

Richland Parish School Board

Policies & Procedures Certified Employees 2014- 2015

Certified Staff Signatures Required

Policies Included:

Policy & Procedures for Evaluation and Assessment of School Personnel

ACT 1252 – Educators Right To Teach

Civil Liabilities, Legal Defense and Indemnification for School Employees

Employee Dress Code

Employee Use of Electronic Telecommunication Devices

Electronic Telecommunication Devices

Use of Internet Regulations

Sexual Harassment

Energy Management

Drug Free Workplace

Family Education Right to Privacy Act (FERPA)

Employee Conduct

Operational Safety

Richland Parish Public Schools

Policy and Procedures for the

Evaluation and Assessment

Of School Personnel

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(Local Portion of Bulletin 130)
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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 Richland Parish Public School System has developed a philosophy of work for its employees. This system recognizes that if it is to provide an excellent educational environment for its students, it must also provide an environment conducive to professional growth for its employees: one that is related to educational goals at the State level as well as the district and school building level; one that stimulates creativity and encourages new ideas; one that is flexible enough to allow for employee originality and experimentation; and one that nurtures the development of the master teacher as well as support for the professional development of the new teacher.

These guidelines are directly from Bulletin 130:

§101. Guidelines of the Program

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

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

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

E. In August 2008, BESE approved the *Performance Expectations and Indicators for Education Leaders* to replace the *Standards for School Principals in Louisiana, 1998* as criteria for principal evaluation.

§103. Purposes of Personnel Evaluation

The Richland 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 Richland 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.

Each school submits annually a plan for student success that addresses goals that are reflective of the district's school wide 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 Richland Parish Public School System embraces the belief that an effective principal works with staff to identify school goals. These goals promote the enhancement of student learning. The effective school leader maintains a safe and orderly school environment and creates (promotes) a positive school atmosphere where staffs are empowered to make decisions collaboratively regarding the school's programs. Effective principals are visible, positive role models who are respected by staff, students, and the school community. They are leaders who encourage by example, ongoing professional development of those around them. They promote leadership in others so all can learn to lead. They are fair and consistent, yet flexible enough to be creative problem-solvers and risk-takers. The Richland 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 Richland Parish personnel evaluation and assessment regulations are as follows:

A. The purposes for which personnel evaluations will be used in Louisiana are as follows:

1. support performance management systems that ensure qualified and effective personnel are employed in instructional and administrative positions;
2. enhance the quality of instruction and administration in public schools;
3. provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; and
4. 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 Richland 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 15th of each year. The originals must be sent to the Human Resources office no later than October 31st of each year.
2. Professional Growth Planning Process. The Richland 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 15th for

employees hired at the beginning of the school year. Employees hired after that date will develop PGP's with their evaluator within 30 days of their date of hire.

3. Observation/Data Collection Process. The evaluator or evaluators of each teacher and administrator shall conduct a minimum of one formal, announced observation and at least one other informal, observation of instructional practice per academic year. Each formal teacher observation must last at least one complete lesson. For each formal observation, evaluators shall conduct a pre-observation conference with their evaluatee during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. For both formal and informal observations, evaluators shall provide evaluatees with feedback following the observation, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and /or classroom as well as written materials or artifacts, may be used to inform evaluation. It is strongly suggested that all employees newly hired to the Richland Parish Public School System and those who have transferred to a new site or a new job description, be observed/evaluated during the first semester. All observations/evaluations must be done no later than June 15th.
4. Professional Development and Support. The Richland 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 Richland 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, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students according to a pre-determined assessment method, using the value-added model, where available, and alternate measures of student growth according to state guidelines, where value-added data are not available. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth.
2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of one formal, announced observation or site visit and at least one other informal, observation or site visit. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

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

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

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

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

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

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

1. prior achievement data that are available (up to three years);
2. gifted status;
3. section 504 status;
4. attendance;
5. disability status;
6. eligibility for free or reduced price meals;
7. limited English proficiency; and
8. prior discipline history.

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

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

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

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

B. For teachers and administrators of non-tested grades and subjects (NTGS), for which there is little or no value-added data available, progress towards pre-determined student learning targets - as measured by state-approved common assessments, where available - shall govern the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence. The quality of student learning targets as well as the attainment of targets shall be evaluated using a standard rubric provided by the department.

C. A minimum of two student learning targets shall be identified for each teacher in the NTGS. 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. At the beginning of each academic year, the State Department shall publish a list of state-approved common assessments to be used in identified non-tested grades and subject areas.
- 2.Where no state-approved common assessments for NTGS are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students’ attainment of learning targets.
3. The Richland Parish Public School System will define consistent student learning targets across schools and classrooms for teachers with similar assignments.

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

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

§307. Observation Tools

A. The Richland Parish School Public School System shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the 50 percent of evaluations that is not based on measures of growth in student learning.

B. Richland 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.

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 Richland Parish Public School System should decide NOT to use model observation tools developed or identified by the Department, the Richland 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 Richland 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 Richland 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 Richland Parish Public School System.

4. Richland Parish Public School Systems proposed alternate observation tools shall be either approved or denied by the State Department no later than August 1.

6. Should the Richland 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 Richland Parish Public School System.

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

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

B. The composite score ranges defining *Ineffective*, *Effective (Emerging-, or Proficient)* and *Highly Effective* performance shall be as follows:

Effectiveness Rating	Composite Score Range
<i>Ineffective</i>	<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>	$3.5 \leq x$

C. Any educator receiving a rating of *Ineffective* in either the student growth or the qualitative performance component of the evaluation shall receive an overall final rating of *Ineffective*.

§311. Evaluators

A. The Richland 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 and master/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 Richland Parish School Board superintendent.

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 certification to evaluate annually.

§313. Professional Development

A. The Richland 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 Richland 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 measureable 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 Richland 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 Richland Parish Public School System shall initiate termination proceedings within six months following such unsatisfactory performance.

E. The intensive assistance plan shall be developed collaboratively by the evaluator and the evaluatee and must contain the following information:

1. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;
2. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator; the Richland 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. The Richland Parish Public School System grievance procedures to address the following components of due process are as follows:

1. The evaluatee shall be provided with a copy of his/her evaluation results no later than 15 days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation.
2. Upon the request of the evaluatee, a meeting between the evaluatee and 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).
3. The evaluation and the assistance and assessment programs include procedures of resolving conflict in a fair, efficient, effective, and professional manner.

4. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) working days after receipt of the dated evaluation.
 5. The evaluatees not performing satisfactorily are informed in writing of such determination by receipt of the evaluation report.
 6. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid or misrepresented. If documentation does not exist, the item in question is amended or is removed from the evaluation. It must be noted, however, that it is always incumbent upon the evaluator to comment on and document specific needs in the evaluation report.
 7. The evaluatee is provided with ample assistance to improve performance.
 8. The evaluatee may request that an evaluation be conducted by another source, such as a member of the Central Office staff, another administrator from within the school, or from another school.
 9. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee may choose to be represented by the Richland Federation of Teachers and School Employees, Louisiana Association of Educators (LAE), or Association of Professional Educators of Louisiana (APEL), during the grievance procedure.
 10. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the Richland Parish Public School System, the BESE Board, or the State Department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.
- B. Failure by the Richland Parish Public School System to adhere to the requirements of this section shall be a grievable matter.

§319. Staff Development for Personnel Involved in Evaluation

- A. The Richland 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 Richland 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.
 7. data collection skills necessary to document a teacher's performance accurately;
 8. data analysis skills necessary to make accurate judgments about a teacher's performance;
 9. conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;
 10. skills in developing and facilitating meaningful professional growth plans that strengthen teaching effectiveness;
 11. skills in writing effective evaluations and reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.

- B. All personnel involved in the teacher evaluation will receive instructions on how to access and input evaluation data into the Louisiana Department of Education Human Capital Information System (HCIS). Staff development is documented in the following ways:
 - 1. School Improvement Plan Evaluation Reports
 - 2. District and School Reports
 - 3. Parish In-Service Days

§321. Evaluation Records Guidelines

- A. Copies of evaluation results and any related documentation shall be retained by the Richland 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 Richland Parish Public School System. The Richland 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 15th of each year. They must be sent to the Human Resources office no later than October 31st of each year.

§325. Extenuating Circumstances

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

§327. Statement of Assurance

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

§329. Charter School Exceptions

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

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

- A. The Richland 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 (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);
5. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results;
6. the number of evaluatees who received intensive assistance.

Chapter 9. Appendices

§901. Appendix A *Louisiana Components of Effective Teaching*

The chart below contains the Domains and Components which represent the *Louisiana Components of Effective Teaching*.

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

Detail information about the Louisiana Teacher Competencies and Performance Standards is listed below.

A. Competency I. Planning. The teacher plans instruction that meets the needs of all students and demonstrates knowledge of content, instructional strategies, and resources.

1. Performance Standard A. The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.

2. Performance Standard B. The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.

3. Performance Standard C. The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.

B. Competency II. Instruction. The teacher provides instruction to maximize student achievement and meet individual learning needs of all students

1. Performance Standard A. The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.

2. Performance Standard B. The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.

3. Performance Standard C. The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.

C. Competency III. Environment. The teacher provides a well-managed, student-centered classroom environment that promotes and reinforces student achievement, academic engagement and mutual respect.

1. Performance Standard A. The teacher implements routines, procedures, and structures that promote learning and individual responsibility.

2. Performance Standard B. The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.

3. Performance Standard C. The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.

D. Competency IV. Professionalism. 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.

1. Performance Standard A. The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.

2. Performance Standard B. The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.

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

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

§903. Appendix B: Louisiana Leader Competencies and Performance Standards

A. Competency I. Ethics and Integrity. Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.

1. Performance Standard A. Demonstrates compliance with all legal and ethical requirements.

2. Performance Standard B. Publicly articulates a personal philosophy.

3. Performance Standard C. Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.

4. Performance Standard D. Models respect for diversity.

B. Competency II. Instructional Leadership. Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.

1. Performance Standard A. Establishes goals and expectations.

2. Performance Standard B. Plans, coordinates, and evaluates teaching and the curriculum.

3. Performance Standard C. Promotes and participates in teacher learning and development.

4. Performance Standard D. Creates a school environment that develops and nurtures teacher collaboration.

C. Competency III. Strategic Thinking. Educational leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.

1. Performance Standard A. Engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning and are specific, measurable, achievable, relevant, and timely (SMART).

2. Performance Standard B. Formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.

3. Performance Standard C. Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.

D. Competency IV. Resource Management. The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.

1. Performance Standard A. Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.

2. Performance Standard B. Allocates financial resources, to ensure successful teaching and learning.

3. Performance Standard C. Creates a safe, healthy environment to ensure effective teaching and learning.

E. Competency V. Educational Advocacy. Educational leaders ensure the success of all students by staying informed about research in education and by influencing interrelated systems and policies that support students' and teachers' needs.

1. Performance Standard A. Provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.

2. Performance Standard B. Stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.

3. Performance Standard C. Acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2256 (October 2010), amended LR 38:1221 (May 2012).

§905. Definitions

A. In order that consistency in terminology is maintained on a statewide basis, the State Department has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all 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, including, but not limited to, the 1st, 5th, and 14th amendments to the Constitution of the United States, Section 1983 of the Civil Rights Act of 1871, Title VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendment of 1972, relative to substantive and procedural requirements.

Duties—those 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.

Evaluated—teacher or administrator undergoing evaluation

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

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

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

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

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

Intensive Assistance Plan—the plan that is implemented when it is determined, through the evaluation process, that personnel have not meet 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 Richland 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-Instructional Certified and Other Professional School Personnel—those Richland Parish Public School System personnel who do not provide classroom instruction.

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

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

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 Richland 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.

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.

TITLE: PRINCIPAL (FLSA EXEMPT)

Competencies and Performance Standards will be used for principal evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Richland Parish Public School System's accountability measures as outlined in the Louisiana Accountability System.

OVERVIEW OF POSITION: To ensure planning, organization, and implementation of all educational and supportive activities of the school.

Ethics and Integrity Competency – Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.

- Ethics and Integrity Standard 1: Demonstrates compliance with all legal and ethical requirements.
- Ethics and Integrity Standard 2: Publicly articulates a personal philosophy.
- Ethics and Integrity Standard 3: Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.
- Ethics and Integrity Standard 4: Models respect for diversity.

Instructional Leadership Competency – Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.

- Instructional Leadership Standard 1: Establishes goals and expectations.
- Instructional Leadership Standard 2: Plans, Coordinates, and evaluates teaching and the curriculum.
- Instructional Leadership Standard 3: Promotes and participates in teacher learning and development.
- Instructional Leadership Standard 4: Creates a school environment that develops and nurtures teacher collaboration.

Strategic Thinking Competency – Education leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.

- Strategic Thinking Standard 1: Engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning and are specific, measurable, achievable, relevant, and timely (SMART).
- Strategic Thinking Standard 2: Formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.
- Strategic Thinking Standard 3: Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.

Resource Management Competency – The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.

- Resource Management Standard 1: Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.
- Resource Management Standard 2: Allocates financial resources, to ensure successful teaching and learning.
- Resource management Standard 3: Creates a safe, healthy environment to ensure effective teaching and learning.

Educational Advocacy Competency – Educational leaders ensure the success of all students by staying informed about research in education and by influencing interrelated systems and policies that support student' and teachers' needs.

- Educational Advocacy Standard 1: Provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.
- Educational Advocacy Standard 2: Stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.
- Educational Advocacy Standard 3: Acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.

Minimum Qualifications: United States citizen or authorized alien; 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: As contract states

Reports to: Superintendent of Schools or designee

Supervises: All school personnel at school site

Salary Range: Adopted Richland Parish Salary Schedule

Signature of Evaluatee: _____

Signature indicates that the evaluatee has received the competencies and performance standards and evaluation instrument for the position.

Printed Name of Evaluatee: _____

Evaluatee's Employee Identification Number: _____ **Date:** _____

Signature of Evaluator: _____

TITLE: ASSISTANT PRINCIPAL (FLSA EXEMPT)

Competencies and Performance Standards will be used for assistant principal evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Richland Parish Public School System’s accountability measures as outlined in the Louisiana Accountability System.

OVERVIEW OF POSITION: To ensure planning, organization and implementation of all educational and supportive activities of the school.

Ethics and Integrity Competency – Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.

- Ethics and Integrity Standard 1: Demonstrates compliance with all legal and ethical requirements.
- Ethics and Integrity Standard 2: Publicly articulates a personal philosophy.
- Ethics and Integrity Standard 3: Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.
- Ethics and Integrity Standard 4: Models respect for diversity.

Instructional Leadership Competency – Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.

- Instructional Leadership Standard 1: Establishes goals and expectations.
- Instructional Leadership Standard 2: Plans, Coordinates, and evaluates teaching and the curriculum.
- Instructional Leadership Standard 3: Promotes and participates in teacher learning and development.
- Instructional Leadership Standard 4: Creates a school environment that develops and nurtures teacher collaboration.

Strategic Thinking Competency – Educational leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.

- Strategic Thinking Standard 1: Engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning and are specific, measurable, achievable, relevant, and timely (SMART).
- Strategic Thinking Standard 2: Formulates and implements a school improvement plan to increase student achievement that is aligned with the school’s vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.
- Strategic Thinking Standard 3: Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.

Resource Management Competency – The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.

- Resource Management Standard 1: Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school’s goals.
- Resource Management Standard 2: Allocates financial resources, to ensure successful teaching and learning.
- Resource management Standard 3: Creates a safe, healthy environment to ensure effective teaching and learning.

Educational Advocacy Competency – Educational leaders ensure the success of all students by staying informed about research in education and by influencing interrelated systems and policies that support student’ and teachers’ needs.

- Educational Advocacy Standard 1: Provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.
- Educational Advocacy Standard 2: Stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.
- Educational Advocacy Standard 3: Acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.

Minimum Qualifications: United States citizen or authorized alien; 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: As contract states

Reports to: Principal

Supervises: All school personnel at school site

Salary Range: See adopted Richland Parish Salary Schedules

Signature of Evaluatee: _____

Signature indicates that the evaluatee has received the competencies and performance standards and evaluation instrument for the position.

Printed Name of Evaluatee: _____

Evaluatee’s Employee Identification Number _____ **Date** _____

Signature of Evaluator: _____

TITLE: LIBRARIAN (FLSA EXEMPT)

Competencies and Performance Standards will be used for librarian evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Richland 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. To assume responsibility for the design and evaluation of the school library. To assume leadership in directing the use of the school library by students and teachers. To administer policies and procedures necessary to maintain an adequate school library. To initiate library practices designed to promote the success and well-being of students. To develop and implement a program of effective community relationships with the library and related services.

Domain 1: Planning and Preparation- 1C-Setting Instructional Outcomes

- The librarian values, sequences and aligns curriculum enabling students to build their understanding of important ideas from concept to concept.
- The librarian designs and structures lessons so that learner outcomes are at an appropriate cognitive level.
- The librarian writes and plans multi-disciplinary outcomes for student learning, not student activity.
- The librarian differentiates outcomes and instruction for students of varied abilities.
- The librarian 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 librarian helps students to develop skills to work purposefully and cooperatively in groups.
- The librarian facilitates lessons that engage students in different types of activities-large groups, small groups and independent work.
- The librarian ensures smooth functioning of all routines and maximizes instructional time.

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

- The librarian develops and presents questions that cause students to think and reflect; resulting in a deeper understanding of the topic.
- The librarian promotes learning through discussion.
- The librarian 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 librarian facilitates activities and assignments that promote learning and are aligned with the goals of the lesson.
- The librarian groups students for instruction in a variety of ways using factors such as similar backgrounds, ability levels, as well as random groupings.
- The librarian selects instructional materials suited to engaging students in understanding and learning at a deeper level.
- The librarian delivers lessons that are appropriately structured and paced.

Domain 3: Instruction-3D-Using Assessment in Instruction

- The librarian aligns assessment to the curriculum.
- The librarian informs students of the criteria for assessment.
- The librarian monitors student learning using a variety of techniques.
- The librarian provides valuable feedback in a timely, constructive and substantive manner.
- The librarian promotes student self-assessment and student self-monitoring of their progress.

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

Minimum Qualifications: United States citizen or authorized alien; 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 and/or Assistant Principal

Supervises: Assigned students

Salary Range: See adopted Richland Parish Salary Schedules

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: _____

Evaluatee's Employee Identification Number: _____ **Date:** _____

Signature of Evaluator(s) _____

(May 2012)

TITLE: CLASSROOM TEACHER: Regular Education/Special Education (FLSA EXEMPT)

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 Richland 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- 1C-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.

Domain 3: Instruction-3D-Using Assessment in Instruction

- 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.

Minimum Qualifications: United States citizen or authorized alien; 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 and/or Assistant Principal

Supervises: Assigned students

Salary Range: See adopted Richland Parish Salary Schedules

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: _____

Evaluatee's Employee Identification Number : _____ **Date:** _____

Signature of Evaluator(s) _____
(May 2012)

TITLE: GUIDANCE COUNSELOR (FLSA EXEMPT)

Competencies and Performance Standards will be used for counselor evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Richland 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. To administer tests, interpret scores, and maintain other records pertinent to better understanding of student achievement and potential. To assist individual students through the counseling relationship to utilize their own resources and environmental opportunities in the process of self-understanding, planning, decision making, and coping with problems relative to student developmental needs and vocational and educational decisions.

Domain 1: Planning and Preparation- 1C-Setting Instructional Outcomes

- The counselor values, sequences and aligns curriculum enabling students to build their understanding of important ideas from concept to concept.
- The counselor designs and structures lessons so that learner outcomes are at an appropriate cognitive level.
- The counselor writes and plans multi-disciplinary outcomes for student learning, not student activity.
- The counselor differentiates outcomes and instruction for students of varied abilities.
- The counselor 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 counselor helps students to develop skills to work purposefully and cooperatively in groups.
- The counselor facilitates lessons that engage students in different types of activities-large groups, small groups and independent work.
- The counselor ensures smooth functioning of all routines and maximizes instructional time.

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

- The counselor develops and presents questions that cause students to think and reflect; resulting in a deeper understanding of the topic.
- The counselor promotes learning through discussion.
- The counselor 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 counselor facilitates activities and assignments that promote learning and are aligned with the goals of the lesson.
- The counselor groups students for instruction in a variety of ways using factors such as similar backgrounds, ability levels, as well as random groupings.
- The counselor selects instructional materials suited to engaging students in understanding and learning at a deeper level.
- The counselor delivers lessons that are appropriately structured and paced.

Domain 3: Instruction-3D-Using Assessment in Instruction

- The counselor aligns assessment to the curriculum.
- The counselor informs students of the criteria for assessment.
- The counselor monitors student learning using a variety of techniques.
- The counselor provides valuable feedback in a timely, constructive and substantive manner.
- The counselor promotes student self-assessment and student self-monitoring of their progress.

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

Minimum Qualifications: United States citizen or authorized alien; 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: As contract states

Reports to: School Principal and/or Assistant Principal

Supervises: Assigned students

Salary Range: See adopted Richland Parish Salary Schedules

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: _____

Evaluatee's Employee Identification Number : _____ **Date:** _____

Signature of Evaluator(s) _____
(May 2012)

TITLE: READING INTERVENTIONIST/COACH: Regular Education/Special Education (FLSA EXEMPT)

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 Richland 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- 1C-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.

Domain 3: Instruction-3D-Using Assessment in Instruction

- 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.

Minimum Qualifications: United States citizen or authorized alien; 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 and/or Assistant Principal

Supervises: Assigned students

Salary Range: See adopted Richland Parish Salary Schedules

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: _____

Evaluatee's Employee Identification Number : _____ **Date:** _____

Signature of Evaluator(s) _____

(May 2012)

TITLE: INSTRUCTIONAL FACILITATOR (FLSA EXEMPT)

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 Richland 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- 1C-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.

Domain 3: Instruction-3D-Using Assessment in Instruction

- 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.

Minimum Qualifications: United States citizen or authorized alien; 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: As contract states

Reports to: School Principal and/or Assistant Principal

Supervises: Assigned students

Salary Range: See adopted Richland Parish Salary Schedules

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: _____

Evaluatee's Employee Identification Number : _____ **Date:** _____

Signature of Evaluator(s) _____

(May 2012)

ACT No. 1253, Regular Session, 2003 Teacher Rights

HOUSE BILL NO. 1342 (Duplicate of Senate Bill 605)
BY REPRESENTATIVES DEWITT AND SENATOR THEUNISSEN, AND
COAUTHORED BY REPRESENTATIVES ALEXANDER,
ANSARDI, ARNOLD, BALDONE, BAUDOIN, BEARD, BOWLER,
BROOME, BRUCE, CAPELLA, R. CARTER, CAZAYOUX,
CRANE, CURTIS, DAMICO, DANIEL, DARTEZ, DIEZ, DOERGE,
DOWNER, DOWNS, DURAND, ERDEY, FANNIN, FARRAR,
FAUCHEUX, FLAVIN, FRITH, FRUGE, FUTRELL, GALLOT,
GLOVER, GUILLORY, HAMMETT, HEATON, HILL, HONEY,
HOPKINS, HUDSON, HUNTER, HUTTER, ILES, M. JACKSON,
JOHNS, KATZ, KENNARD, KENNEY, LANDRIEU, LEBLANC,
LUCAS, MARTINY, MCDONALD, MONTGOMERY, MURRAY,
NEVERS, ODINET, PERKINS, PEYCHAUD, PIERRE, PINAC,
PITRE, POWELL, QUEZAIRE, ROMERO, SALTER, SCALISE,
SCHWEGMANN, SHAW, GARY SMITH, JACK SMITH, JANE
SMITH, JOHN SMITH, SNEED, STELLY, STRAIN, SWILLING,
THOMPSON, TOOMY, TOWNSEND, TUCKER, WADDELL,
WALKER, WALSWORTH, WELCH, WOOTON, AND WRIGHT
AND SENATORS HOLLIS, HOYT, MCPHERSON, AND MOUNT
AN ACT

To enact R.S. 17:416.18, relative to the rights of teachers; to establish the Educators' Right to Teach for teachers in city, parish, or other local public schools relative to disciplinary matters; to provide for policies enacted or adopted by any city, parish, or other local public school boards; and to provide for related matters. Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:416.18 is hereby enacted to read as follows:

§416.18. Educators' Right to Teach; disciplinary actions

- A.(1) A teacher has the right to teach free from the fear of frivolous law suits, including the right to indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5, and 416.11, for actions taken in the performance of duties of the teacher's employment.
- (2) A teacher has the right to appropriately discipline students in accordance with R.S. 17:223 and R.S. 17:416 through 416.16 and any city, parish, or other local public school board regulation.
- (3) A teacher has the right to remove any persistently disruptive student from his classroom when the student's behavior prevents the orderly instruction of other students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c).
- (4) A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S.17:416(A)(1)(c).
- (5) A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.16.
- (6) A teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12.
- (7) A teacher has the right to communicate with and involve parents in appropriate student disciplinary decisions pursuant to R.S.17:235.1 and 416(A).

(8) A teacher has the right to be free from excessively burdensome disciplinary paperwork.

B. No city, parish, or other local public school board shall establish policies that prevent teachers from exercising the rights provided in this Section or in any other provision included in R.S. 17:416 through 416.16.

C. The provisions of this Section shall not be construed to supersede any other state law, State Board of Elementary and Secondary Education policy, or city, parish, or other local public school board policy enacted or adopted relative to the discipline of students.

D. Each city, parish, or other local school board shall provide a copy of this Section to all teachers at the beginning of each school year.

Section 2. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided in Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

SPEAKER OF THE HOUSE OF REPRESENTATIVES
PRESIDENT OF THE SENATE
GOVERNOR OF THE STATE OF LOUISIANA

§416.4. Civil liability; legal defense and indemnification of all public school employees

A. In addition to the provisions of R.S. 17:416.1(C), 416.3(B) and (C)(2)(a), and 416.6(B), should any public school employee be sued for damages by any student or any person qualified to bring suit on behalf of any student based on any action or statement or the omission of any action or statement by such employee when in the proper course and scope of his duties as defined by the school board employing such employee, then it shall be the obligation of said school board to provide such defendant with a legal defense to such suit including reasonable attorney fees, investigatory costs, and other related expenses. Should any such employee be cast in judgment for damages in such suit, it shall be the obligation of the school board employing such defendant to indemnify him fully against such judgment including all principal, interest, and costs, except that the school board shall not be responsible for any costs which the court stipulates are to be borne by a party other than the employee or school board.

B. If the school board provided the defense and the judgment makes an award to the employee for damages or other awards for costs or any fees, the employee shall reimburse the school board for its costs incurred for the defense. The requirement of reimbursement by the employee shall not exceed the award received by the employee.

C. Nothing in this Section shall require a school board to indemnify an employee against a judgment wherein there is a specific decree in the judgment that the action of the employee was maliciously, willfully, and deliberately intended to cause bodily harm or to harass or intimidate the student or where there is a specific decree in the judgment that the employee purposefully or with gross disregard of the facts ignored the complaints of the student, or the student's parent or guardian, that the student was being bullied and the bullying led to the physical harm or death of the student.

D. It shall be the responsibility of each city and parish school board to notify its employees of the provisions for legal defense and indemnification as provided in this Section and to provide such information in writing in a clear and concise manner to its employees on an annual basis prior to the beginning of each school year.

E. For purposes of this Section, the term city and parish school board shall include the municipal school systems recognized by the provisions of Article VIII, Section 13(D) of the Constitution of Louisiana.

Acts 1983, No. 378, §1; Acts 1997, No. 619, §1; Acts 2012, No. 861, §1, eff. June 14, 2012.

EMPLOYEE DRESS CODE

PROFESSIONAL DRESS CODE

Research has shown that the way a teacher is dressed has a definite impact either positive or negative on classroom control, management and climate. When school employees exhibit a professional appearance, they are held in higher esteem by parents, students, and the community.

There are certain changes in style with respect to clothing that take place continuously. Since these styles cannot necessarily be predicted for the future, it is the intention of this policy to maintain appropriate standards of dress. Any changes in styles will be expected to meet the standards of good taste and appropriate professional dress.

Clothes worn by professional personnel must always be clean and neatly pressed.

The principal/assistant principal is responsible for enforcing this policy at his/her school.

The following requirements shall apply:

ACCESSORIES FOR MEN AND WOMEN

- **Jewelry:** Employees should meet or exceed the standards set forth for students in the Richland Parish Policy Manual.
- **Hats/Caps:** Employees should not wear hats/caps or other cloth head coverings in buildings or classrooms.
- **Shoes:** Employees should wear shoes that are comfortable and safe. Flip flops (beach or showers shoes) are not to be worn shoes.

PROFESSIONAL DRESS CODE FOR MEN

ACCEPTABLE

Pressed slacks worn with a belt
Sport shirts, polo or crew shirts (ties are optional)
Shirts must be tucked in pants unless hem is made to worn outside of pants
Matching top and bottom wind suit

NOT ACCEPTABLE

Jogging suits, overall, shorts (unless in a physical education setting)
Sleeveless t-shirts or undershirt worn as an outer garment
Wrinkled, unclean shirts or pants
Faded, distressed jeans, hip huggers, or sweat suits

PROFESSIONAL DRESS CODE FOR WOMEN

ACCEPTABLE

Skirts and dresses must be knee level or longer
Pant suits, capris or gauchos
Crew shirts
Sleeveless apparel with appropriate neckline is acceptable only if undergarments are not visible (especially under arm and around neckline)
Slacks or capris are acceptable to wear at the waist. Matching top and bottom wind suit

NOT ACCEPTABLE

Any skirt, dress above the knee
Jeans on a daily basis, wind suits, or jogging suits
Transparent or backless tops (spaghetti-strapped tops without a jacket)
Shorts, tight-fitting clothes, leggings, overalls, or tight stretch pants
Faded, distressed jeans or hip-huggers; sweat suits

EXCEPTIONS

Blue jeans may be worn on designated days (not on a daily basis).

Physical Education personnel may dress appropriately when conducting physical activities.

School-based exceptions to this policy must be approved by the superintendent or designee.

Approved: June 13, 2006

Ref: Board minutes, 6-13-06 Richland Parish School Board

EMPLOYEE USE OF ELECTRONIC TELECOMMUNICATION DEVICES

Richland Parish School Board employees may possess an electronic telecommunication device in any elementary, middle, or high school building, or on the grounds thereof or in any school bus used to transport public school students, but must not have them turned on or use them during instructional time, or while on duty, or in the presence of students, except in an emergency. An emergency is defined as an actual or imminent threat to public health or safety, which may result in loss of life, injury, or property damage. Furthermore, camera phones with video and/or still photography capabilities, voice-recording capabilities, or future technological improvements and/or still equivalent equipment may not be used unless authorized by the school principal or his/her designee. A violation of these provisions may be grounds for disciplinary actions, including but not limited to, dismissal of the employee.

EMPLOYEE CELLULAR PHONE USE

The use of cellular telephones by Richland Parish School Board Personnel during normal working hours on a school campus must be approved by the principal of that campus. Except as noted, the use of cellular telephones by Richland Parish School Board Personnel during instructional time shall be strictly prohibited. A violation of these provisions may be grounds for disciplinary actions, including but not limited to, dismissal of the employee.

Approved: January 11, 2005

Ref: La. Rev. Stat. Ann. §§17:81, 17:239
Board minutes, 1-11-05

Richland Parish School Board



ELECTRONIC TELECOMMUNICATION DEVICES

No student, unless authorized in writing by the school principal or his/her designee, shall use or operate with exceptions as listed below, any cell phone, camera, video tape recorder, digital recorder of any kind or electronic device, including but not limited to, iPODs, tape players, CD players, MP3 players etc. and their contents, any facsimile system, radio paging service, intercom, or electro-mechanical paging system in any elementary or secondary school building, or on the grounds thereof or on any school bus used to transport public school students during instructional school hours of operation. A violation of these provisions may be grounds for disciplinary action, including but not limited to, suspension from school and/or recommendation for expulsion. Nothing shall prohibit the use and operation by any person, including students, of any electronic device in the event of an emergency. *Emergency* shall mean an actual or imminent threat to public health or safety which may result in loss of life, injury, or property damage.

EXCEPTIONS

Exceptions shall be as follows:

1. Devices required for medical reasons (as noted by a physician) and acknowledged by the principal.
2. Devices for emergency purposes such as ambulance or fire services (see #3).
3. Any approved electronic device must have prior approval of the school principal before being used by a student during instructional school hours of operation or on a school bus while traveling to or from school.

VIOLATION GUIDELINES

The following guidelines shall be followed when a student is found to be using an unauthorized electronic device on a school campus, during instructional school hours of operation or on any school bus used to transport public school students during school hours of operation:

First Offense:

Unauthorized device shall be taken from the student. Students may be fined \$5.00 for the first offense before the phone is returned. The phone may be retained until the fine is paid.

Second Offense:

The student may be disciplined (given in-school suspension or after-school detention). The device may be retained by the principal or designee for a period of one school week and the student may be fined \$10.00 for the second offense. The phone may be retained until the fine is paid.

Third Offense:

The student may be disciplined (given in-school suspension or after-school detention). The device may be retained by the principal or designee for a period of one school week and the student may be fined \$20.00 for the third offense. The phone may be retained until the fine is paid.

Fourth Offense:

The student may be disciplined (given in-school suspension or after-school detention). The device may be retained by the principal or designee for a period of two school weeks and the student may be fined \$40.00 for the fourth offense. The phone may be retained until the fine is paid.

All Offenses after the fourth offense fines and time of phone retention shall double from the previous offense.

Offenses shall accumulate for the school year.

The phone number of the device shall be determined; if unable to secure a phone number for the device, the device must not be returned (the disciplinarian shall make every attempt to trace the ownership of the device.) The Child Welfare and Attendance Supervisor shall be contacted concerning the incident.

DEFINITIONS

Use and *operation* shall mean whenever the electronic device is turned **on** or is visible.

Revised: October 14, 2003

Revised: May 10, 2006

Revised: September 13, 2010

Ref: La. Rev. Stat. Ann. §§ [17:239](#), [17:416](#), [17:416.1](#)
Board minutes, 10-14-03, 5-10-06, 9-13-10

Richland Parish School Board



USE OF INTERNET REGULATIONS

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

1. Users must demonstrate honesty, integrity, and respect for others at all times. Appropriate manners and language shall be required.
2. No individual student shall be permitted to have an e-mail account. Only teachers and classes as a whole may be permitted to use e-mail. E-mail is not guaranteed to be private on the Internet. Therefore, only appropriate teacher or class messages shall be allowed.
3. No photographs, personal addresses, personal phone numbers, or last names will be permitted in student use of the Internet.
4. Illegal activities, including copyright or contract violations shall not be permitted. The Internet may not be used for financial or commercial gain.
5. Threatening, profane, or abusive messages shall be forbidden.
6. No activities shall be allowed which may damage or interrupt equipment or any networking system.
7. Any attempt to alter, harm or destroy the data of another user of the Internet, or any network on the Internet shall be forbidden.
8. No user shall be permitted to upload, or create, a computer virus on the Internet or any networking system.
9. A user shall not attempt to access any Internet resources or entities not previously authorized by the teacher.
10. Invading the privacy of another user, or using their account, shall not be tolerated.
11. Posting personal messages without the author's consent shall be forbidden.
12. Sending or posting anonymous messages shall be forbidden.
13. Perusing, or otherwise accessing, obscene or pornographic material, or using profanity in messages shall be forbidden.

14. Perusing or otherwise accessing information on manufacturing bombs or other incendiary devices shall be forbidden.
15. Product advertising, political lobbying, or sending messages involving illegal activities shall not be permitted.
16. Any subscriptions to list servers, bulletin boards, or on-line services shall be approved by the Superintendent or his/her designee prior to any such usage.
17. When a security problem is detected, it shall be reported immediately to the teacher. The problem shall not be demonstrated to other users.
18. Only school software and disks shall be permitted in the Internet lab.
19. Authorized student usage of the Internet shall be under the direct supervision of the school personnel.

Use of the Internet is a privilege, and any inappropriate use may result in appropriate disciplinary action and loss of privileges to use the Internet. Violation of this policy may constitute suspension and/or revocation of Internet access and related privileges and could lead to school disciplinary action, and/or legal action. Suspension of Internet privileges shall automatically result for any user who accesses, sends, receives, or configures electronically any profane or obscene language or pictures. Loss of privileges shall apply to all students, teachers, staff, and administrators who abuse the privilege of using the Internet. Violations of Internet usage regulations shall be reported to the principal or teacher immediately when observed by any teacher or student.

No one shall be permitted to use the Internet unless a completed Internet Acceptable Use Contract has been submitted to the Superintendent or designee.

Revised: October 5, 1999

Ref: La. Rev. Stat. Ann. §[17:81](#), [17.100.7](#)

Richland Parish School Board



SEXUAL HARASSMENT

It is the policy of the Richland Parish School Board to maintain a learning and working environment that is free from sexual harassment. No employee or student of the district shall be subjected to sexual harassment.

It shall be a violation of this policy for any member of the Richland Parish School Board staff to harass another staff member or student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students or staff through conduct or communications of a sexual nature as defined below.

Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and Board policy and procedures governing sexual harassment within her or his school or office.

Violations of this policy or procedure may result in disciplinary action.

DEFINITION

1. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 - A. submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement or of a student's participation in school programs or activities; or
 - B. submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student; or
 - C. such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.
2. Sexual harassment may include, but not be limited to:
 - A. Sexually oriented communication, including sexually oriented verbal "kidding" or harassment or abuse
 - B. Subtle pressure or requests for sexual activity
 - C. Persistent unwelcome attempts to change a professional relationship into a personal, social-sexual relationship
 - D. Creating a hostile work or learning environment, including the use of innuendoes or overt or implied threats
 - E. Unnecessary touching of an individual, e.g., patting, pinching, hugging, repeated brushing against another person's body

- F. Requesting or demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or a pupil's status
- G. Requesting or demanding sexual favors accompanied by an implied or overt promise of preferential treatment with regard to an individual's employment or a pupil's status
- H. Sexual assault or battery as defined by current law.

PROHIBITED SUPERVISORY BEHAVIOR

- 1. No supervisor may condition any employment, employee benefit, or continued employment in this school system on an applicant's or employee's acquiescence to any of the sexual behavior defined above.
- 2. No supervisor may retaliate against any applicant or employee because that applicant or employee has opposed a practice prohibited by Title VII of the Civil Rights Act of 1965 and the new Civil Rights Act of 1991, or has filed a complaint, testified, assisted or participated in any manner in any investigation, proceeding, or hearing conducted by an authorized investigative agency.
- 3. No supervisor or manager shall destroy evidence relevant to an investigation of sexual discrimination.

BEHAVIOR PROHIBITED BY ALL EMPLOYEES AND STUDENTS

- 1. No supervisor or other employee of this school system shall create a hostile or offensive work environment for any other employee by engaging in any sexual harassment or by tolerating it on the part of any supervisee.
- 2. No supervisor or any other employee in the school system shall assist any individual in doing any act which constitutes sexual discrimination against any employee in the school system.
- 3. The supervisory staff, employees, and non-employees engaged in business with the Richland Parish School Board are prohibited from conduct of a sexual nature which either explicitly or implicitly makes acceptance or rejection of a sexual invitation a condition of assigning of grades, awarding of honors, participation in activities, administering of discipline or similar actions or creates an intimidating, hostile, or offensive school environment for students.
- 4. Students are prohibited from conduct of a sexual nature which either explicitly or implicitly makes acceptance or rejection of a sexual invitation a condition for receiving favorable treatment, to participation in school activities or any other school related matter; making sexual advances or requests for sexual favors which interferes with an individual's school performance or creates an intimidating, hostile or offensive school environment.

Ref: [20 USC 1681](#) (*Title IX of the Education Amendments of 1972*)
[42 USC 2000e](#) (*Civil Rights - Definitions*)
[29 CFR 1604.11](#) (*Guidelines on Discrimination Because of Sex - Sexual Harassment*)
[34 CFR 100.6](#) et seq. (*Title VI of the Civil Rights Act of 1964*)
 La. Rev. Stat. Ann. §§[14:41](#), [14:42](#), [14:42.1](#), [14:43](#), [17:81](#), [23:301](#), [23:302](#), [23:303](#), [23:332](#)
 La. Civil Code, §[2315](#)
 Board minutes, 8-2-94 ,Richland Parish School Board



DRUG FREE WORKPLACE

The Richland Parish School Board is dedicated to providing a drug-free workplace for its employees and all the students within its authority. Toward that end, the unlawful manufacture, distributions, dispensation, possession or use of a controlled substance in or on any and all property of the Richland Parish School Board by any employee or student shall be prohibited. Employees and students violating such a prohibition shall be subject to the appropriate disciplinary action. Such action may include, but not necessarily be limited to suspension, termination, or mandatory participation in a drug abuse assistance or rehabilitation program.

All employees of the Richland Parish School Board shall be given a copy of this policy and as a condition of employment, shall agree to abide by the conditions contained herewith. The employee also agrees to notify the School Board of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

The Richland Parish School Board will notify the appropriate governmental agencies within ten (10) days after receiving notice of such conviction and will take action against the offending employee within thirty (30) days.

The Board shall also establish a drug-free awareness program and shall make a good faith effort to maintain a drug free workplace. Employees, students and parents shall be notified of the provisions of the Board's *Drug Prevention Program*.

Ref: [20 USC 7101 et seq.](#) (*Safe and Drug-Free Schools and Communities*)
[21 USC 812](#) (*Schedules of Controlled Substances*)
[41 USC 8101 et seq.](#) (*Drug-Free Workplace*)
[21 CFR 1308.11 et seq.](#) (*Schedules of controlled substances*)
La. Rev. Stat. Ann. §§[14:91.7](#), [17:240](#), [17:402](#), [17:403](#), [17:404](#), [17:405](#), [40:961](#), [40:962](#),
[40:963](#), [40:964](#), [40:967](#), [40:968](#), [40:969](#), [40:970](#), [40:971](#), [40:971.1](#)
Board minutes, 3-1-93, 10-4-94

Richland Parish School Board

Family Educational Rights and Privacy Act (FERPA)

[Family Policy Compliance Office \(FPCO\) Home](#)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

EMPLOYEE CONDUCT

The Richland Parish School Board believes the teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community. Education is most effective when these many relationships operate in a friendly, cooperative, and constructive manner. A teacher's conduct, as well as the conduct of all employees throughout the school district, should meet acceptable standards of the community and show respect for the law and the rights of others.

All employees, volunteers, student teachers, interns, and any other person affiliated with the Richland Parish School Board have the responsibility to be familiar with and abide by the laws of the state, the policies and decisions of the School Board, and the administrative regulations and procedures designed to implement Board policies. Employees and others shall also comply with the standards of conduct set out in this policy and with any other policies, regulations, procedures, or guidelines that impose duties, requirements, or standards of conduct attendant to their status as School Board employees.

Employees and all others shall be expected to observe at least the following standards of conduct:

- Be courteous to students, one another, and the public and conduct themselves in a professional and ethical manner.
- Recognize and respect the rights and property of students, other employees, and the public.
- Maintain confidentiality of all matters relating to students and other employees.
- Demonstrate dependable attendance and punctuality with regard to assigned activities and work schedules.
- Observe and adhere to all terms of an employee's contract or job description.
- Strive to keep current and knowledgeable about the employee's area of responsibility.
- Refrain from promoting personal attitudes and opinions for matters other than general discussion.
- Refrain from using undue influence to gain, or attempt to gain, promotion, leave, favorable assignments, or other individual benefit or advantage.
- Advocate positive personal behavior on or off campus and attempt to avoid improprieties or the appearance of improprieties.

While the operation of the School Board and its schools is governed by the provisions of this and all other Board policies, regulations, and procedures, as well as 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 action or behavior must necessarily be dictated by the nature of the position held by the employee and standards of common sense. By virtue of one's education and experience, an employee knows and understands that certain actions

or conducts are unacceptable even in the absence of formal Board 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. Such conduct, as well as violation of any state or federal law or Board policies, regulations, or procedures, or school regulations or procedures, shall result in the imposition of discipline up to and including termination.

PROHIBITED SEXUAL CONDUCT

Employees shall be prohibited from engaging in any form of sexual conduct with students. In particular, it is a violation of criminal statutes for any educator, which includes any administrator, coach, instructor, teacher, paraprofessional, teacher aide, or student aide, to engage in sexual conduct, as defined in La. Rev. Stat. Ann. §14:81.4 with a student who is seventeen (17) years of age or older, but less than twenty-one (21) years of age, where there is an age difference of greater than four (4) years between the two persons.

Notwithstanding any claim of privileged communication, any educator, having cause to believe that prohibited sexual conduct has occurred between another educator and a student, shall be required by state law to immediately report such conduct to a local or state law enforcement agency.

NOTIFICATION BY EMPLOYEES

A teacher or any other School Board employee shall report any final conviction or plea of guilty or *nolo contendere* to any criminal offense, excluding traffic offenses, to the School Board within forty-eight (48) hours of conviction or plea.

Arrests for Certain Sexual Offenses

Effective January 1, 2012, any public school employee shall be required to report his/her arrest for a violation of La. Rev. Stat. Ann. §§14:42-14:43.5, 14:80-14:81.5, any other sexual offense affecting minors, any of the [crimes listed](#) in La. Rev. Stat. Ann. §15:587.1, or any justified complaint of child abuse or neglect on file with the Louisiana Department of Children and Family Services.

The report shall be submitted to the Superintendent or his/her designee within twenty-four (24) hours of the arrest. However, if the employee is arrested on a Saturday, Sunday, or a legally declared school holiday such report shall be made prior to the employee next returning for his/her work assignment at a school. Such report shall be made by the employee or an agent of the employee regardless of whether he/she was performing an official duty or responsibility as an employee at the time of the offense. In addition, the employee shall report the disposition of any legal proceedings related to any such arrest, which shall also be made a part of any related files or records.

Any employee who fails to comply with these provisions shall be suspended with or without pay by the School Board if such employee is serving a probationary term of employment or if the provisions of law relative to probation and tenure are not applicable to the employee.

Any employee employed by the School Board who is a tenured employee of the Board shall be subject to removal under applicable state laws for failure to comply with these provisions. Written and signed charges alleging such failure shall be brought against the employee.

Unless criminal charges are instituted pursuant to an arrest which is required to be reported as provided above, all information, records, hearing materials, and final recommendations of the school pertaining to such reported arrest shall remain confidential and shall not be subject to a public records request.

School employee, as used in this policy, shall mean any employee of the School Board, including teachers, substitute teachers, bus drivers, substitute bus drivers, or janitor, and shall include all temporary, part-time, and permanent school employees.

Revised: December 12, 2006

Revised: November 10, 2009

Revised: February 12, 2008

Revised: September, 2008

Revised: November 10, 2009

Revised: January 10, 2012

Ref: [41 USC 8103](#) (*Drug-Free Workplace Requirements for Federal Grant Recipients*)
La. Rev. Stat. Ann. §§[14:42](#), [14:42.1](#), [14:43](#), [14:43.1](#), [14:43.2](#), [14:43.3](#), [14:43.5](#), [14:80](#),
[14:80.1](#), [14:81](#), [14:81.1](#), [14:81.1.1](#), [14:81.2](#), [14:81.3](#), [14:81.4](#), [14:81.5](#), [17:15](#), [17:16](#), [17:81](#)
[Sylvester v. Cancienne](#), 95-0789 (La. App. 1st Cir. 11/9/95), 664 So.2d 1259
[Howard v. West Baton Rouge Parish School Board](#), 2000-3234 (La. 6/29/01), 793 So.2d 153
[Spurlock v. East Feliciana Parish School Board](#), 03-1879 (La. App. 1st Cir. 6/25/04), 885
So.2d 1225
Board minutes, 12-12-06, 2-12-08, 11-11-08, 11-10-09, [1-10-12](#)

Richland Parish School Board



EMPLOYEE TOBACCO USE

SMOKING PROHIBITED ON SCHOOL CAMPUSES

Smoking, carrying a lighted cigar or cigarette, pipe or any other form of smoking object or device, or possessing any lighted tobacco product or any other lighted combustible plant material shall be prohibited in any elementary or secondary school building, on the campus of any elementary or secondary school, any building on the campus, and on all school buses.

SMOKING ON SCHOOL PROPERTY WHICH IS NOT PART OF A SCHOOL CAMPUS

Smoking, carrying a lighted cigar or cigarette, pipe or any other form of smoking object or device shall be prohibited in buildings and on the grounds of any other School Board property, except in outdoor areas specifically designated as smoking areas by the building administrator.

OTHER TOBACCO PRODUCTS

Chewing or otherwise consuming any tobacco or tobacco product in any elementary or secondary school building, or any building located on the property of any elementary or secondary school, or on any school bus transporting students shall be strictly prohibited.

Revised: January 16, 2007

Ref: [20 USC 7183](#) (*No Child Left Behind Act of 2001*)

La. Rev. Stat. Ann. §§[17:240](#), [40:1300.251](#), [40:1300.252](#), [40:1300.253](#), [40:1300.256](#),
[40:1300.261](#)

Board minutes, 1-16-07

Richland Parish School Board

OPERATIONAL SAFETY

Responsibility for Safety

Introduction

Our policy is to furnish to each of our employees a place of employment which is free of recognized hazards that may cause or are likely to cause death or serious injury. The effectiveness of our safety program will depend upon the participation, sincerity and cooperation of administrators, principals, and all staff in the execution of the following

procedures:

- a. Planning all work to avoid personal injury, property damage, and loss of productive time.
- b. Maintaining a system that promptly detects and corrects unsafe practices and conditions.
- c. Requiring the use of personal protective equipment and mechanical guards wherever necessary.
- d. Maintaining an effective system of equipment and tool inspection and maintenance.
- e. Establishing an educational program to maintain interest and cooperation of all levels through:
 1. Planned safety meetings.
 2. Investigating all accidents to determine cause and taking the necessary corrective action.
 3. Posting government forms, keeping records, and enforcing safety requirements for all operations.
 4. Using accident prevention literature and posters to keep safety goals continually in the forefront.

The school building principal or his/her designee will be responsible for safety and accident prevention activities at the school level to assure that:

1. Safety rules and regulations are established and discussed with all employees, followed by all employees, and a qualified first aid person is available. The district will try to provide for a trained first aid person at each school, or within a reasonable distance of the school for those sites not having a qualified first aid person. A first aid kit with proper supplies for the job exposure will be maintained and restocked as needed at each site.
2. Employees are given proper safety training and instruction and that each employee review all safety rules.
3. Principals and safety designee attend periodic safety meetings.
4. All accidents requiring a visit to the clinic or a physician are to be investigated as to cause and effect whenever possible. Reports of this nature should include who, what, when, and where, and what corrective action is required to resolve the issue(s) and the action taken to fix the problem. The report is to be sent to the business office by the principal or safety designee. Investigation reports are to be signed by the principal/designee before forwarding to the business office immediately following the accident. Minor accidents not requiring immediate medical attention should also be investigated in a similar manner to accidents requiring medical attention. The accident report should be forwarded to the district safety supervisor/coordinator and the business office.
5. Accidents receive prompt investigation and accident causes are eliminated.
6. Safety inspections of the school facilities and equipment are made regularly by assigned personnel and proper records are kept.
7. Safe working conditions are provided and maintained.
8. A monthly work place inspection Check List is completed at the start of each month.

9. Attempt to comply with all applicable regulations, and notices promulgated by federal, state, and local authorities.
10. Correction of unsafe work practices and instruction on proper methods of working safely.
11. Ensure employees wear required personal protective equipment such as safety goggles, etc. Repeated violation of safety rules will be cause for dismissal proceedings.
12. Promptly investigate accidents and provide guidance on how to correct the unsafe act, practice, or physical condition. Determine underlying causes of the accident and procedures or practices to prevent similar occurrences.

Basic Safety Rules for Employees

The most valuable tool you can have to protect yourself from the hazards of your job is common sense. You must remain alert for yourself as well as your fellow employees. Each employee must strive to do the following:

1. Follow instructions. If you do not understand, ask for additional help on how to do the job safely.
2. Correct unsafe conditions or report them to the supervisor in charge.
3. Keep your work area clean. Poor housekeeping causes accidents and wastes time.
4. Post all wet and/or slippery surfaces with warning signs.
5. Use the proper tools or equipment for each job and use them safely.
6. Operate only that equipment you are authorized and qualified to use.
7. Report all accidents to the foreman or supervisor so corrective action can be taken as needed.
8. If injured, even slightly, get prompt first aid or medical care to reduce the change of a minor injury developing into a serious injury.
9. Wear the personal protective equipment required by the job and wear it properly. Take care of the equipment and have it replaced in it is damaged or worn out.
10. Avoid getting involved in horseplay, fighting, or any other situations that would cause someone to be distracted from the job.
11. Obey all safety rules and practices and help develop a safety awareness with your fellow employees.

Training

A program that provides for the training of all new and existing employees is designed to provide workers with a source of information to get assistance when implementing new work tasks/jobs that they feel inadequately trained to perform, or need guidance on how to safely implement the assigned task(s). Training will be provide to all personnel in supervisory roles with emphasis on the following topics: conducting safety meetings and inspections, accident investigations, job planning, employee training methods, and leadership skills.

Monthly Work Place Inspection

It is school board policy that inspections be made of the work place on a monthly basis by the principal or his/her designee. The report is designed to recognize unsafe conditions, acts, or other unsafe conditions inherent in certain types of job task to be completed. Corrective actions taken to resolve issues noted in the inspection should be noted on the report form. Reports are to be retained for a period of one year with a signed copy of each completed report sent to the supervisor/coordinator in charge of safety for the school district.

Transportation Safety

Each school bus is to be inspected two time per year by an approved Louisiana Motor Vehicle Inspection station or by the Enforcement Division of the Louisiana Department of Public Safety. The inspections shall be once in the sum and once in January of each school year. Each bus driver will perform a school bus pre-trip inspection daily and record the results of the inspections on Richland Parish Form No. 12. This form (RP Form 12) should be forwarded to the transportation supervisor at the end of each month and maintained by the supervisor of transportation through June 30 of each year. The bus driver shall notify the principal and the supervisor of transportation if the bus has an unsafe condition that requires immediate attention.

Right to Know (OSHA 1920.200)

Certain chemicals used by cafeteria and janitorial staff may contain harmful substances. The immediate supervisor shall require that vendors provide him/her with Material Safety Data Sheets (MSDS) for each chemical purchased for use in the school. The MSDS material shall be maintained in a file at the local school and in the central office. The principal/designee should provide training on the proper use of chemicals used at the local school and in the central office. This training shall be validated by signature and date of each cafeteria and janitorial staff on the appropriate Chemical Use Inservice Form. This form is to be retained at the school level and a copy forwarded to the district safety supervisor/coordinator.

Record Keeping

In accordance with board procedures/policies, the following documents/records shall be maintained.

1. Inspections reports, accident investigation reports, minutes of safety meetings, and training records are to be retained for a period of one year from the end of the year for which the records are maintained.
2. OSHA logs and/or other applicable recordkeeping requirements set forth in 20 CFS 1904, Recording and Reporting Injuries and Illnesses, are to be retained for a period of five years.
3. All employees are required to sign an employee roster indicating they have received a copy of the Operational Safety Plan and that they understand their responsibilities for implementing safety practices and procedures on the work site.

