal collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The principal applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
- The principal minimizes bias in self and others and accepts responsibility for his/her own decisions and actions.
- The principal addresses unethical behavior in self and others.

**Any and all duties as assigned by the Superintendent.**

**Minimum Qualifications:** United States citizen; those requirements as outlined in Louisiana Bulletin 746. (Louisiana Standards of State Certification of School Personnel) Physical and mental stamina and ability to perform job functions, tasks and duties. At least 3 years of successful teaching experience during the 5 year period immediately preceding appointment to principalship.

**Terms of Employment:** 11 or 12 months  
**Reports to:** Superintendent of Schools or designee  
**Supervises:** All school personnel at the school site

**Signature of Evaluatee:** \_\_\_\_\_  
Signature indicates that the evaluatee has reviewed the performance responsibilities and evaluation instrument for the position.

**Printed Name of Evaluatee:** \_\_\_\_\_

**Evaluatee's Employee Identification Number (Anzio ID #):** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Signature of Evaluator(s)** \_\_\_\_\_

**TITLE: Assistant Principal**

Domains and Components will be used for the Assistant Principal evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Grant Parish Public School System's accountability measures as outlined in the Louisiana Accountability System.

**OVERVIEW OF THE POSITION:** To assist the principal with the planning and implementation of a program which creates an environment where teachers have the ability to design and implement a course(s) of study that enable students to learn and develop optimally.

**Domain I: School Vision**

**Component A: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision.**

- The assistant principal creates an atmosphere for achievement of high academic expectations for all students; providing a clear picture of the school's future.
- The assistant principal ensures that the school vision is lived in practice, encouraging behaviors that support the vision and addressing behaviors that undermine the vision; enlisting the support, ownership, and institutionalization of the vision from various perspectives and lenses.
- The assistant principal places data driven school level goals into the vision which describe how the vision will be attained; adjusting the goals as needed, using student learning outcomes, needs assessments, observations of teacher practices, and participation from stakeholders to ensure they are driving improvements in achievement.

**Domain II: School Culture**

**Component A: Facilitates collaboration between teams of teachers**

- The assistant principal develops a school culture that allows effective teaching and learning to occur through the use of effective and frequent collaboration between teams of teachers.
- The assistant principal reinforces the school culture, along with the teachers, students and stakeholders, through practices and actions that say: *this is how we do school here*.
- The assistant principal establishes a culture of learning, wherein teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement; using work that is rigorous and aligned with the Compass rubric.

**Component B: Provides opportunities for professional growth and develops a pipeline of teacher leaders**

- The assistant principal expects professional growth from all members of the teaching staff that is aligned with the vision of the school and the Compass rubric.
- The assistant principal facilitates meaningful, targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.
- The assistant principal cultivates a pipeline of teacher leaders and develops their leadership skills to provide additional support to teachers in the school and allows them to take on additional leadership opportunities.

**Component C: Creates and upholds systems that result in a safe and orderly school environment.**

- The assistant principal ensures that the school building is clean and safe. All basic facilities are in working order and the physical plant fosters major academic priorities and initiatives.
- The assistant principal consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs that is aligned with district and school priorities.
- The assistant principal utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

**Domain III: Instruction**

**Component A: Observes teachers and provides feedback on instruction regularly.**

- The assistant principal observes teachers to provide on-going actionable, clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness.

- The assistant principal ensures that all instruction is focused on the development and implementation of goals and objectives that are aligned with the Common Core Standards.

**Component B: Ensures teachers set clear, measurable objectives aligned to Common Core.**

- The assistant principal must ensure that all instruction is grounded in and guided by the Common Core Standards.
- The assistant principal implements a curricular scope and sequence that fosters rigorous instruction and activities that are designed to cognitively challenge students using the Common Core Standards.
- The assistant principal supplies supporting curricular materials that allow them to implement the curriculum with fidelity.

**Component C: Ensures teachers use assessments reflective of Common Core rigor.**

- The assistant principal facilitates and supports staff use of aggregate and disaggregated data to identify and prioritize students' needs in relation to the Common Core Standards.
- The assistant principal will ensure that all assessments are Common Core aligned and will maintain teacher accountability for on-going analysis of student data to provide rigor, differentiation, rapid interventions and updated intervention assignments to reflect student needs and progress.

**Professionalism Competency – Contributes to achieving the school's mission, engages in self-reflection and growth opportunities; creates and sustains partnerships with families, colleagues and communities.**

- The assistant principal engages in self-reflection and growth opportunities to support high levels of learning for all students.
- The assistant principal collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The assistant principal applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
- The assistant principal minimizes bias in self and others and accepts responsibility for his/her own decisions and actions.

**Any and all duties as assigned by the Principal.**

**Minimum Qualifications:** United States citizen; those requirements as outlined in Louisiana Bulletin 746. (Louisiana Standards of State Certification of School Personnel) Physical and mental stamina and ability to perform job functions, tasks and duties. At least 3 years of successful teaching experience during the 5 year period immediately preceding appointment to principalship.

**Terms of Employment:** 10 months

**Reports to:** Principal

**Supervises:** Assigned personnel at the school site

**Signature of Evaluatee:** \_\_\_\_\_

Signature indicates that the evaluatee has reviewed the performance responsibilities and evaluation instrument for the position.

**Printed Name of Evaluatee:**

\_\_\_\_\_

**Evaluatee's Employee Identification Number (Anzio ID #):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of Evaluator(s)** \_\_\_\_\_



Department of Personnel Job Description	Grant Parish Schools
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**Title: Supervisor, Special Education**

- I. **DESIGN AND EVALUATION** – SUPERVISES THE DESIGN AND EVALUATION OF SPECIAL EDUCATION SERVICES
  - A. Develops comprehensive goals and objectives for Special Education Services in the parish
  - B. Reviews and improves the Special Education Services on an annual basis
  - C. Makes annual projections of Special Education needs, including professional and non-professional personnel, programs, and facilities
  - D. Makes recommendations based on satisfactory interpretation and implementation of all State Department guidelines
  - E. Develops personal goals and objectives for effective leadership
  
- II. **LEADERSHIP** – SUPERVISES THE WORK OF ALL SPECIAL EDUCATION SUBORDINATES
  - A. Recommends employment of teachers, specialists, and auxiliary personnel to work with Special Education programs
  - B. Evaluates performance and progress of subordinate personnel based on systematic procedures outlined by the school system
  - C. Provides in-service training for new and tenured teachers who work with Special Education students and services
  - D. Recruits, interviews, and makes recommendation for employment and dismissal of professional and paraprofessional staff
  - E. Assists teachers in locating and selecting appropriate classroom materials
  - F. Assists teachers and parents in developing prescriptive programs for individual students
  - G. Conducts periodic conferences with individual teachers and groups of teachers to solve Special Education problems
  
- III. **MANAGEMENT** – INITIATES ACTIVITIES NECESSARY TO MAINTAIN A SPECIAL EDUCATION PROGRAM IN THE PARISH
  - A. Assesses the need for new programs and services and prepares state and federal proposals to meet the needs
  - B. Develops and monitors a formal data collection system for program and case management

## Supervisor, Special Education

- C. Interprets and implements state and federal guidelines relative to delivery and funding of Special Education Services
  - D. Makes accurate and systematic reports on fiscal operation of the Special Education Program
- IV. **STUDENT SERVICES** – SUPERVISES PRACTICES DESIGNED TO PROMOTE THE SUCCESS AND WELL-BEING OF STUDENTS
- A. Establishes program guidelines and procedures for screening, scheduling, referral, class selection and case termination related to any student Special Education problem
  - B. Supervises the referral of students for psychological testing or other evaluation services
  - C. Places students in appropriate classroom environments designed to offer the least restrictive environment for learning
  - D. Maintains liaison with agencies and professionals providing special services to students
  - E. Organizes and coordinates programs for students with special problems
  - F. Consults with parents, teachers, and counselors, on the development of a plan for helping students when necessary
  - G. Supervises and coordinates the professional work of all persons who deal directly with Special Education students
- V. **SCHOOL / COMMUNITY RELATIONS** – SUPERVISES AND IMPLEMENTS PRACTICES LEADING TO EFFECTIVE PUBLIC RELATIONS
- A. Prepares and disseminates information about the Special Education Programs for parents and the general public
  - B. Works with parents and teachers to solve any problems related to communication, interpretation, or implementation of Special Education Services
  - C. Serves as resource person to any regular school faculty or community organization who wishes to know about the Special Education Program
  - D. Works to achieve maximum understanding and support of public education
- VI. **PROFESSIONALISM**
- A. Adheres to the regulations, policies, and procedures established by the State Board of Elementary and Secondary Education, the local School Board, and school, as published in minutes, bulletins, and/or other official publications.
  - B. Performs other duties as assigned by the LEA

Supervisor, Special Education

**Recommended Qualifications:** Valid Type A Louisiana certificate; 5 years of successful school experience, 3 years of which must have been during the 5 year period preceding appointment; Master's Degree; 12 hours of professional education at the graduate level; certification in Special Education

**Terms of Employment:** 12 Months

**Reports to:** Superintendent or his/her designee

**Supervises:** All Special Education Personnel

\_\_\_\_\_  
Signature of Incumbent:

\_\_\_\_\_  
Date

Signature indicates that incumbent has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator:

Signature indicates the incumbent has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

Department of Personnel Job Description	Grant Parish Schools
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Title: Supervisor, Elementary Schools

Performance Responsibilities:

- I. **DESIGN AND EVALUATION** – ASSISTS IN THE SUPERVISING OF THE DESIGN AND EVALUATION OF THE FOLLOWING PROGRAMS: ADMINISTRATION, PURCHASING, STAFF DEVELOPMENT, PERSONNEL, AND COMMUNITY RELATIONS
  - A. Assists in initiating the planning and evaluation procedures designed to upgrade areas of responsibility
  - B. Develops personal objectives to improve supervisory effectiveness
  - C. Assists in the development of performance objectives of personnel under direct supervision
  - D. Assists in planning, implementing and evaluating the academic offerings in the Elementary schools
  - E. Assists in planning, implementing, and supervising system-wide testing of instructional effectiveness in the elementary schools
  - F. Assists in reviewing evaluation results in order to improve pre-instructional practices
  
- II. **LEADERSHIP** – PROVIDES LEADERSHIP IN SUPERVISING THE WORK OF ELEMENTARY INSTRUCTIONAL PERSONNEL
  - A. Offers instructional leadership to teachers and principals in the elementary schools
  - B. Serves as professional consultant on all matters related to instruction and curriculum
  - C. Helps teachers overcome problems related to classroom instruction
  - D. Cooperates with teachers and principals in order to improve classroom instruction
  - E. Assists in interviewing prospective personnel in order to obtain the most qualified personnel
  - F. Observes and evaluates classroom instructional practices upon request of the principal
  - G. Provides in-service and pre-service training for teachers
  - H. Serves as resource person on all trends and practices in academic areas
  
- III. **MANAGEMENT** – INITIATES PRACTICES AND PROCEDURES TO MAINTAIN AN ADEQUATE PROGRAM FOR ELEMENTARY INSTRUCTION
  - A. Initiates practices and procedures designed to assist principals and teachers
  - B. Offers guidance in the selection of textbooks and teaching materials

## Supervisor, Elementary Schools

- C. Provides budget information related to instructional needs in the elementary school
- D. Assist in supervising and coordinating the ordering and utilization of instructional aids
- E. Assist in supervising instructional practices in the classrooms in order to coordinate teaching procedures in elementary schools throughout the parish
- F. Assist in supervising and coordinating curricular revision and the publication and distribution of guides
- G. Assist in coordinating the academic offerings of the school system in order to insure instructional effectiveness both horizontally across the curriculum as well as vertically

### IV. STUDENT SERVICES – SUPERVISES PROCEDURES WHICH PROMOTE THE SUCCESS AND WELL-BEING OF STUDENTS

- A. Works to insure instructional practices designed to meet the present and future needs of students
- B. Oversees classroom procedures in order to maximize student success
- C. Works with teachers to help them overcome problems related to student success
- D. Gathers long-range data on the academic success of students who leave the system in order to make appropriate improvements in instruction

### VI. SCHOOL / COMMUNITY RELATIONS – ASSISTS IN INITIATING PROCEDURES WHICH INSURE EFFECTIVE SCHOOL / COMMUNITY RELATIONS

- A. Works to achieve maximum understanding and support of public education
- B. Communicates instructional goals, objectives, policies, procedures and problems to staff, parents, community and media
- C. Cooperates with principals, supervisors, and directors to provide a total educational program for students
- D. Provides an open-door policy which allows for suggestions and disagreements
- E. Designs and conducts effective meetings which project the professionalism of self and other educators
- F. Works with parents, students and principals in order to solve problems

### V. PROFESSIONALISM

- A. Adheres to the regulations, policies and procedures established by the State Board of Elementary and Secondary Education, the local School Board and school as published in minutes, bulletins, and/or other official publications
- B. Performs other duties as assigned by the LEA

Supervisor, Elementary Schools

**Recommended Qualifications:** Valid type A Louisiana certificate; 5 years of successful school experience, 3 of which must have been during the 5 year period immediately preceding appointment; Master's degree including 12 hours of professional education at the graduate level; certification in the area of Supervision and Administration.

**Terms of Employment:** 12 months

**Reports to:** Superintendent or his/her designee

**Supervises:** Elementary School Teachers

\_\_\_\_\_  
Signature of Incumbent:

\_\_\_\_\_  
Date

Signature indicates the incumbent has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator:

Signature indicates the incumbent has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

Department of Personnel Job Description	Grant Parish Schools
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Title: Supervisor, Secondary Schools

Performance Responsibilities:

- I. DESIGN AND EVALUATION – DIRECTS THE DESIGN AND EVALUATION OF ADMINISTRATION, PURCHASING, STAFF DEVELOPMENT, PERSONNEL AND COMMUNITY RELATIONS AS IT RELATES TO HIGH SCHOOLS
  - A. Initiates planning and evaluation procedures designed to upgrade all aspects of the high school program
  - B. Directs the development of comprehensive goals and objectives designed to guide the high school program and other areas of responsibility
  - C. Develops personal goals and objectives to insure effective leadership
  - D. Stimulates and assists staff in investigating, evaluating and implementing changes
  - E. Directs the design and evaluation of system-wide testing of instructional effectiveness in the high schools
  - F. Reviews evaluation results in order to improve instructional practices in all high schools
  
- II. LEADERSHIP – PROVIDES LEADERSHIP IN DIRECTING THE WORK OF PERSONNEL IN THE SCHOOL SYSTEM
  - A. Assumes responsibility for the selection, assignment, evaluation, development and recommendation for dismissal of high school personnel
  - B. Provides leadership in planning, managing, and evaluating staff development and in-service programs
  - C. Directs, disseminates, interprets, and administers personnel policies
  - D. Reviews personnel needs, makes recommendations and oversees the maintenance of personnel records, files and documents
  - E. Advises subordinates on all matters related to instruction, curriculum and administration of high schools
  
- IV. MANAGEMENT – ADMINISTERS POLICIES AND PROCEDURES NECESSARY TO MAINTAIN AN ADEQUATE EDUCATIONAL ENVIRONMENT
  - A. Administers, supervises, or delegates responsibilities related to high school administration

## Supervisor, Secondary Schools

- B. Supervises the maintenance of records, files and documents related to areas of responsibility
- C. Provides budget information related to instructional needs of high schools
- D. Coordinates the academic offerings of all high schools in order to insure instructional effectiveness

### V. STUDENT SERVICES – SUPERVISES PROCEDURES WHICH PROMOTE THE SUCCESS AND WELL-BEING OF STUDENTS

- A. Works to insure instructional practices designed to meet the present and future needs of high school students
- B. Oversees classroom procedures in order to maximize student success
- C. Works with teachers to help them overcome problems related to student success
- D. Gathers data on the academic success of students who leave the system in order to make appropriate improvements in the system's instructional programs

### VI. SCHOOL / COMMUNITY RELATIONS – INITIATES PROCEDURES WHICH INSURE EFFECTIVE SCHOOL / COMMUNITY RELATIONS

- A. Works to achieve maximum understanding and support of public education
- B. Communicates instructional goals, objectives, policies, procedures and problems to staff, parents, community and media
- C. Cooperates with principals, supervisors, and directors to provide a total educational program for students
- D. Provides an open-door policy which allows for suggestions and disagreements
- E. Designs and conducts effective meetings which project the professionalism of self and other educators
- F. Works with parents, students, principals, and other personnel in order to solve problems

### VII. PROFESSIONALISM

- A. Adheres to the regulations, policies and procedures established by the State Board of Elementary and Secondary Education, the local School Board and school as published in minutes, bulletins, and/or other official publications
- B. Performs other duties as assigned by the LEA

Recommended Qualifications: Valid type A Louisiana certificate; 5 years of successful school experience as a supervisor in instruction, visiting teacher, school principal or educational experience certified as equivalent to these by BESE; Master's degree including 12 semester



Supervisor, Secondary Schools

hours in professional education which includes 6 semester hours of school administration and supervision.

Terms of Employment: 12 months

Reports to: Superintendent or designee

Supervises: High School Personnel

\_\_\_\_\_  
Signature of Incumbent:

\_\_\_\_\_  
Date

Signature indicates the incumbent has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator:

Signature indicates the incumbent has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

Department of Personnel Job Description	Grant Parish Schools
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Title: Director, Federal Programs

Performance Responsibilities:

- I. **DESIGN AND EVALUATION – SUPERVISES THE DESIGN AND EVALUATION OF ALL FEDERAL PROGRAMS IN THE PARISH**
  - A. Develops comprehensive goals and objectives for federally funded programs in the parish, both long-range and short-range
  - B. Develops assessment strategies for determining the extent of success of federal projects and makes recommendations for changes
  - C. Reviews and improves all programs provided by federal funds on an annual basis
  - D. Develops personal goals and objectives for effective leadership
  - E. Assists staff in investigating, evaluating, and implementing changes based upon systematic analysis
  
- II. **LEADERSHIP – SUPERVISES THE IMPLEMENTATION OF ALL FEDERAL PROGRAMS AND ALL PERSONNEL IN THESE PROGRAMS**
  - A. Develops staff plans for federal programs as well as establishing a framework for subordinates to fulfill their duties
  - B. Recommends employment of teachers, specialists, and auxiliary personnel to work in federally funded programs
  - C. Assists in interviewing, employing, directing, evaluating, developing, and recommending for dismissal all subordinates in federal programs
  - D. Provides leadership in designing, planning, managing, and evaluating staff development and in –service training programs
  - E. Supervises the maintenance of personnel records, files, and documents and offers concrete evidence for promotion or dismissal
  - F. Advises the system on financial, administrative, and operational aspects of proposed federal programs
  - G. Provides leadership in planning, managing, and coordinating federal educational programs and media programs
  
- III. **MANAGEMENT – INITIATES PRACTICES AN PROCEDURES DESIGNED TO PROVIDE THE PROPER MANAGEMENT OF ALL FEDERAL PROGRAMS**
  - A. Directs preparation of budgets, payrolls, and general accounting related to federal programs
  - B. Directs and supervises the purchase of materials, supplies, and equipment for federal programs

Director, Federal Programs

- C. Supervises the preparation of grant proposals and special reports required for federal programs
  - D. Holds regular staff meetings with subordinates to plan for the proper management of all aspects of federal programs
  - E. Supervise the operations of all special use centers
- IV. **STUDENT SERVICES – IMPLEMENTS PRACTICES DESIGNED TO PROMOTE THE SUCCESS AND WELL-BEING OF STUDENTS**
- A. Cooperates with community agencies whose purposes are related to welfare of students
  - B. Plans and develops programs designed to offer supplementary assistance of students
- V. **SCHOOL / COMMUNITY RELATIONS – INITIATES PRACTICES AND PROCEDURES WHICH INSURE EFFECTIVE SCHOOL / COMMUNITY RELATIONS**
- A. Works to achieve maximum understanding and support for education
  - B. Encourages parent and citizen participation in support of federal programs
  - C. Assists the Superintendent with internal and external communications regarding the function and operation of federal programs
  - D. Develops communication materials designed to inform the public and staff about federal programs
  - E. Disseminates, interprets, and administers all policies related to federal programs
  - F. Provides an open-door policy which allows for suggestions and recommendations for change
- VI. **PROFESSIONALISM**
- A. Adheres to the regulations, policies, and procedures established by the State Board of Elementary and Secondary Education, the local School Board, and school as published in minutes, bulletins, and/or other official publications
  - B. Performs other duties as assigned by the LEA

**Recommended Qualifications:** Bachelor's degree in business administration from an accredited state college or university; Master's degree; valid Louisiana teaching certificate.

**Terms of Employment:** 12 months

**Reports to:** Superintendent or his/her designee

**Supervises:** All members of the federal programs staff

\_\_\_\_\_  
Signature of Employee:

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

**Director, Federal Programs**

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**Signature of Evaluator:**

**Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.**

Supervisor, School Food Service

Department of Personnel Job Description	Grant Parish Schools
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Title: Supervisor, School Food Service

Performance Responsibilities:

- I. **DESIGN AND EVALUATION** – SUPERVISES THE DESIGN AND EVALUATION OF THE SCHOOL FOOD SERVICE PROGRAM FOR THE PARISH
  - A. Develops comprehensive goals and objectives for developing and maintaining an effective school food service program
  - B. Develops personal goals to improve leadership effectiveness
  - C. Reviews and improves school food service operations on an annual basis
  
- II. **LEADERSHIP** – PROVIDES LEADERSHIP IN SUPERVISING AND IMPLEMENTING ALL ASPECTS OF THE SCHOOL FOOD SERVICE OPERATION
  - A. Supervises and evaluates all food service employees
  - B. Provides remedial help for workers and, when necessary, recommends dismissal
  - C. Assists food service managers in all phases of the food service program including administrative details, nutrition education, menu planning, budgeting, record keeping, and cost control
  - D. Keeps in touch with all federal and state agencies in order to conform to all laws and regulations
  - E. Assists in interpretation and implementation of policies and regulations related to food service operations
  - F. Develops educational materials and conducts instruction in nutrition for food managers and students
  
- III. **MANAGEMENT** – INITIATES PRACTICES AND PROCEDURES DESIGNED TO MAINTAIN AN EFFECTIVE SCHOOL FOOD SERVICE PROGRAM FOR THE PARISH
  - A. Supervises the purchasing of food and supplies as well as the allocation and use of USDA commodities
  - B. Develops an administrative budget for the total program as well as individual budgets for school food service units
  - C. Develops specifications for food service equipment, determines equipment needs and recommends purchase based on budgetary limitations
  - D. Initiates and supervises procedures for inventory control at all local units
  
- IV. **STUDENT SERVICES** – INITIATES PRACTICES AND PROCEDURES DESIGNED TO PROMOTE THE SUCCESS AND WELL-BEING OF STUDENTS
  - A. Develops educational materials to inform students about nutrition

Supervisor, School Food Service

- B. Evaluates and develops food service operations designed to meet the special needs of students
- C. Offers wholesome, well-balanced series of breakfast and lunches in a clean, attractive environment

V. STUDENT / COMMUNITY RELATIONS – INITIATES PRACTICES AND PROCEDURES WHICH INSURE EFFECTIVE COMMUNIT RELATIONS

- A. Interprets school food service objectives to principals, teachers, students, parents, and the media, as well a the citizens of the community
- B. Instructs individuals and groups in the principals of good nutrition as applied to food selection
- C. Provides an open-door policy which allows for suggestions and disagreements
- D. Oversees the allocation of free and reduced priced meals according to a fair and equitable procedure
- E. Provides the highest quality school food service program available within the realm of the resource available
- F. Works to achieve maximum support and understanding for the public

VI. PROFESSIONALISM

- A. Adheres to the regulations, policies, and procedures established by the State Board of Elementary and Secondary Education, the local School Board, and school as published in minutes, bulletins, and/or other official publications
- B. Performs other duties as assigned by the LEA

Recommended Qualifications: Master's degree in home economics, nutrition or related field; 3 years work experience in home economics education or food service management; two of these years must have been in the 5 year period preceding employment; 3 hour food service practicum.

Terms of Employment: 12 months

Reports to: Superintendent or his/her designee

Supervises: All school food service managers

\_\_\_\_\_  
Signature of Employee:

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

**Supervisor, School Food Service**

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**Signature of Evaluator:**

**Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.**

## Job Description

**TITLE: CLASSROOM TEACHER: Regular Education/Special Education**

Domains and Components will be used for teacher evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Grant Parish Public School System's accountability measures as outlined in the Louisiana Accountability System.

**OVERVIEW OF THE POSITION:** To plan and implement a program which creates an environment where students can learn and develop optimally.

### **Domain 1: Planning and Preparation- IC-Setting Instructional Outcomes**

- The teacher values, sequences and aligns curriculum enabling students to build their understanding of important ideas from concept to concept.
- The teacher designs and structures lessons so that learner outcomes are at an appropriate cognitive level.
- The teacher writes and plans multi-disciplinary outcomes for student learning, not student activity.
- The teacher differentiates outcomes and instruction for students of varied abilities.
- The teacher creates and/or uses a variety of assessment tools that are curriculum-aligned and challenging.

### **Domain 2: The Classroom Environment- 2C-Managing Classroom Procedures**

- The teacher helps students to develop skills to work purposefully and cooperatively in groups.
- The teacher facilitates lessons that engage students in different types of activities-large groups, small groups and independent work.
- The teacher ensures smooth functioning of all routines and maximizes instructional time.

### **Domain 3: Instruction-3B-Questioning and Discussion Techniques**

- The teacher develops and presents questions that cause students to think and reflect; resulting in a deeper understanding of the topic.
- The teacher promotes learning through discussion.
- The teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

### **Domain 3: Instruction-3C-Engaging Students in Learning**

- The teacher facilitates activities and assignments that promote learning and are aligned with the goals of the lesson.
- The teacher groups students for instruction in a variety of ways using factors such as similar backgrounds, ability levels, as well as random groupings.
- The teacher selects instructional materials suited to engaging students in understanding and learning at a deeper level.



- The teacher delivers lessons that are appropriately structured and paced.
- The teacher delivers instruction via virtual learning platforms fulfilling all requirements associated with virtual learning when circumstances necessitate this form of instructions for students.
- The teacher aligns assessment to the curriculum.
- The teacher informs students of the criteria for assessment.
- The teacher monitors student learning using a variety of techniques.
- The teacher provides valuable feedback in a timely, constructive and substantive manner.
- The teacher promotes student self-assessment and student self-monitoring of their progress.

**Professionalism Competency** — The teacher contributes to achieving the school's mission, engages in self-reflection and growth opportunities, and creates and sustains partnerships with families, colleagues and communities.

- The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.
- The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.

In addition to above expectations, the teacher will perform all duties assigned by the School Principal.

**Minimum Qualifications:** United States citizen; those requirements as outlined in Louisiana Bulletin 746 (Louisiana Standards of State Certification of School Personnel); Physical and mental stamina and ability to perform job functions, tasks, and duties.

**Terms of Employment:** 9 months

**Reports to:** School Principal

**Supervises:** Assigned students

**Signature of Evaluatee:** \_\_\_\_\_

(Signature indicates that the evaluatee has received the teacher competencies and standards and evaluation instrument for the position.)

**Printed Name of Evaluatee:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of Evaluator(s)** \_\_\_\_\_

Department of Personnel Job Description	Grant Parish Schools
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Title: Intervention Teacher

JOB DESCRIPTION / DUTIES:

- A. Assists in developing a written method for identifying at risk students who are deficient in areas of reading (fluency, comprehension, phonemic awareness) and supports the principal in creating a plan for intervention.
- B. Provides direct intervention to identified at risk students in addition to their classroom reading instruction.
- C. Maintains pre and post test data to include formative and summative testing on an ongoing basis. Dibels, STAR Reading, IRLA, Sonday, or other Curriculum Based Assessments are to be used to produce the pre and post test data. Other measures may be used in addition to these.
- D. Consults with the child's teacher regularly in order to identify need area and to discuss the child's progress or lack thereof. Maintains a log or form to provide a method of written communication between teachers to document these interactions.
- E. Involves parents as much as possible via phone calls and written communication. Develops and provides 9 week progress reports to the parent.
- F. Provides a summary of each student's progress in a chart form to the Special Education Supervisor and the Federal Programs Director two times a year (mid and end of school year).
- G. Maintains a folder on each child to include:
  - Individual student data sheets which indicate the identified area of weakness
  - Pre and post test data to include levels
  - Documentation log or written communication sheets to indicate interactions with the child's regular teacher
  - Documentation of a log of contact made with parents
  - Copies of progress reports
- H. Completes the following forms and provides copies to the Special Education Supervisor and the Director of Federal Programs:
  - Early Intervening Yearly Report Form
  - Progress Reports (Submit each 9 weeks)
  - Contact documentation logs for parents and teachers

Intervention Teacher

- Develop a folder on each child which contains individual student data sheets to include pre and post test data, copies of progress reports, and record of contacts made to parents
- I. Works with the principals and teachers at the assigned school in developing instructional plans that are consistent with the academic improvement efforts (SWP) of the school
- J. Teaches demonstrations lessons

Recommended Qualifications: Certified teacher Refer to Bulletin 746

Terms of Employment: 9 months

Reports to: Principal

Supervises: 1. Students  
2. Paraprofessionals

Evaluation: Performance of this job will be evaluated in accordance with provisions of the School Board's policy on evaluation of professional personnel.

\_\_\_\_\_  
Signature of Employee:

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator:

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

Highly Skilled Educator

<b>Department of Personnel Job Description</b>	<b>Grant Parish Schools</b>
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**Title:** Highly Skilled Educator

**Reports to:** Principal

**General Responsibilities:** The primary responsibility of the Highly Skilled Educator (HSE) is to improve the quality of instruction of assigned school. A Highly Skilled Educator is assigned to the school as a classroom teacher with the duties in that job description as well as others listed below.

**Performance Responsibilities:**

- A. Works with the principals and teachers at the assigned school in developing instructional plans that are consistent with the academic improvement efforts
- B. Co-teaches and teaches lesson
- C. Designs instructional units that meet the goals and objectives defined by the Louisiana Comprehensive Curriculum and Common Core State Standards
- D. Assists teachers in selecting and using effective teaching strategies to achieve the goals as stated in the school's School Improvement Plan and teachers' Student Learning Targets
- E. Assists in the selection, production and use of instructional materials
- F. Designs, plans, and conducts appropriate in-service programs at the assigned schools
- G. Assists teachers in diagnosing specific problems in student deficiencies by utilizing data
- H. Informs teachers of the current research and recommendations of effective instruction for student achievement
- I. Institutes school wide programs that encourage recreational activities in the academic areas (Family Reading/Math Nights, parental involvement activities)

- J. Support district implementation of curriculum and instructional strategies
- K. Serve as mentor and coach to educators at assigned school (specifically non-certified)
- L. Maintain data rooms/walls
- M. Submit detailed weekly planners

**Qualifications:** Certification as a classroom teacher; master's degree preferred; knowledge of and experience with the Louisiana Compass Teacher Evaluation Framework; knowledge and experience with the Louisiana Comprehensive Curriculum and Common Core State Standards and local curriculum; personal professional development and presentation of staff development at local, state or national level; ability to interact effectively with peers

**Terms of Employment:** 10 months

**Reports to:** Principal

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

**GRANT PARISH SCHOOL BOARD**

**Job Description**

**TITLE:** *Early Childhood Coordinator*

**PERFORMANCE RESPONSIBILITIES:**

- Assumes responsibility for observing and mentoring early childhood teaching staff
- Observe early childhood teachers using CLASS (Classroom Assessment Scoring System)
- Serve as lead agency contact for Early Childhood Cohort
- Plan and schedule lead agency meetings for cohort members
- Plan and deliver quarterly early childhood meetings and trainings
- Mentor teachers in a variety of early childhood programs used in our system (TS GOLD, CLASS, Conscious Discipline, Handwriting without Tears, Creative Curriculum, etc.)
- Attend meetings with Louisiana state department personnel and bring back information to the parish
- Manage applications received for early childhood programs and collect documentation needed to determine student eligibility throughout the school year
- Maintain and manage early childhood student folders
- Maintain accurate information in early childhood online systems (TS GOLD, Pre-K portal, CLASS system)
- Conduct professional development for early childhood teachers
- Accept all other duties and responsibilities assigned by the Superintendent or designee

**QUALIFICATIONS:** Louisiana certification as set forth in Louisiana Standards for State Certification of School Personnel (Bulletin 746) in Early Childhood

**TERMS OF EMPLOYMENT:** 11 months

**REPORTS TO:** Elementary Supervisor

**SUPERVISES:** None

**ACCOUNTABILITY:** Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Personnel

*While the operation of the Grant Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain actions or behaviors must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.*

***The Superintendent reserves the right to review, revise, update or change the job and any/all duties due to changes in job content, organizational structure, or state or federal laws subject to Board approval.***

**My signature certifies that I have reviewed the performance responsibilities and the evaluation instrument for the position.**

Evaluatee \_\_\_\_\_  
(Signature) (Printed Name)

ID #: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator \_\_\_\_\_  
(Signature) (Printed Name)

Itinerant Preschool Teacher

Department Personnel Description	of Job	Grant Parish Schools
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Title: Itinerant Preschool Teacher

**QUALIFICATIONS:** Louisiana certification as set forth in Louisiana Standards for State Certification of School Personnel (Bulletin 746) in Early Childhood.

**REPORTS TO:** Special Education Supervisor

**SUPERVISES:** Preschool Children 3-5

**DESIGN AND EVALUATION** – Assumes responsibility for instruction of identified 3-5 year olds.

1. Transition liaison between Early Steps and the Local Education Agency. Attend transition IFSP meetings for infant/toddlers who will be turning 3. Discuss with their parents the next step in the process for their child to continue to receive services.
2. Writes effective IEPs and plans effectively for instruction to implement the IEP.
3. Work with Preschool teachers to improve instruction to implement IEPs.
4. Coordinate efforts with Child Search Coordinator.
5. Collaborate with Head Start personnel to improve services for 3-5 students with disabilities.
6. Attend preschool meetings with state department personnel and bring information back to parish.
7. Perform any other duties assigned by the Special Education Supervisor.
8. TS Gold—OSEP Administrator

**TERMS OF EMPLOYMENT:** 9 Months

**EDUCATION:** Performance in this position will be evaluated in accordance with LEA policy.

\_\_\_\_\_  
(Signature verifies receipt of job description)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Supervisor)

\_\_\_\_\_  
(Date)



Department of Personnel Job Description	Grant Parish Schools
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Title: Human Resources Director

**Performance Responsibilities:**

- Recruitment of employees
- Receive/review employment applications
- Makes an effort to employ persons from various ethnic diversities
- Provide necessary pre-service trainings which will assist auxiliary instructional staff
- New teacher orientation
- Certification of personnel
- Receive/review for completion all employee evaluations
- Principal of the Year state contact person
- Teacher of the Year state contact person
- Support Staff of the Year state contact person
- Employee handbooks
- Background checks including Raptor
- Regulations for the Evaluation and Assessment of School Personnel
- LEADs coordinator/district contact person
- PEP (profile of educational personnel) data
- Summary of Personnel state report
- Exit Interview state report
- Provide security for Webpams, TAS, and eGrant
- Provide assistance for SIS, Cur, SER and CIS
- Munis data entry/updates

Human Resources Director

- Webpams data entry/updates
- Data audits
- Compliance in the employment of minors
- Labor law compliance/postings
- Review/revise Human Resources policies
- School nurse compliance review
- Update all employee job descriptions as needed
- Verify employee service records
- Maintain personnel folders
- Prepare/send inactive personnel folders for scanning
- Employee dress code
- Receives, confers with, and responds to concerns of employees and others who contact the Human Resources Department
- Attends conferences, seminars, and other professional meetings for on-going professional development
- Communicates and interacts with the various employee groups to convey information as it relates to personnel matters and general problem-solving
- Responds to legal and confidential matters impacting personnel of the district
- Advises the Superintendent regarding all matters which involve conflict
- Human Resources budget
- Nursing Program budget
- Evaluation of School Nurses
- Performs any other duties as assigned by the Superintendent

**Recommended Qualifications:** Human Resources experience; college degree preferred

Human Resources Director

**Terms of Employment:** 12 months

**Reports to :** Superintendent

**Supervises:** School Nurses

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

Department of Personnel Job Description	Grant Parish Schools
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**Title: Information Systems Manager**

The Information Systems Manager will be responsible for accurately and securely using, maintaining and developing computerized databases within the Grant Parish School System.

The Information Systems Manager will:

take care of computer database systems so that the right person can get the right information at the right time,

work with database software to find ways to store organize and manage data,

identify user needs, set up computer databases and test systems ensuring that they perform as they should, and

ensure data integrity, backup, security and troubleshooting

**Responsibilities of the job will comprise of:**

- Keeping databases up to date
- Managing database access
- Designing maintenance procedures and putting them into operation
- Ensuring that databases meet user requirements
- Liaising with programmers, applications/operational staff, IT project managers and other technical staff
- Managing database security/integrity and backup procedures
- Implementing security measures
- Defining objectives through consultation with staff at all levels

Information Systems Manager

- Testing and modifying databases to ensure that they operate reliably
- Providing user training, support and feedback
- Assist in writing disaster recovery plans
- Archiving data
- Performs other duties as assigned by the LEA

This role can involve working to tight deadlines and when necessary, long hours. IT professionals working in this area may also be needed to be available for call-out evenings and weekends.

**Recommended Qualifications:** Bachelor's Degree or Equivalent Technical College Certification in Computer Science/Programming/Educational Technology is desired. Computer operating systems and database technology is required.

**Terms of Employment:** 12 months

**Reports to:** Superintendent

**Salary:** Based on Teacher Salary Schedule

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

Title I Media Specialist

Department of Personnel Job Description	Grant Parish Schools
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Title: Title I Media Specialist

Performance Responsibilities:

**JOB SUMMARY** —The Title I Media Specialist for the parish will assist in maintaining equipment and provide leadership and direction in the development, coordination, and conducting of instructional technology training activities for K-12 teachers, school staff and administrators which results in improved instruction and improved student achievement.

**FUNCTION** — Provides advance instruction technology integration support to the schools of the district. Facilitates on-site training in the implementation of technology into the curriculum. The Title I Media Specialist will assist teachers in the integration of learning technologies in the classroom and provide support to the schools and staff.

**DESCRIPTION OF DUTIES**

- A. Conduct ongoing assistance in planning for the use and integration of curriculum-based technology in the instructional program.
- B. Provide technical assistance in the use of instructional software in the classroom and on-site training.
- C. Coordinate workshops, teacher expert training model, training of teacher, pilot participation, and other opportunities to implement specific programs.
- D. Participate on committees applicable to all learning technologies.
- E. Provide in-service to teachers which promotes integrating technology into the curriculum.
- F. Assist in the coordination of district wide projects and events that support the integration of technology into the curriculum.
- G. Implement training for certified personnel using various application software under windows platforms.
- H. Assist in the communication policies, procedures, training opportunities and maintenance.
- I. Works with schools in the evaluation and implementation of instructional technology system that follow an effective implementation plan.
- J. Other related duties as assigned by the Federal Programs Director.

**Title I Media Specialist**  
**Reports To: Federal Program Director**

**Minimum Qualifications:**

- Bachelor's Degree
- Valid Louisiana teaching certificate with Technology certification preferred.
- Willingness to pursue technology certification.
- Provide written documentation that demonstrates the use of a variety of training materials' in the area of integration of learning technologies. (In-Tech Portfolio, software certifications, etc.)
- Ability to work with instructional technology in all areas of K-12 curriculum.
- Ability to plan, organize, manage and lead instructional technology in-service workshops for faculty, staff, administration and community. • Effective oral and written communication skills.

**Terms of Employment: 11 Months**

**Accountability:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy of Evaluation of Personnel.

\_\_\_\_\_  
Signature of Employee:

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

\_\_\_\_\_  
Signature of Evaluator: .

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position and has so indicated to the evaluator.

**Transportation Manager**

<b>Department of Personnel Job Description</b>	<b>Grant Parish Schools</b>
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**Title: Transportation Manager**

**Performance Responsibilities:**

- Recommend employment suspension and/or termination of bus drivers, bus attendants and bus shop personnel.
- Provide prospective bus routes
- Recommend rules and regulations affecting school transportation
- Assist school principals, bus drivers, pupils and parents in resolving transportation issues
- Arrange, conduct, supervise and/or monitor pre-service and in-service training of school bus drivers
- Keep records and prepare reports relative to school bus transportation services
- Investigate and report accidents
- Supervise and evaluate all school transportation personnel
- Make recommendations to the superintendent on all phases of the pupil transportation program
- Ensure compliance with semi-annual vehicle inspections
- Maintain good working relationships with transportation personnel
- Randomly check expenses to ensure proper purchasing of repair parts and labor
- Recommend bus turnarounds for police jury approval
- Responsible for signing all purchase orders and invoices dealing with transportation for the parish under \$1,000.00



**Transportation Manager**

- Verification of school zones for bus stops/students
- Assigning students to bus routes
- Assigning substitute bus drivers to routes when necessary
- Correspondence
- Authorize/approve overtime for personnel
- Ensure bus driver files are current
- Approve transportation for school-sponsored trips
- Oversee drug testing of bus drivers and bus shop personnel
- Oversee CDL Third Party Testing
- Completion of Annual Transportation Data Survey to state department

**Qualifications:** Hold a current CDL for school bus operation.

**Terms of Employment:** 12 months

**Reports to :** Superintendent

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

Signature indicates the employee has reviewed the performance responsibilities and evaluation instrument for the position.

**Transportation Manager**

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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<b>Department of Personnel Job Description</b>	<b>Grant Parish Schools</b>
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**Title:** Transition Specialist

**Qualifications:** Bachelor's or Master's Degree

**Experience:** A minimum of two years of paid related work experience; experience working in a school setting; knowledge of distinguishing qualities of special education populations; experience with computer work processing, database and spreadsheet applications; ability to organize daily tasks, clerical functions and schedules; valid LA driver's license and ability to provide own transportation; availability to work scheduled hours outside of regular work/school day, if appropriate; ability to work in a flexible, cooperative and professional manner; project good interpersonal communication skills; work independently, prioritizing tasks, and utilizing effective time management skills.

**Reports to:** Special Education Director/Louisiana Rehabilitation Services (LRS) Program Monitor

**Terms of Employment:** 10 month

**Job Goals:** To provide vocational assessment, job development and job placement to only those transition students with disabilities who are applicants for or recipients of, LRS in Grant parish high schools who fall under the Order of Selection Group LRS is currently serving as stated in the State Plan.

**Leadership:** The Transition Specialist works in cooperation with the vocational rehabilitation counselor, school district personnel, community based agencies and community business members.

## **Performance Responsibilities**

### **General**

1. Display appropriate overall appearance.
2. Is honest and ethical.
3. Is punctual in arriving at the duty/assignment, and is absent only as authorized.
4. Conduct assigned duties in an efficient, cooperative, and timely manner.
5. Is able to follow directions as related to the job.
6. Is able to perform skills as related to the job assignment.
7. Is verbally supportive of school, department, and district policies.
8. Accept change and responsibilities in a positive manner.

### **Specific Duties**

#### **Vocational**

1. Gather and review existing formal and informal assessment/evaluation information.
2. Gather additional informal assessment information through interview with the student, parents, family members, teachers, caregivers, service coordinators, rehabilitation counselors, friends, in-school work experience supervisor, etc.
3. Collects data and maintains confidential and accurate case files for students.
4. Participates in transition meetings, as assigned.
5. Observe students during in-school work experience, during classroom activities, at home and other current school and community environments.

#### **Job Development**

1. Conduct analysis of work sites and assignments, as well as situational assessments of individual students in real work settings to gather pertinent information (e.g., job choice/preference, work strengths, response to instruction/training methods, job accommodation needs, job modification needs, response to coworkers, endurance, speed, reinforcement needs, etc.) as part of job development and placement for a student to ensure a good job match.