

# Red River Parish School Board School Personnel Evaluation Plan

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**Red River Parish Schools provide excellent Education:  
Every Child, Every Day, Whatever It Takes.**

## **Table of Contents**

Guidelines of the Program

Observation Tools

Standards of Effectiveness

Evaluators

Professional Development

Intensive Assistance

Due Process and Grievance Procedures

Job Description

Extenuating Circumstances

## **Guidelines of the Program**

In order to ensure an excellent school system that provides opportunities for all children to learn, the Red River Parish School System strives to provide an environment conducive to professional growth for its employees. Each teacher whether experienced by several years of teaching or new to the profession is supported through a variety of professional development opportunities.

Professional growth is demonstrated through Evaluation of School Personnel.

The Red River Parish School System follows the guidelines outlined in Bulletin 130 of the Louisiana Department of Education for evaluation and assessment of School Personnel.

(see Revised Bulletin 130)

### **Framework for LEA Personnel Evaluation Programs**

At the beginning of each school year or employment date, each teacher shall sign a job description and complete a Professional Growth Plan. Each teacher shall maintain a Teacher Portfolio comprised of the job description, professional evaluations/observations, Professional Growth plan with documentation, professional development opportunities sign-in/agenda documentation, and Remediation Plan documentation (if applicable).

The school system will maintain a confidential file of professional employment (shall not constitute as public record) on all personnel containing professional growth plans, signed job descriptions, personnel evaluations, and remediation plan (if applicable).

### **Observation Tools**

The Red River Parish School System will utilize COMPASS, CLASS, and Local evaluation tools aligned to the Louisiana Components of Effective Teaching to evaluate teachers and staff. Administrators will be evaluated using the COMPASS evaluation tools aligned to the Performance Expectation and Indicators for Educational Leaders, contained in *Bulletin 125*.

## Standards of Effectiveness

Teachers and administrators shall receive a final composite score on annual evaluations to determine their effectiveness rating for that academic year.

1. The 50 percent of evaluations that is based on student growth will be represented by a sub-score between 1.0 and 4.0.
2. The 50 percent of evaluations that is based on a qualitative assessment of performance will also be represented by a sub-score between 1.0 and 4.0.
3. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.

The composite score ranges defining ineffective, effective (emerging or proficient) and highly effective performance shall be as follows.

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

## Evaluators

Evaluators for teachers shall be School Principals. Other designees, such as assistant principal and supervisors/directors may conduct observations to help inform the evaluator's assessment of teacher performance. These designees shall be recorded in COMPASS as additional observers.

Evaluators of administrators shall be the Superintendent, or the evaluatee's respective supervisory level designee.

All evaluators shall be certified to serve as evaluators according to the minimum requirements provided by the State Department.

Listed below is the Accountability Relationship Register:

EVALUATEE	EVALUATOR
Superintendent	School Board Committee
Director of Accountability & Student Affairs	Superintendent
Director of Child Welfare Attendance and Transportation	Superintendent
Director of Curriculum: Student Learning	Superintendent
Director of Federal Programs	Superintendent

Director of Head Start	Director of Federal Programs
Director of Health and Nutrition	Superintendent
Director of Special Education	Superintendent
District Test Coordinator	Superintendent
District Data Manger	Director of Curriculum: Student Learning/ Superintendent
Literacy Coach	Principal
Manager of Business and Maintenance	Superintendent
Safety and Security Coordinator	Superintendent
Human Resource Clerk	Superintendent
Superintendent Secretary	Superintendent
School Board Secretary/ Central Office Secretary	Superintendent/Designee
Technology Coordinator	Superintendent/Designee
School Coordinator	Superintendent/Designee
Principal	Superintendent/Designee
Assistant Principal	Principal
Classroom Teacher	Principal
School Librarian	Principal
School Counselor	Principal
School Disciplinarian	Principal
School Bookkeeper	Principal
School Secretary	Principal
Building and Grounds II and III	Principal
Paraprofessional	Principal
School Social Worker	Director of Special Education
Educational Diagnostician	Director of Special Education
Speech & Language Pathologist	Director of Special Education
School Social Worker	Director of Special Education
School Psychologist	Director of Special Education
504 Guidance Counselor	Director of Special Education
Reading Interventionist	Director of Special Education
Adapted Physical Education	Director of Special Education/ Superintendent/Designee

IEP Facilitator	Director of Special Education
SER Secretary	Director of Special Education
Head Start Education Manager	Director of Federal Programs
Head Start ERSEA Manager	Director of Federal Programs/ Dir of Head Start
Head Start Family Service Worker	Director of Federal Programs/ Dir of Head Start
Head Start Bookkeeper	Director of Federal Programs/ Dir of Head Start
Parent and Engagement Coordinator	Director of Federal Programs
Homeless Migrant Liaison	Director of Federal Programs
Federal Programs Secretary/ Bookkeeper	Director of Federal Programs
School Nurse	Director of Health and Nutrition/ Superintendent/Designee
School Health Aide	Director of Health and Nutrition/ School Nurse
Bookkeeper	Business Manager
Maintenance and Facilities Foreman	Business Manager
Payroll Bookkeeper	Business Manager
Technology Manager	Technology Coordinator
Technology Technician	Technology Coordinator
School Food Service Bookkeeper	Director of Health and Nutrition
School Food Service Manager	Director of Health and Nutrition
School Food Service Clerk	Director of Health and Nutrition/ Superintendent/Designee
School Food Service Technician	Director of Health and Nutrition/ Food Service Manager/Principal
School Food Service Warehouseman	Director of Health and Nutrition/Principal
School Food Service Warehouseman Assistant	Director of Health and Nutrition/ Food Service Manager/ Principal
Bus Operator	Director of Child Welfare Attendance and Transportation
Bus Aide	Director of Child Welfare Attendance and Transportation
Shop Foreman	Director of Child Welfare Attendance and Transportation
Shop Mechanic	Director of Child Welfare Attendance and Transportation

## **Professional Development**

Red River Parish 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 LEAs 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 LEAs shall utilize differentiated resources and levels of support according.
3. Professional development shall include follow-up engagement with participants.
4. Professional development shall include measurable objectives to evaluate effectiveness based on improved teacher or administrator practice and growth in student learning.

## **Intensive Assistance**

Teachers who receive an overall rating of Ineffective or have consistently demonstrated Ineffective performance, as determined by the evaluator, prior to receiving such a rating, will be placed on intensive assistance.

This 30 day plan for assistance must follow the guide outlined in the Remediation Plan for Red River Parish Teachers.

## **Due Process and Grievance Procedures**

Any employee of the Red River Parish School Board shall have the right to appeal the application of policies and administrative decisions affecting him/her. The person filing the grievance 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 following procedures.

### **1. Definitions:**

- A grievance is 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, a law or constitutionally guaranteed rights. The term "grievance" does not include matters for which the method of review is prescribed by law or where the School Board is without authority to act (e.g., employee lack of certification).

Any claim by an individual that there has been a violation of rights shall be a grievance and shall be resolved through the procedures set forth herein.

A grievant is the person making the claim.

- C. A party in interest is the person making a claim (grievant) and any person or persons who might be required to take action or against whom action might be taken in order to resolve the claim.

## **2. Procedures:**

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. All proceedings of a grievance shall be kept confidential.

**Step 1.** After informally and thoroughly discussing any grievance with the employee's immediate supervisor or principal, upon reaching no satisfactory resolution of the grievance, the employee shall promptly present the grievance in writing to the immediate supervisor or principal. Such notice shall be presented no later than five (5) working days from the date of discussion. 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 or principal shall attempt to resolve the grievance. The immediate supervisor or principal shall make a proper disposition of the grievance and shall reply to the grievant within five (5) working days following the date of submission. If the grievance is not submitted within the time prescribed, the grievant shall be deemed not to have further right with respect to said grievance.

**Step 2.** In the event the grievant wishes to appeal the decision at Step 1, or if no decision has been rendered in the time specified, the appeal must be presented to the Superintendent or designee in writing within five (5) working days of the receipt of the Step 1 decision. Such appeal shall contain a statement of the grievance and specified references to the action taken causing the grievance. Upon receipt of such a written appeal, the Superintendent or 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 3.** 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.

## **3. Miscellaneous**

- A. 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.
- B. Copies of all written decisions of grievances shall be sent to all parties involved.
- C. 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.



- D. 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.
- E. Failure by the grievant to meet the timelines and requirements of this procedure shall result in dismissal of his or 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.
- F. If an 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.
- G. Termination or disciplinary action against an employee may not form the basis of a complaint or grievance by that employee.

#### **4. Representation**

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

If a person chooses to have representation when presenting his/her 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.

## Job Descriptions

A. The Red River Parish School's Personnel Evaluation Plan shall contain a copy of the job descriptions currently in use. The Red River Parish Public School System has establish a job description for every category of teacher and administrator pursuant to its evaluation plan. The chart that follows identifies an overview of categories and titles of personnel for which job description have been developed. Job Descriptions are available at [www.rrbulldogs.com](http://www.rrbulldogs.com)

Personnel Category	Position or Title
<i>Administration</i>	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
<i>Instructional Personnel</i>	1. Teachers of Regular and Sp. Ed. students 2. Special Projects Teachers 3. Instructional Coaches and/or Master Teachers
<i>Support Services</i>	1. School 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

The RRPSB has established a job description for every category of certified and other professional personnel pursuant to the local personnel evaluation personnel accountability plan which contains the criteria by which the teacher and administrator shall be evaluated. RRPSB provides emailed or hard copies of job descriptions to all certified and other professional personnel prior to employment, change in position, or change in any performance expectations of a position. In RRPSB, the position description rosters are designed for the evaluatee's signature and date.

The competency-based job description shall:

Be grounded in the state standards of performance;

Include job tasks that represent the essential knowledge, skills and responsibilities of and effective teacher or administrator that lead to growth in student achievement;

Be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and

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:

position title;

overview of position;

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);

title of the person to whom the employee reports;

performance standards, including statement on responsibility for growth in student learning;

salary or hourly pay range;

statement acknowledging receipt of job description; and

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. They must be sent to the Human Resources office and place in their personnel file.

### **Extenuating Circumstances**

#### **Bulletin 130 Section 325**

- 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 request 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 leave, such as maternity leave, military leave, sick leave, or sabbatical leave.

- C. For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district superintendents or CEO's may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.
  
- D. In cases where value-added data is invalidated, the teacher's principal or designee shall have discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.