



# Intensive Assistance Plan (IAP) Guidelines 2020-2021

The Intensive Assistance Plan (IAP) is implemented when an employee does not meet the school system's standards of job performance. This plan specifies what the evaluatee needs to do to strengthen his/her performance, what assistance/support is provided by the evaluator, the timelines and procedures for monitoring the progress, and the action that will be taken if improvement is not demonstrated.

In accordance with the new regulations set forth in *Bulletin 130: Regulations for the Assessment and Evaluation of School Personnel*, Jefferson Parish Schools revised the Intensive Assistance Plan (IAP) guidelines beginning with the 2013-2014 school year.

Any employee who received an Ineffective rating in Compass at the end of the 2019-2020 school year was **required** to be placed on IAP Level I at the beginning of the 2020-2021 school year before the end of September. However, this process will not occur for the 2020-2021 school year due to the LDOE's temporary suspension of the evaluation process for the 2019-2020 school year due to COVID-19.

Lastly, it should be emphasized that the purpose of the Intensive Assistance Plan process is to support employees and to improve their overall job performance.

## **CRITERIA: All Intensive Assistance Plans (IAPs) must meet the following criteria:**

### **Pre-IAP Requirements:**

- Evaluators must notify their Executive Director of School Support (EDSS) prior to placing any employee on an IAP.
- For teachers, evaluators must notify Dr. Karen Favorite, Executive Director of Performance Management [karen.favorite@jpschools.org](mailto:karen.favorite@jpschools.org)
- For support employees, evaluators must notify George Hebert, Jr., Director of Support Performance and Professional Accountability, via email to [george.hebert@jpschools.org](mailto:george.hebert@jpschools.org) within three (3) days of placing an employee on an IAP.
- **NOTE:** The Human Resources Department must be notified of IAP's as any employee on an IAP will not qualify for participation in the Volunteer Transfer Process.
- An in-person *Special Conference* must be held and documented (on the Special Conference Form) at the start of the IAP process. During the *Special Conference*, the evaluator should note the following on the Special Conference Form:
  - The *Description of Event(s)* should outline the concern which precipitated the conference.
  - The *Comments and/or Resolutions* section should document that an Intensive Assistance Plan is recommended.

### **IAP Language Specifications & Documentation:**

#### Requirements & Overview:

- The IAP is a **collaborative effort** between the evaluatee and the evaluator. The evaluator will discuss the actions to remediate the circumstances that resulted in the IAP (Level I or Level II).
- All IAPs must be documented using the Intensive Assistance Plan form with signatures. Signed forms should be submitted to the Executive Director of School Support (EDSS), and Dr. Karen Favorite for teachers and George Hebert, Jr. for support employees.



# Intensive Assistance Plan (IAP) Guidelines 2020-2021

- The IAP should have a **minimum of three (3) Objectives** that can be accomplished. These objectives should be concrete and measurable.
- Act 54 specifies that intensive assistance is "designed to address the complexity of the teacher's deficiencies." Given this, the **Resource Activities** must be individualized to meet the targeted growth areas of the employee.
- **Note:** Do not copy and paste from a previous IAP to avoid errors.
- An IAP should include a minimum of **three (3) Support & Resource Activities**
- All Support & Resource Activities should be concrete, measurable, and aligned to the objectives of the plan. In addition, they should be 'employee-led' as much as possible.
- There are three potential outcomes of an IAP, which should be shared with the employee at the time of the plan's creation so that all parties understand the IAP's process and possible outcomes.
  1. **Release from the IAP:** Documentation must be included that delineates the specific evidence and steps taken to improve employee performance.
  2. **Start of a new IAP Level II:** Documentation must be included that delineates the employee's progress toward the objectives in the current plan and any additional areas where the employee may need assistance. If this is the case, the evaluator should conclude the IAP and begin a new Level II IAP focused on a different set of objectives.
  3. **Employment Recommendation:** Documentation must be included that delineates the specific steps taken to improve employee performance and the employee's inability to improve. The final recommendation should state, up to and including termination, and should be shared with the employee.

## Duration of a plan:

- All Level I IAPs must be implemented for a minimum of 4 weeks.
  - Note: If an employee meets the criteria outlined in the IAP at Level I, it is *not necessary* to implement Level II. However, if an employee is not successful on a Level I, the employee is then placed on a Level II IAP. The minimum requirements for a Level II is four (4) weeks
- *Extreme circumstances:* If documented evidence indicates that a teacher is not making significant improvement in the areas outlined in the IAP Objectives Level I or Level II, you should reach out to your Executive Director of Principal Performance for support.
- Evaluators must clearly document the steps the employee is taking to meet the objectives throughout the time the plan is in place.
- Documentation should cite specific evidence observed of the employee meeting or not meeting the objectives outlined in the plan.

## Conclusion of a plan:

- An in-person Special Conference must be held and documented (on the Special Conference Form) at the conclusion of the plan.
- The *Follow-up Conference* (on the IAP form) should also be completed.
- Final recommendation should be sent to the Dr. Karen Favorite for teachers, and George Hebert, Jr. for support employees.
  1. **Release from the IAP:** Documentation must be included that delineates the specific evidence and steps taken to improve the employee's performance.



## Intensive Assistance Plan (IAP) Guidelines 2020-2021

2. **Start of a new IAP:** Documentation must be included that the employee has not met the objectives in the current plan; yet may need assistance in additional areas. If this is the case, the evaluator should conclude the IAP Level I and begin a new IAP Level II focused on a different set of objectives.
3. **Employment Recommendation:** Documentation must be included that delineates the specific steps taken to improve employee performance and the employee's inability to improve. The final recommendation should state, up to or including termination, and should be shared with the employee.

### Timeline:

#### Placement on a plan:

- An employee can be placed on an IAP **at any time** if there are specific concerns about the employee's job performance.
- An in-person Special Conference must be held and documented (on a Special Conference Form) at the origination of the plan.

#### Duration of a plan:

- 4 weeks for Level I
  - Note: If an employee meets the criteria outlined in the plan at Level I, it is *not necessary* to implement Level II.
- 4 weeks for Level II

### Communication:

- Your Executive Director of School Support (EDSS) should be the first point of contact if you want to place an employee on an IAP.
- For teachers, Dr. Karen Favorite, and support employees, George Hebert, Jr. are available resources, as well as to answer any questions you may have during the IAP process.