OUACHITA PARISH SCHOOLS

Building Bridges to the Future

PERSONNEL EVALUATION PLAN

SECTION 1: ***District Level Certified/Professional Personnel***

SECTION 2: ***School Personnel***

SECTION 3: ***Support Personnel*** *(Including Selected Professional Support)*

DISTRICT LEVEL CERTIFIED/PROFESSIONAL PERSONNEL
JOB DESCRIPTIONS IN ALPHABETICAL ORDER

- Assistant Superintendent
- Assistive Technology Facilitator
- Audiologist
- Behavior Intervention Strategist
- Career and Technical or Vocational Program Coordinator
- Chief Academic Officer
- Chief Financial Officer
- Chief of Operations
- Chief of Staff
- Communications Coordinator
- Computer Programmer/Analyst
- Coordinator of Governmental Affairs and Community Engagement
- Coordinator of LA4/Title I Pre-K
- Coordinator of Public Information
- Coordinator of Title II Programs
- Curriculum and Instruction Coordinator-Instructional Team
- Director of Business
- Director of Child Welfare and Attendance
- Director of Curriculum and Instruction: Elementary Director
- Director of Elementary Schools
- Director of Federal Programs
- Director of High Schools
- Director of Informational Technology
- Director of Middle Schools
- Director of Safety and Security
- Director of School Food Services
- Director of Student Support Services
- Director of Transportation
- District Jump Start Coordinator
- Educational Diagnostician
- Elementary Supervisor
- ELL (English Language Learner) Teacher
- 504 Coordinator
- Homeless Advocate
- Instructional Specialist (Title I)
- McKinney-Vento Homeless Education Specialist
- Migrant Recruiter/Advocate, Homeless Advocate, Foster Care Point of Contact
- Occupational/Physical Therapist

- Personnel Director
- Personnel Supervisor
- Preschool Facilitator
- Program Manager
- Psychologist
- Pupil Appraisal Coordinator
- Social Worker
- Special Education Instructional Specialist
- Speech, Language, and Hearing Therapist
- Superintendent of Schools
- Supervisor (C&I, Special Education, Title I)
- Supervisor of Instruction, School Choice, School Improvement
- Supervisor of Safety and Security
- Supervisor of Special Education
- TAP Master Teacher
- Title I Parent Involvement Coordinator
- Transition Facilitator

SCHOOL LEVEL CERTIFIED/PROFESSIONAL PERSONNEL
JOB DESCRIPTIONS IN ALPHABETICAL ORDER

- Agriscience/Agribusiness Teacher
- Alternative School Coordinator
- Assistant Principal – Elementary
- Assistant Principal – High
- Assistant Principal – Middle
- Athletic Director
- Athletic Trainer
- Classroom Teacher: Regular/Special Education
- Curriculum Coordinator
- Elementary Guidance Counselor
- Graduation Coach
- JROTC Instructor
- Librarian
- Music Teacher/Band Director/Choir Director
- Principal
- Reading Interventionist
- School Administrative Assistant
- School Nurse

- Secondary (Middle & High) Guidance Counselor
- Title I Reading/Math Coordinator

SUPPORT PERSONNEL
JOB DESCRIPTIONS IN ALPHABETICAL ORDER

- Accountant
- Accounts Payable Specialist
- Administrative Assistant to Superintendent/Directors/Supervisors/Coordinators
- Assistant Coordinator of Graphic Arts
- Assistant Production Specialist (Printer)
- Building Supervisor
- Building Supervisor (Central Office Complex)
- Certified Nursing Assistant
- Child Nutrition Program Area Manager
- Clerical/Secretary
- CNP Technician
- Computer Repair Technician
- Coordinator of Graphic Arts
- Custodial Supervisor
- Custodian/Maid
- Food Service Manager
- Insurance Clerk
- Maintenance Supervisor
- Maintenance Worker/Master Craftsman
- Maintenance Worker/Master Craftsman/Child Nutrition Program
- Mechanic
- Paraprofessional (Special Ed./Title I/Pre-K)
- Payroll Coordinator
- Production Specialist (Printer)
- Program Specialist(Child Nutrition)
- Purchasing Agent
- Receptionist
- School Accounting & Internal Control Officer
- School Bookkeeper
- School Bus Attendant/Aide
- School Bus Driver
- School Cafeteria Manager
- School Secretary/Bookkeeper

- Senior Accountant (Special Projects)
- Special Projects Coordinator
- Title II Program/Accounting Specialist
- Warehouse Inventory/Carrier/Truck Driver (including Textbooks and Graphic Arts)

INTRODUCTION

The Ouachita Parish School System Personnel Department is committed to staffing our schools with very highly qualified certified and support employees. With the assistance of the Personnel Evaluation Plan Steering Committee, Directors and a wide range of other employees throughout Ouachita Parish, the Ouachita Parish Evaluation Personnel Evaluation Plan was developed to outline the responsibilities and expectations of all employees in the Ouachita Parish School System.

The Ouachita Parish School Board personnel evaluation program is well grounded in the school district's educational philosophy and goals. An overview of the district's philosophy and priority educational goals is provided and related to the philosophy and purposes of the personnel evaluation. A clear message is provided as to how the personnel evaluation will be used to better facilitate the attainment of short and long term goals for educational improvement at the district and school building levels.

This plan is divided into three sections: (1) District Level Certified/Professional Personnel, (2) School Personnel, and (3) Support Personnel. Each section contains information and guidelines on the evaluation of personnel and job descriptions for positions across the district. Although there are some positions in the district that could fall into multiple categories, a decision was made for their final placement in this plan. That placement doesn't necessarily identify one section of the plan over another, it just provides what the Steering Committee felt was an appropriate placement in this document.

It is the desire of the Ouachita Parish School System Personnel Department for this plan to serve as a guide for our employees to know what is expected of them in their positions and how they will be evaluated in the performance of their roles within our district. The ultimate goal is that this document will serve as an instrument to continue to enhance our OPSB Mission *to connect 21st century skills needed for college and career ready students who will excel in a global society.*

OUACHITA PARISH SCHOOLS

Building Bridges to the Future

ADOPTED MARCH, 2019 by the OUACHITA PARISH SCHOOL BOARD

Personnel Evaluation Plan

District Level Certified/Professional Personnel

OUACHITA PARISH
PERSONNEL EVALUATION PLAN
District Level Certified/Professional Personnel

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SECTION 1.0

FOCUS ON EDUCATIONAL IMPROVEMENT

The Ouachita Parish School Board personnel evaluation program is well grounded in the school district's educational philosophy and goals. An overview of the district's philosophy and priority educational goals is provided and related to the philosophy and purposes of the personnel evaluation. A clear message is provided as to how the personnel evaluation will be used to better facilitate the attainment of short and long term goals for educational improvement at the district and school building levels.

GOALS AND OBJECTIVES

GOAL #1 – CERTIFIED AND OTHER PROFESSIONAL PERSONNEL

To staff all elementary, middle or junior high schools and high schools with competent, qualified and certified teachers and other professional personnel.

OBJECTIVES:

1. To collect and review throughout the school year, applications from certified personnel seeking teaching positions in Ouachita Parish as measured by files of applications in the office of the Supervisor of Personnel.

2. To hold individual conferences with all certified applicants as positions become vacant along with the principal of the school where vacancies occur prior to actual employment of the individual teachers as measured by records of actual conferences held.

3. To involve principals and members of the supervisory staff in selecting competent, qualified and certified personnel for the public schools of Ouachita Parish as measured by reminders to the principals and members of the supervisory staff at administration meetings held throughout the year.

4. To cooperate with and solicit from the colleges, universities and the State Department of Education, lists of qualified, competent and certified teachers to fill vacancies which occur as measured by phone calls and correspondence from the colleges, universities and the State Department of Education throughout the year.

GOAL #2 – ADMINISTRATORS

To staff all administrative positions with competent, qualified, and certified personnel, (to include assistant principals, principals and Central Office administrators).

OBJECTIVES:

1. To organize a selection committee composed of administrators, teachers, and parents whose responsibility is to schedule and conduct personal interviews for Administrative openings as they become available as documented by interviews, schedules, and completed interview scoring sheets. The top 3 candidates, unless otherwise stated, will be submitted to the Superintendent for final selection.

2. To publicly advertise for all administrative job openings which become vacant and/or new positions which are created as evidenced by job postings/advertisements.

GOAL #3 – OTHER SCHOOL PERSONNEL

To promote interpersonal relationships among all school personnel to continually increase professional competencies.

OBJECTIVES:

1. To improve interpersonal relationships among all professional personnel through participation in scheduled conferences, in-service meetings and/or workshops, as evidenced by records of participation on file in the central office during the current school session.

2. To execute the management plan to direct all major aspects of educational responsibilities according to Board established criteria as documented by written plans on file in the principal's or superintendent's office during the current school session.

3. To annually observe and evaluate/monitor all certified and other professional personnel as documented by observation forms, evaluation forms, and professional growth plan forms on file in both the school and the Central Office.

4. During the current school year, school administrative and central office curriculum specialists shall plan and implement and/or provide for staff development activities for certified and professional staff at both the individual school and system-wide level as documented by announcements, registration forms, memoranda and/or enrollment in college level courses on file in the principal's and/or superintendent's office.

5. To provide support for the professional development of new teachers during their first year of teaching.

6. To provide procedures necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment.

7. To provide procedures for self-evaluation, personal reflection and peer collaboration.

8. To promote positive interpersonal relationships among all school personnel to continually increase professional competencies.

GOAL #4 – STUDENTS

To improve the quality of learning experiences for students by providing for continuous professional growth and development of all certified and other professional personnel.

OBJECTIVES:

1. Identify the strengths and weaknesses of certified and other professional personnel and provide a basis upon which to plan and implement inservice training programs during the current school year as will be evidenced by records filed at the Central Office.

2. Provide an opportunity during the current year for the administrative staff to analyze the strong characteristics and the areas for needed improvement of individual staff members as will be evidenced by evaluation reports in each official personnel file.

SECTION 2.0

STAFF INVOLVEMENT IN THE PERSONNEL EVALUATION PROGRAM

The Ouachita Parish School Board will form a personnel evaluation steering committee that is representative of administrators, instructional, and support services personnel. This committee is responsible for assessing the strengths and weaknesses of the Ouachita Parish personnel evaluation program. Furthermore, it may suggest revisions necessary to strengthen the personnel evaluation process. This committee will evaluate the extent to which the purposes of the local personnel evaluation program are being achieved.

The make-up of the Ouachita Parish steering committee consists of the guide-lines listed below:

1. The steering committee has balanced representation of administrators, instructional personnel, and support services personnel.

2. The steering committee is composed of the following:
Special Education Personnel: Elementary, Middle School and High School Teachers; Elementary, Middle School and High School Principals; Librarian, Counselor, Central Office Personnel and Support Personnel.

The tasks of the steering committee will be to:

1. Review the current LEA personnel evaluation program to access the strengths and weaknesses of that plan in light of the new state guidelines.

2. Strengthen the current personnel evaluation program where necessary. This plan is presented to the LEA Board for its approval prior to submission to the LDE.

3. Participate in revising the current LEA personnel evaluation program.

4. Evaluating the extent to which the purposes of the LEA's personnel evaluation program are being achieved.

SECTION 3.0

PHILOSOPHY AND PURPOSES OF PERSONNEL EVALUATION

The Ouachita Parish Personnel Evaluation Program philosophy is grounded in the belief that all students can learn, that good teaching increases the opportunities for students' learning, and that a collegial, collaborative relationship between a teacher and evaluator creates the appropriate climate for effective teaching.

A purpose of the Ouachita Parish personnel evaluation program is to assure the public that the educational system is providing the best opportunities for all children to learn, that the best qualified personnel are employed in every position, and that effective teaching continues in the classroom.

Another purpose of the Ouachita Parish personnel evaluation program is the improvement of the teaching-learning process. The encouragement of creativity and innovation in the planning and implementation of teaching strategies should include fostering parental involvement, integrating the use of technology, developing student assessment practices, and employing school improvement practices that are consistent with contemporary research on effective classroom processes. The personnel evaluation program includes promoting the professional growth and development staff, as well as providing support for new teachers. The philosophy and purposes of the Ouachita Parish Personnel Evaluation program are explained and discussed with all evaluatees. In summary, personnel evaluation is pursued with the spirit that it is a productive process.

The purposes must conform to the guidelines listed below:

1. The purposes of the Ouachita Parish personnel evaluation program are stated clearly in writing in this section (3).

2. The purposes of the Ouachita Parish personnel evaluation program are explained to and discussed with all evaluates annually.

3. The purposes provide the public assurances that only effective certified and other professional personnel continue to be employed by the school district.

4. The purposes reflect sound principles of effective contemporary research with respect to the principles of administrative leadership, effective classroom instruction, and improved student performance.

5. The purposes support the improvement of the teaching-learning process including fostering parental involvement, integrating the use of technology, developing student assessment practices, and planning for continuous professional growth and development for all personnel while employing school improvement practices that are consistent with contemporary research.

This evaluation plan outlines procedures necessary to strengthen all of the identified areas of employment.

This plan works toward the.....

1. Promotion of positive reaction from the general public and in particular within the individual school communities.

2. Improvement in the quality of learning experiences for students by providing for continuing professional growth and development of all certified and other professional personnel.

3. Identification of strengths and weaknesses of certified and other professional personnel and the use of this information in planning and implementing in-service training programs.

4. Creation and maintenance of policy for a systematic personnel appraisal process in each local school.

5. Encouragement of self-evaluation as a means of professional growth.

6. Assistance to local schools in the formation of their individual goals and objectives.

7. Assistance to local schools in the formation of job descriptions for all certified and other professional personnel.

8. Promotion of positive interpersonal relationships among all school personnel to continually increase professional competencies.

The main purpose underlying evaluation of school personnel in Ouachita Parish is to promote the continued growth of each who serves in this capacity. The basic principles in the evaluative process are determined in terms of:

1. What one is striving to accomplish.

2. How successful is the individual in accomplishing what is desired.

3. The extent to which one is meeting the needs of students for whom one is responsible.

4. Documenting individual strengths and/or weaknesses of individuals serving in school positions.

5. Determining how performance can be improved if improvement is necessary.

6. Identifying and implementing in-service programs to remedy areas of need as determined by observation and/or evaluation.

7. Fulfilling the mandates of La. R.S. 17:391.5 with regard to personnel evaluation.

Each certified and / or professional person in the Ouachita Parish Schools to be evaluated will have the opportunity to become familiar with the Guidelines for Evaluation of Local School Personnel as prepared by the Louisiana State Department of Education and will sign a statement to the effect they have had this opportunity and understand the implications involved in each evaluation.

Each administrator will sign a statement to the effect that they have covered these guidelines with all members of their faculties and they understand the implications involved.

Copies of these statements will be on file in the Central Office and a copy will remain in each school in the parish.

SECTION 4.0

OUACHITA PARISH PERSONNEL EVALUATION GLOSSARY

This section must include a complete listing of terms and the definition of each term in order for the meaning and/or interpretation of the program to remain consistent. The list presented in the Ouachita Personnel Evaluation Glossary will be considered as a minimum. If other terms and their definitions are necessary, they should be included.

In this section, the Ouachita Parish Personnel Evaluation Glossary must adhere to the following guidelines:

1. The Ouachita Parish Personnel Evaluation Glossary must include a complete listing of terms and the definition of each term.

2. The terms presented in the LDE Personnel Evaluation Glossary will be considered as a minimum.

3. The Ouachita Parish Personnel Evaluation Glossary must include any other terms and definitions which are necessary.

Ouachita Parish Personnel Evaluation Glossary

In order that consistency in terminology be maintained, the LDE has established a list of terms and the definitions of each which should be given careful consideration during the development of the Ouachita Parish Personnel Evaluation Programs. The definitions presented herein must be utilized by all Ouachita Parish Personnel.

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

2. Administrator – any person whose employment requires professional certification issued under the rules of the board in Bulletin 746, or who is employed in a professional capacity other than a teacher.

3. Assessment – The process by which the Louisiana Department of Education determines whether a new teacher who is seeking to retain or to acquire a regular certificate can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought.

4. Assistance level – denotes the number of times assistance has been prescribed.

5. Board –shall mean the Ouachita Parish School Board

6. Certified school personnel – those persons whose positions require LDE Certification.

7. Criteria – demonstrable levels of performance upon which a judgment or decision may be based.

8. Days –shall mean school days or work days.

9. Due process – fair and impartial treatment as guaranteed under the law, 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.

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

11. Educational accountability – reflects the respective shared responsibilities and duties of the following groups:
    a. local school boards, administrators, principals, teachers, and other personnel.
    b. the LDE
    c. parents and students; and
    d. other governing authorities as specified by the constitution and laws of the state.

12. Evaluatee – one who is evaluated

13. Evaluation – the process of making considered 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.

14. Evaluation period – the period of time during each school year in which the evaluation program will be conducted.

15. Evaluator – one who evaluates.

16. Goal – a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.

17. Grievance – shall be defined as, but not limited to, any violation of a school board employee's rights or any situation in which the grievant has been subjected to unprofessional behavior on the part of any superior or any situation in which a school board employee has in any manner been treated unfairly.

18. Immediate Supervisor – means the employee possessing supervisory and administrative authority.

19. Instructional Personnel – those LEA personnel who provide classroom instruction (e.g., classroom teacher, special education teacher, special projects teacher).

20. Intensive Assistance Plan – the plan that is implemented when experienced personnel do not meet the local school system's standards of performance through the personnel evaluation process. This plan specifies what the evaluate needs to do to strengthen his/her performance, what assistance /support is provided by the local system, the timelines and procedures for monitoring the progress, and the action that will be taken if improvement is not demonstrated.

21. Job Description – a statement of the position title, qualifications, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria that specify the level of job skill required. (The Louisiana Components of Effective Teaching must be included for instructional personnel, and the Standards of Principals must be included for building-level administrators). Space must be provided for signature and date.

22. LEA – local educational agency, parish/city school board, local school system.

23. LEA Steering Committee – a local school district committee representing instructional, certified, and other professional personnel to review the current personnel evaluation program.

24. LDE – Louisiana Department of Education

25. Multi-opportunity – more than one opportunity.

26. New teacher – any full-time employee of a local board who is engaged to provide instruction, directly and indirectly, to students in any elementary, secondary, or special education school setting; one who is not an administrator and one who holds a regular teaching certificate which when issued was valid

for three years, or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.

28. Non-Instructional Certified and Other Professional School Personnel – Those LEA personnel who do not provide classroom instruction.

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

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

31. Other professional school personnel – all school employees whose positions do not require a teaching certificate but require a college degree and/or employees without a college degree who assume major management functions by directing, administering, or managing significant departments or divisions within the LEA.

32. Performance criteria – general and specific standards by which personnel may be evaluated and on which judgments and decision making may be based.

33. Philosophy – a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and purposes of the district's philosophy are derived.

34. Professional Growth Plan – a written plan formulated by the satisfactorily performance of the evaluatee to enhance his/her skills and performance. The plan includes specific goal(s), objective(s), action plans, timelines, and evaluation criteria.

35. Public schools – public elementary and secondary schools governed by parish or city school boards and under the supervision of the LA State Board of Elementary and Secondary Education (LSBESE).

36. School board – parish or city school board governing public elementary and secondary schools.

37. School district – the area of each parish or municipality under the jurisdiction of a local school board.

38. School personnel – teachers, librarians, counselors, coordinators, administrators, and other professional personnel of the public school of the state, including members of the professional staff of the LDE.

39. Self-evaluation – 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 or 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 report.

40. Single official personnel file – single personnel file maintained in the LEA Central Office. At minimum, the contents of the single official personnel file must include: 1) documentation for the annual review or update of job descriptions and self-evaluations, 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.

41. Staff development – process designed for groups of LEA personnel with similarities guided by school/district goals and plans. Encourages collective growth in a common direction and leads to enhanced repertoire of skills/concepts.

42. Standard – that which is set up and established by an authority or by mutual acceptance as a basis for the measure of quantity, value, or quality.

43. Standard of performance – an authoritative or mutually established level of accomplishment.

44. Teacher– any full-time employee of a local board who is engaged to provide, directly and regularly, provide instruction to students in any elementary, secondary, or special education school setting including a librarian, an assessment teacher, and a counselor, who is not an administrator.

45. Uniform evaluation system – a system of evaluation that applies the same procedures in a consistent manner to all employees of each type of class of certified employees, as well as other professional school personnel.

SECTION 5.0

IMPACT OF PERSONNEL EVALUATION

The impact of the personnel evaluation process on improving teaching and learning in Ouachita Parish public schools is documented and discussed each spring at the school building and district levels. The accomplishments of certified and other professional personnel in this regard are celebrated and shared with the school community through School Board Meetings, Parent-Teacher meetings and Staff Meetings.

SECTION 6.0

EVALUATION PROCESS DESCRIPTION

Job descriptions have been developed for all certified and / or professional employees. Every person has had the opportunity to read, discuss, and sign these Job Descriptions. Evaluation instruments have been developed from these written job descriptions and each certified and / or professional employee will be evaluated annually.

The evaluation of personnel is based on the criteria specified in their written job description which includes the Louisiana Components of Effective Teaching and/or Standards for Educational Leaders in Louisiana:

1. There is only one evaluator per evaluatee.
2. All personnel will be selected and will be evaluated by the appropriate evaluator based on observations annually using the appropriate instrument. Any evaluation that results "needs improvement" or "unsatisfactory," must have written documented observations justifying such results. The greatest strengths of an evaluatee are to be recorded. Personnel will also be evaluated based upon whether or not progress has been made toward attaining the established goals and objectives of the evaluatee on the Professional Growth Plan, the evaluatee's overall status, performance self-evaluation, and other pertinent information.

3. Prior to the evaluation process, the evaluator and evaluatee will hold a conference to consider the following:
    a. Job description for the evaluatee.
    b. The Professional Growth Plan
    c. Method of evaluation
    d. A review and discussion of the evaluation instrument to be used in the evaluation process.

4. The forms utilized in the evaluation process.

5. The evaluator and the evaluatee will have a post conference following the evaluation at which time strengths and weaknesses will be discussed.

6. After the evaluation report is completed, one copy is placed in the single official file in the central office, one copy is given to the evaluatee, and one copy is maintained by the evaluator.

7. The evaluatee will be apprised of the intensive assistance and/or reinforcement programs designed to improve deficiencies noted on the evaluation report. The evaluatee will be notified of the same through written documentation.

8. Confidentiality of evaluation results will be maintained as prescribed by law. All records related to the assessment, observation, and evaluation of any school employee of the Ouachita Parish School System shall be confidential information and no one shall have access to the employee's file except for reasons as stated in Act 621 or for due process hearings. Single official files are located at the Ouachita Parish School Board Office. The following will have access to employee's personnel files: Superintendent, Personnel Director, and Assistant Superintendents.

9. Grievance procedures that follow the proper lines of authority.

SECTION 6.1

EVALUATION CRITERIA

Evaluation instruments have been developed for all certified and other professional personnel. The evaluation criteria for all certified and other professional personnel has been defined clearly in writing in the job description. Every person has had the opportunity to read and discuss the evaluation criteria. The evaluation process does include a description of the standards for satisfactory performance for all personnel.

SECTION 6.1 A

INSTRUCTIONAL PERSONNEL

Instructional personnel are evaluated on the basis of criteria defined clearly in writing in the job description which includes the Louisiana Components of Effective Teaching and/or the Standards for Education. The evaluation criteria also provides a frame of reference for a descriptive review and/or analysis of teaching in addition to a rating scale.

SECTION 6.1 B

NON-INSTRUCTIONAL CERTIFIED AND OTHER PROFESSIONAL PERSONNEL

Evaluation instruments have been developed for Non-Instructional Certified and other Professional Personnel. Non-Instructional Certified and other Professional Personnel are evaluated on criteria that are addressed in the job description that are included in the standards for satisfactory performance and in the specific Professional Growth Plan.

Criteria for evaluation for all building-level administrators is based on the Standards for Educational Leaders in Louisiana.

SECTION 6.2

ACCOUNTABILITY RELATIONSHIPS

All certified and other professional personnel are informed each year at school staff meetings, new teacher orientation and central office staff meetings as to who is responsible for their evaluation. They are evaluated according to the following:

EVALUATEE-EVALUATOR REGISTER

	Evaluatee	Evaluator
1.	Curriculum & Instruction Coordinator	Director
2.	Principals/Administrators	Superintendent or designee
3.	Facilitators	Superintendent or designee
4.	Coordinators	Superintendent or designee
5.	Supervisors	Superintendent or designee
6.	Directors	Superintendent or designee
7.	Assistant Superintendent	Superintendent
8.	Superintendent	Ouachita Parish School Board

SECTION 6.3

OBSERVATION PROCESS

The observation procedures for all certified and other professional personnel include:

Observation Register:

1. C&I Coordinator	Director
2. Principals/Administrators	Superintendent or designee
3. Facilitators	Superintendent or designee
4. Coordinators	Superintendent or designee
5. Supervisors	Superintendent or designee
6. Directors	Superintendent or designee
7. Assistant Superintendent	Superintendent
8. Superintendent	Ouachita Parish School Board

All evaluatees will be observed a minimum of one (1) time per year. Evaluatees shall be notified prior to observation concerning date and time of observation. Informal visits can be made any time without prior notice.

Observation is a critical aspect of the teacher evaluation process. The evaluator conducts observations that are of sufficient duration. A pre-observation conference is conducted to review the teacher's lesson plan. A post-observation conference is arranged to discuss and analyze the lesson, as well as to prepare an observation report. The primary purpose of this report is not to rate the teacher on a scale or checklist, but rather to, reach a consensus on commendations, as well as recommendations for strengthening or enhancing teaching. Follow-up visits and observations are conducted to determine what impact the recommendations have had on improving the quality of the teaching-learning process. Observations also may be conducted to monitor progress toward achievement of professional growth plan, objectives and to provide support or assistance.

The length of time for an observation will vary depending on the activity to be observed. A minimum of 30 minutes is required for an observation. Pre-observation conference will be held prior to observation.

The forms utilized in the observation process are listed in Section 6.3 Program Instrument Register.

Immediately following an observation, a conference is held between the observer and observee to discuss noted strengths, weaknesses, and plans for improvement. Intensive assistance will be initiated following an observation if needed. See Section 6.8 (Intensive Assistance Program).

One copy of the observation form is placed in the single official file in the Central Office, one copy is given to the person observed, and one copy is maintained by the person's immediate supervisor. The observer will give the evaluatee a copy of the observation.

The immediate supervisor must conduct at least one observation annually on all evaluatees.

SECTION 6.4

DEVELOPING THE PROFESSIONAL GROWTH PLAN

All certified and other professional personnel are required to develop a professional growth plan to strengthen or enhance the job performance. The Professional Growth Plan must be developed at the beginning of the evaluation period.

A conference between an evaluatee and the evaluator will be held. During this conference, the Professional Growth Plan will be based on objectives developed collaboratively by the evaluatee and evaluator. These plans will be reviewed and updated annually.

Successful, experienced personnel will be encouraged to explore new, untried innovative ideas or projects.

The Professional Growth Plan form which indicated a plan of action and evaluation criteria for each objective will be signed and dated by the evaluatee and the evaluator. The evaluatee

will retain a copy of all completed forms and one copy will be filed by the evaluatee's immediate supervisor (the evaluator), and one copy must be filed with the central office.

Each objective will include a plan of action to guide the evaluatee's progress, as well as observable evaluation criteria that the evaluatee and evaluator can use to determine the extent to which each objective has been achieved.

SECTION 6.5

PERSONNEL SELF-EVALUATION

The Ouachita Parish School Board encourages all certified and other professional personnel to assume significant responsibility for the evaluation of their performance.

By means of observations and conferences certified and other professional personnel are provided opportunities throughout the evaluation process for personal reflection, self-evaluation, and peer collaboration.

The parish and the local school sites will provide training for certified and other professional personnel in techniques for personal reflection, self-evaluation and peer collaboration.

Certified and other professional personnel will submit a self-evaluation prior to the end of the school year as part of the overall evaluation process.

Additional staff development opportunities will be provided for those instructional personnel who are to work as peer coaches or in other peer support and assistant roles by means of volunteering.

All due process mandated in Act 621 and Act 9 is included in the evaluation process.

The LEA process for self-evaluation must conform to the guidelines listed below:

1. Certified and other professional personnel are provided opportunities throughout the evaluation process for personal reflection, self-evaluation, and peer collaboration.

2. Certified and other professional personnel include a self-evaluation as part of the overall annual evaluation process.

3. The LEA specifies how the self-evaluation will be documented and how copies will be disseminated and filed. Documentation that self-evaluations have been completed must be placed in the evaluatee's single official file in the central office.

SECTION 6.6

THE EVALUATION PERIOD

All certified and other professional personnel are evaluated/monitored/observed in writing annually.

1. There is only one evaluator per evaluatee.

2. Prior to the evaluation process, the evaluator and evaluatee will hold a conference to consider the following:

   a. Job description, which includes the Louisiana Components of Effective Teaching and/or Standards for Educational Leaders in Louisiana

   b. Professional Growth Plan of the evaluatee

   c. Method of evaluation

   d. A review and discussion of the evaluation instrument to be used in the evaluation process.

3. All certified and other professional personnel are evaluated formally in writing each year by means of observations, monitoring and Professional Growth Plans that take into account a descriptive analysis of job performance along with a rating scale.

4. The evaluation is tailored to the levels of experience and proficiency of certified and other professional personnel.

5. A post-evaluation conference will take into account the progress that has been made toward attaining the established goals and objectives of the Professional Growth Plan, the evaluatee's overall status performance, and other pertinent information. Noted strengths, weaknesses, and further plans for improvement will be discussed. Intensive assistance in area(s) of need will be initiated.

6. One copy of the evaluation form is placed in the single official file in the Central Office; one copy is retained by the evaluatee, and one is maintained by the evaluator.

SECTION 6.7

INTENSIVE ASSISTANCE PROGRAM

Philosophy: All employees of the Ouachita Parish School Board, after being formally observed and receiving a rating lower than satisfactory, will be informed in writing and must have an opportunity to receive intensive assistance in order to improve professionally. The Intensive Assistance Plan, the observation form, and all other supporting documentation will be kept on file at the central office in the evaluatee's single official file.

A. The evaluator and evaluatee collaboratively design the Intensive Assistance Plan.

B. In-service will be provided by the principal at the local level and/or on the parish level for those evaluatees receiving "Needs Improvement" or "Unsatisfactory" on the initial observation. If, in the follow-up observation, the evaluatee received "Needs Improvement" or "Unsatisfactory" ratings, the above process will be repeated. Attendance at these in-services will be mandatory.

C. Additional assistance may include:
   1. Help by a master/resource teacher
   2. Assistance by the appropriate Instructional Team member
   3. Observing other successful teacher(s)
   4. Help by the principal/administrator

D. The office of the Director of Professional Accountability will maintain documentation of the professional development support which is necessary to enable the certified and other professional personnel to meet the objectives of this plan.

E. In-service programs will be developed for those performing unsatisfactorily or needing improvement. These in-service programs could include but are not limited to the following:

   1. Specific help from successful administrators
   2. In-service programs developed
   3. Improvement through Goals and Objectives contracts

F. Multiple opportunities to improve will be provided the evaluatees through a combination of the above.

G. The employee supervisor, with needed assistant from the Director of Professional Accountability, will be responsible for designing the employee's intensive assistance timelines (not to exceed one (1) year). The intensive assistance program will be based on the deficiencies noted in the observation.

H. The intensive assistance process must conform to the guidelines listed below:

1. An intensive assistance program is provided for evaluatees who do not meet standards for satisfactory performance.

2. Any evaluatee placed in an intensive assistance program is informed in writing of the reason(s) for this placement.

3. An intensive assistance plan is developed for any evaluatee placed in such a program.

4. The LSD documents the professional development support which is necessary to enable the certified and other professional personnel to meet the objectives of this plan.

5. The LSD takes appropriate action in accordance with legislative, LSBESE, and local school board mandates if satisfactory improvement is not demonstrated.

6. The intensive assistance plan must specify the following:
   a) 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;

   b) the evaluator and the evaluatee collaboratively design the plan;

   c) what assistance/support/resource is provided

   d) evaluatee and evaluator(s) names and position titles;

   e) space for indicating the date that the assistance program is to begin;

   f) space for the date when the assistance program is to be completed;

   g) evaluator and evaluatee signature and date lines; (Signatures and dates must be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);

   h) the timeline for achieving the objectives and procedures for monitoring the evaluatees progress (not to exceed one year);

   i) explanation of provision for multiple opportunity to improve (The intensive assistance programs must be designed in such a manner as to provide the evaluatees with more than one opportunity to improve.);

   j) the action that will be taken if improvement is not demonstrated;

k) The intensive assistance form must be designed in a manner that would provide for the designation of the level of assistance and a description of performance.

7. Completed intensive assistance plans and all supporting documents such as observations, correspondence, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's single official file at the Central Office.

INTENSIVE ASSISTANCE TIMELINE

1. Notification of In-service Participation	Observee notified within seven (7) working days after receipt of observation report by their Supervisor.
2. Follow-up observation	Within fifteen (15) working days after in-service has been completed.
3. Non-improvement	Observee will repeat in-service program if no improvement is noted/ observed.

H. If an evaluatee continues to exhibit non-improvement or unsatisfactory performance after he/she has been observed and notified in writing within a prescribed period of time of the area(s) of performances assigned assistance, and informed of the in-service programs available to remedy these performances, he/she will have a specified time period, (not to exceed one (1) year), to complete assistance. If no improvement is noted, the evaluatee will be given more opportunities to improve and correct unsatisfactory findings. If at the end of this time, improvement is not evident, an employee may be recommended for termination (within six months) using the due process provisions.*

NOTE: Administrator has three (3) days within which to turn in "Needs Improvement" or "Unsatisfactory" observations to the Director of Professional Accountability.

Failure to adhere to Intensive Assistance Plan timelines or failure to attend designated in-services at the specified time is reasonable cause for disciplinary action, up to and including termination.

SECTION 6.8
INDUCTION OF NEW TEACHERS

A concerted effort will be made by the Ouachita Parish School Board and the local school site to insure that new (beginning) teachers are socialized in a professional manner to experience success in the classroom.

Each new teacher will be provided a peer teacher at the local school site and be allowed to observe highly effective teachers.

The Louisiana Components of Effective Teaching will be the focus for the evaluation of beginning teachers, including assistance for beginning teachers with a Provisional or Temporary Teaching Certificate.

Assistance made available through the Ouachita Parish School Board and the local school sites personnel evaluation process will be coordinated with the state support and assessment program for new teachers.

SECTION 6.9

PROCEDURES FOR RESOLVING CONFLICT-DUE PROCESS

All due process mandated in Act 621 and Act 9 is included in the evaluation process.

1. The evaluator will provide individual evaluatee with a copy of the evaluation results within 15 working days after the completion of the evaluation: The same will be done following an observation.

2. A post-evaluation conference will be held following the evaluation and prior to the end of the school year in order that the results of the evaluation can be discussed. (Both the strengths and weaknesses of the evaluatee will be included the discussion.)

3. The evaluation program includes procedures for resolving conflict in a fair, efficient, effective, and professional manner.

4. The individual will be permitted to file his/her own written evaluation. (This may or may not be by means of a self-evaluation form provided the evaluatee by the LEA.)

5. The evaluatee may file a written response to the evaluation which will become a permanent attachment to the evaluatee's single official personnel file. Response must be within 5 working days.

6. Evaluatees not performing satisfactorily will be informed in writing of such determination.

7. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question will be amended or removed from the evaluation.

8. The evaluatee will be provided with ample assistance to improve noted performance.

9. The evaluatee may request that an evaluation be conducted by another source. (The supervisor of the respective discipline will be the evaluator.)

10. Confidentiality of evaluation results will be maintained as prescribed by law. All records related to the assessment, observation, and evaluation of any school employee of the Ouachita Parish School System shall be confidential information and no one shall have access to the employee's file except for the reasons as stated in Act 621 or for due hearings. Single official files are located at the Ouachita Parish School Board Office. The following will have access to employee's personnel files: Superintendent, Supervisor of Personnel, and Assistant Superintendents.

11. Grievance procedures that follow the proper lines of authority will be established as stated below.

GRIEVANCES AND COMPLAINTS

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

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

PART I DEFINITIONS

A. Board

Board shall mean the Ouachita Parish School Board.

B. Grievance

Grievance shall be defined as, but not limited to, any violation of a School Board employee's rights or any situation in which the grievant has been subjected to unprofessional behavior on the part of any superior or any situation in which a School Board employee has in any manner been treated unfairly.

C. Days

Days shall mean school days or work days.

D. Immediate Supervisor

Immediate Supervisor means the employee possessing supervisory and administrative authority over the action being grieved.

PART II - PROCEDURE (General)

General Matters

A. An employee is entitled to representation of his/her choice at all levels of the grievance process after Step One. The employee who chooses to have a representative shall provide advance written notice of the name of the representative to the Superintendent or designee.

B. *Working day* is defined as any day the Ouachita Parish School Board *Administrative Office* is open for business.

C. Nothing in this grievance policy shall be applicable to any job action taken against an employee, including, but not limited to, a recommendation for termination of employment. Any recommendation for termination shall be handled in accordance with any applicable law, such as the teachers' tenure law, the bus driver tenure law, etc. as well as in accordance with School Board policy and procedure for termination of classified employees.

D. The employee(s) or the administration may request an extension of time to comply with the mandates of this policy at any step. The maximum extension that can be granted is the applicable time limit for the step at which the grievance is in the process.

PART III - PROCEDURE

INFORMAL LEVEL

Any complainant who has a grievance shall attempt to resolve the grievance on an informal basis between the immediate supervisor and the aggrieved.

Step One

A. An employee shall submit a written complaint to the principal or for personnel not based at a school site to the immediate supervisor within ten (10) working days of the date of the alleged complaint. If the complaint is not submitted within the time prescribed, the employee has no further right with respect to the claim or grievance.

B. Within five (5) working days of the receipt of a complaint, the principal and/or the immediate supervisor and the employee(s) shall meet to attempt to resolve the complaint. The principal or the immediate supervisor shall receive, investigate and consider information from all affected parties he/she feels necessary to resolve the complaint and to make a decision.

C. Within five (5) working days following the meeting between the principal or the immediate supervisor and the employee(s), the principal or the immediate supervisor shall mail or deliver his/her decision in writing to the employee(s). The principal or immediate supervisor is required to document the date the employee receives the written decision.

Step Two

A. If the employee (or group of employees) is not satisfied with the disposition of the grievance by the principal or the immediate supervisor, then within five (5) working days of receipt of the decision from the principal or the immediate supervisor, the employee(s) or the employee's representative may submit to the Superintendent or designee a written request for a Step 2 review together with a copy of the written decision rendered in Step One. If the employee fails to request the review within the time limit set out above, the employee shall have no further right to proceed through the complaint/grievance process.

B. The Superintendent or designee shall within ten (10) working days provide a written notice to the employee(s) of the disposition of the grievance based upon the file presented to the Superintendent or designee. The date of receipt by the employee of the written notice of the disposition shall be documented in the file.

Step Three

A. If the employee is not satisfied with the written notice of disposition of the grievance by the Superintendent or designee, the employee(s) may, within five (5) working days of the date of receipt of the Superintendent's notice of disposition, request a full hearing, of the claim or grievance before the Superintendent or designee. If the employee fails to request a hearing within the time limit set out above, the employee shall have no further right to proceed through the complaint/grievance process.

B. The Superintendent or designee shall schedule the full hearing with the employee(s) within twenty (20) working days of the request for a hearing. The

Superintendent or designee may receive at the hearing written statements of witnesses, other written materials and/or interview witnesses, if relevant to the claim or complaint. The hearing is an informal meeting or hearing controlled by the Superintendent or designee. The purpose of any such fair hearing is to resolve the complaint. The Superintendent or designee shall provide for the recording of the hearing and will maintain a transcript of the proceedings. Following the hearing, the Superintendent or designee shall make a written recommendation regarding the disposition of the grievance. The recommendation of the Superintendent or the designee will be provided to the employee not more than thirty (30) working days following the hearing. The Superintendent or designee's recommendation, together with a copy of the transcript of the hearing as well as the previous decisions, shall also be provided to the School Board within the same time frame set out above for disposition of the grievance.

Step Four

A. On the basis of the written recommendation and the transcript of the hearing before the Superintendent or designee provided to the School Board, the School Board shall dispose of the grievance. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the School Board. An employee or their representative may comment on the School Board's proposed disposition of the grievance. The School Board may vote to affirm, reverse or modify the recommendation. Absent a motion and second to modify or reverse the recommendation, the Superintendent's recommendation shall stand. Notice of the School Board's decision shall be given to the employee(s) and to the individuals who rendered the Step One and Step Two decisions. The School Board's action shall be final.

SECTION 7.0

STAFF DEVELOPMENT FOR PERSONNEL INVOLVED TEACHER EVALUATION

Ouachita Parish provides training on a continuing basis for all staff involved in the teacher evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and classroom teachers).

Initial training focuses on developing the following:

1. A positive, constructive attitude toward teacher evaluation;
2. A knowledge of state laws and LEA policies governing the teacher evaluation process and associated due process procedures;

3. An understanding of the Louisiana Components of Effective Teaching; and

4. An understanding of the Standards for Educational Leaders in Louisiana; and

5. An understanding of the LEA's personnel evaluation program, including the philosophy and purposes, criteria, and procedures

The LEA, through their assigned location, provides further training in the following skill areas:

1. Data collection skills necessary to document a teacher's performance accurately;

2. Data analysis skills necessary to make accurate judgements about a teacher's performance;

3. Conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;

4. Skills in developing and facilitating meaningful professional growth plans that strengthen or enhance teaching effectiveness; and

5. Skills in writing effective evaluation reports that document how evaluation has impacted the quality of the teaching-learning process in the classroom.

SECTION 8.0

PROCESSING INSTRUMENTS

The process instruments conform to the guidelines listed below:

1. A **Professional Growth Plan Form** is developed for all certified and other professional personnel. This form includes space for objectives, as well as a plan of action and evaluation criteria for each objective. The PGP form must include annual signatures and date lines to document the initiation/development of the plan and the annual review/update.

2. An **observation form** is developed to complement the evaluation form. For instructional personnel, it is not acceptable to use only a rating scale or checklist to rate a successful, experienced teacher on all the criteria included in the job description.

3. An **evaluation form** is designed for use in the evaluation process. For instructional personnel, only a checklist or rating scale is not acceptable; rather, space is provided for a narrative description of the evaluator's commendations and recommendations for the evaluatee.

4. A **self-evaluation form** is developed for all personnel to use in assessing their own performances.

5. An **Intensive Assistance Plan Form** is developed for use in the evaluation process. Space is provided for evaluators to delineate what the evaluatee needs to do to strengthen his/her performance, what assistance/support is provided by the school district, and the timelines and procedures for evaluating the evaluatee's progress.

SECTION 9.0

JOB DESCRIPTIONS

Each Job Description will include the following:

1. Position Title
2. Qualifications for the job as stated in the Louisiana State Department of Education Bulletin #746
3. The person(s) the job holder is to report to
4. Whom the individual will supervise, if applicable
5. Job Responsibilities
6. Signature line for the individual to sign
7. Date Line

The absence of the term "Supervises" on a Job Description denotes no supervisory responsibilities for that position.

Documentation of current signature reflecting the annual review and/or receipt of job description will be files in the Central Office files.

Job descriptions for instructional personnel include the Louisiana Components of effective Teaching as part of the performance responsibilities. Job Descriptions for building level administrators include the Standards for Educational Leaders in Louisiana as part of the performance responsibilities.

SECTION 10.0

EMPLOYMENT REQUIREMENTS

1. Ouachita Parish shall request in writing the evaluation and/or assessment results of any person it wishes to hire.

2. Ouachita Parish shall provide other school boards with evaluation and/or assessment results of persons that the other school boards wish to hire upon written request.

3. The evaluatee shall be given the opportunity to review those evaluation and/or assessment results and provide any response or information that the evaluatee deems appropriate.

SECTION 12.0

STATEMENT OF ASSURANCE

The Ouachita Parish School Board evaluation Program has been reviewed and approved by the local school board and will be implemented as written.

Mr. Jerry Hicks, President
Ouachita Parish School Board

Dr. Don Coker, Superintendent

03/12/2019
Date

OUACHITA PARISH
LEA

Todd Guice
Personnel Director

03/12/2019
Date

APPENDIX

- **Job Descriptions(Alphabetical Order)**
- **Professional Growth Plan**
- **Employee Intensive Assistance**
- **Conference Form**
- **Personnel Evaluation Plan**

ATTACHMENTS

- **Evaluation Forms**
- **Observation Forms**

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Assistant Superintendent**

QUALIFICATIONS: As stated in Louisiana Department of Education Bulletin #746

REPORTS TO: Superintendent of Schools

SUPERVISES: As stated in Job Goal

JOB GOAL: The Assistant Superintendent is directly responsible to the Superintendent and functions to coordinate and supervise the general operations of the system including, but not limited to, planning and supervision of all construction, renovation, maintenance of all schools plants and service of buildings, not related to construction for consolidation, climate control, and renovation being undertaken by the tax millage, the efficient transportation of the student population, distribution and warehousing of textbooks, supplies and equipment to the various school sites; developing a food service program as a practical application of sound nutrition and functionally efficient proprietary program; supervisor of child welfare and attendance including such areas of attendance as attendance zones, expulsion and suspension; computer operations and services, and serves as the Chief of Staff.

PERFORMANCE RESPONSIBILITIES:

1. Assist the Chief Financial Officer in the fiscal planning for the school corporation, translating the needs into cost and revenue requirements which maximize the utilization of all available resources in an optimum cost manner.

2. Assist the Superintendent and Chief Financial Officer in the preparation of all regular and special school board meetings, and prepare such documents as are necessary to inform the Board on matters of school operations. Said board meetings shall also be attended by the Assistant Superintendent.

3. Supervise and evaluate general operation of the individual schools including such areas as maintenance and janitorial upkeep, transportation and financial planning.

4. Initiate and direct efficient and effective procedures for the collection of data relative to energy conservation and establish programs for the reduction in the consumption of and conservation of all forms of energy. Such activities as workshops, meetings, inspections and energy activities are to be included.

5. Initiate and develop an office operational plan, maximize available office staff and provide for such procedures and directives as are necessary to provide for vacations, substitutes, sick leave, holidays, office hours, and other office personnel operations as needed.

6. Develop with the assistance of the Director of Informational Technology and the Directors, a school calendar for each school year to be presented to the Superintendent and subsequently to the School Board for adoption. The development and planning shall include input from all areas of the school community.

7. Assist the Chief Financial Officer, as needed, with the creation of a budget for the entire system utilizing budget requests submitted by each department or fund, and provide on-going supervision of expenditures and income in order to maximize the utilization of funds available and to insure that the objectives and purpose of such fund expenditures are within the limits of its budget and are consistent with all federal, state, and local laws, codes and regulations.

8. Coordinate all phases of administrative matters in cooperation with the Directors.

9. Prepare such reports, documents, and charts as shall be pertinent to the operational functions of the system.

10. Shall supervise the receiving, inspection, distribution, storage, recording, maintaining inventory and use of materials, equipment and supplies necessary for the operation of the school system in accordance with the system of inventory control set up by the Chief Financial Officer

11. Shall assist the Chief Financial Officer in the appraisal and review of insurance needs of all buildings, grounds, facilities, equipment and personnel, and work with such committees as provided by the Ouachita Parish School Board and the Superintendent and to make appropriate and detailed written recommendations to same.

12. Supervise all regular maintenance and construction operations and projects not related to construction for consolidation, climate control, and renovation being undertaken by the tax millage, providing plans and priorities to the Superintendent of the Ouachita Parish School Board as needed.

13. Shall assist the Supervisor of Custodial Services with all janitorial and custodial personnel, provide such in-service workshops, classes and demonstrations as he shall deem necessary to maintain current methods and procedures in that department.

14. Supervise and evaluate annually all reports to be issued by his office and all reports received by his office in accordance with established procedures of the School Board and all such regulations and directives issued by the Superintendent's office.

15. Establish and maintain efficient procedures for the storage and retrieval of records attendant to his office with appropriate security measures in such a manner that they may be accurately and rapidly processed according to established procedures.

16. Prepare and submit and cause to have prepared and submitted according to established procedures all required and requested local, state, regional and national forms and reports of operational functions of the School Board.

17. Meet with individuals and groups publicly and privately, for the purpose of discussing the various aspects of the operational functions of the School Board as well as the functions of his office.

18. Establish and maintain procedures and criteria for periodic evaluations under his supervision and to submit plans and objectives as required by the Superintendent for the operation of his office.

19. Develop a liaison relationship with local, state, and federal elected and appointed officers and offices on behalf of and under the direct supervision of the Superintendent for the purpose of securing legislation favorable to the promotion and development of goals and objectives of the Ouachita Parish School System.

20. Be responsible for the efficient and effective general operation of the school system, maintaining continuing supervision of costs and cost effectiveness of such operation, assuring the maintenance of budgetary constraints within the limitation approved by the Ouachita Parish School Board.

21. Institute and direct procedures and criteria for review of all functions of this office maintaining close affiliation with those organizations dedicated to research, development, and promotion of similar departments on local, state, and national levels.

22. More specifically, supervise, direct, assist and evaluate the departments assigned by the Superintendent.

23. Cooperatively develop goals and objectives with the Superintendent of Schools only after conducting a needs assessment where priorities are listed and toward some areas of this job description.

24. Serves in the role of the Chief of Staff.

25. Perform other duties and assignments as directed by the Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.

- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in supervisory positions
- Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
- Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
- Conduct school/class walk trough's
- Instructional Leadership Team meeting

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Asst. Superintendent _____ _____
(Signature) **(Printed Name)**

Last 4-digits of SS#: _____ **Date:** _____

Evaluator _____ _____
(Signature) **(Printed Name)**

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Assistive Technology Coordinator**

QUALIFICATIONS: MA Speech Pathology and Occupational Therapy and/or training in assistive technology. Holds a valid Louisiana teaching certificate and has at least five years of successful classroom teaching experience. Additional criteria may be required.

REPORTS TO: Director of Special Education

SUPERVISES: None

JOB GOAL: To work cooperatively with school personnel in providing assistance with related services and activities dealing with the administration of special services to disabled students, and to foster cooperation between all school programs.

PERFORMANCE RESPONSIBILITIES:

1. Assesses the assistive technology needs of a child with disabilities when an assistive technology referral is received.
2. Coordinate the assessment with other personnel when needed.
3. Consult with the families and service providers of a child with a disability when they are referred for an assistive technology assessment.
4. Provide assistive technology reports to families and service providers following an assistive technology assessment and/or consultation.
5. Obtain necessary assistive technology materials purchase/lease/loan).
6. Return assistive technology materials obtained through a lease or loan system.
7. Maintain a "library" of assistive technology materials and coordinate the parish loan system.
8. Program and design assistive technology devices.
9. Provide training and technical assistance to personnel involved in assistive technology issues.

10. Serve as a resource contact person for assistive technology concerns and needs.

11. Maintain, repair, or replace assistive technology devices as needed.

12. Serve as contact person for occupational and physical therapy materials requests.

13. Monitor and track the progress of the assistive technology program for a child with a disability.

14. The coordinator will perform all other duties and responsibilities not listed as delegated by the Administrator of Special Education Instructional Program and Disproportionality.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.

- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in teaching profession
    - Lesson Plans
    - Instructional Duties (planning, collaboration meetings)
    - Collaborate with colleagues and departments
    - Grade Papers
    - Take and record attendance
    - Enter/Average Grades
    - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
    - School committees or task forces to contribute to school improvement initiatives
    - Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
- Supervision of Students prior to school and/or drop-off, when assigned
- Supervision of Students in the classroom
- Supervision of students between classes, during recess/intermission, during lunch, assemblies
- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets

- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
    - Parade
    - Tea
    - Coronation
    - Practices for Tea and Coronation
    - Parent Meetings for Homecoming
    - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: Ten Months

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____

(Signature) (Printed Name)

Last 4 SS#: _____ Date: _____

Evaluator _____ _____

(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Audiologist**

QUALIFICATIONS: Graduation from an accredited school of audiology with a minimum of a Master's Degree and National Certification from the American Speech-Language-Hearing Association

REPORTS TO: Director of Student Support Services or designee

SUPERVISES: Assigned Classes

JOB GOAL: Professional audiological work involving the administration of all forms of audiology appropriate for this population (school age).

PERFORMANCE RESPONSIBILITIES (PUPIL APPRAISAL)

- Audiological evaluations for initial evaluations and re-evaluations.
- Report writing for initial evaluations and reevaluations
- Case staffings.
- Audiological evaluations for preschool screening clinic and preschool evaluation clinic.
- Report writing for preschool evaluation clinic.
- Preschool evaluation clinic staffings.
- Attend IEP meetings.

ADDITIONAL DUTIES:

- Audiological evaluations for referrals from school hearing screenings.
- Assign soundfield systems for hearing impaired students.
- Deliver and instruct teachers on the usage of the soundfield systems.
- Maintain, troubleshoot and repair broken soundfield systems throughout the year.
- Advocate for hearing impaired students.
- Perform any additional duties as assigned by immediate Supervisor.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal
   - Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Behavior Intervention Strategist**

QUALIFICATIONS: Master's Degree in Education, Psychology, Social Work, or Counseling with emphasis on behavior management and intervention.

REPORTS TO: Facilitator of Pupil Appraisal Services

SUPERVISES: No supervisory responsibility

JOB GOAL: To develop alternatives to suspensions and expulsions; to serve as Student Support Services Representative for all suspensions and expulsions and to provide teacher training in classroom management and motivating students academically, vocationally and socially and to provide parent training.

PERFORMANCE RESPONSIBILITIES:

1. Serves as Student Support Services Representative for all suspensions and expulsions.
2. Assists teachers in the design of appropriate behavior management programs for individual students and targeted classrooms.
3. Works directly with the school system and other service providers to establish and coordinate cooperative working relationships.
4. Works directly with consultants to plan and conduct training sessions.
5. Reviews existing behavior management programs and assists, upon request, with program modifications.
6. Provides in-service to all school personnel upon request.
7. Assists with the monitoring of schools to assure that the regulations concerning the discipline of disabled students are being implemented.
8. Performs all such other duties as assigned by the Administrator of Special Education Instructional Program and Disproportionality.

9. Assesses Performance assessed through an annual evaluation.

10. Designs and implements a Professional Growth Plan.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.

- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
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   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
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TERMS OF EMPLOYMENT: as stated

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: Career and Technical or Vocational Education Program Coordinator (FLSA – Exempt)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate
- Master's Degree
- Louisiana certification as a Principal or an Educational Leader
- Louisiana certification to teach in one of the following: Agriculture, Business, Computer Science, Family and Consumer Science, Journalism, Marketing, Speech, or Technology Education.
- Five years of successful teaching experience or five years of successful administrative experience (in a position that requires a teaching certificate).

REPORTS TO: Director of High Schools

SUPERVISES: N/A

JOB GOAL: The Program Coordinator is responsible for the general management of assigned program faculties and for enforcing all laws, rules, regulations, and policies as set forth by the Ouachita Parish School Board and/or the Legislature of the State of Louisiana in such a way that effectiveness and efficiency will be maintained in the school program.

PERFORMANCE RESPONSIBILITIES – PROFICIENCIES

GENERAL RESPONSIBILITIES:

ESSENTIAL FUNCTIONS:

The program coordinator is responsible for the effective management of programs, personnel, materials and facilities in order to develop an optimum learning climate for the unique needs of the program. He/she shall direct the operation of the program in accordance with policies established by the Board of Elementary and Secondary Education of the State of Louisiana, the State Department of Education, and the Board of Education of Ouachita Parish. He/she has the primary responsibility to provide an

educational program that is responsive to student needs; while at the same time, addresses the goals and objectives of both the district and the program. The facilitator shall plan, implement, monitor, and evaluate functions of the overall management and leadership of the program. He/she shall be responsible for the program's operation within the financial limitations of the district and site.

PERFORMANCE RESPONSIBILITIES:

VISION *

1. Works collaboratively with the school community to develop and maintain a shared vision.

2. Brings the program vision to life by using it to guide decision making about students and the instructional program.

3. Maintains faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults.

4. Maintains open communication with the school community and effectively conveys high expectations for student learning to the community.

5. Provides opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing program improvement.

6. Monitors, assesses, and revises the program's vision and goals as needed.

7. Fosters the integration of students into mainstream society while valuing diversity.

TEACHING AND LEARNING *

1. Recognizes, models, and promotes effective teaching strategies that enable students to apply what they have learned to real world experiences.

2. Encourages and supports the use of both innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students.

3. Conduct frequent classroom visits and periodic observations; provides constructive feedback to faculty and staff, and suggests models of effective teaching techniques when needed.

4. Fosters a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized.

5. Promotes collaboration and team building among faculty.

PROGRAM MANAGEMENT *

1. Maintains a safe, secure, clean, and aesthetically pleasing physical plant.

2. Establishes and/or implements laws, policies, regulations, and procedures that promote effective operations.

3. Maintains a positive environment where proper student discipline is the norm.

4. Manages fiscal resources responsibly, efficiently, and effectively and monitors whether others do so as well.

5. Manages human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective staff.

6. Monitors support services such as transportation, food, health, and extended care responsibly.

7. Provides and coordinates appropriate co-curricular and extracurricular activities.

8. Uses shared decision making effectively in the management of the program.

9. Manages time and delegates appropriate administrative tasks to maximize attainment of program goals.

10. Uses available technology to manage program operations.

11. Monitors and evaluates program operations and uses feedback appropriately to enhance effectiveness.

PROGRAM IMPROVEMENT *

1. Provides ongoing opportunities for staff to reflect on their roles and practices in light of student standards and program's goals.

2. Grows professionally by engaging in professional development activities and making such activities available to others.

3. Facilitates site-based research and uses these and other research finds to plan program improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.

4. Fosters the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards.

5. Enhances program effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with program improvement.

PROFESSIONAL DEVELOPMENT *

1. Communicates a focused vision for both program and individual professional growth.

2. Uses research and data from multiple sources to design and implement professional development activities.

3. Secures the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies.

4. Provides opportunities for individual and collaborative professional development.

5. Provides incentives for learning and growth and encourages participation in professional development activities at the national, state, and parish levels.

6. Assesses the overall impact of professional development activities on the improvement of teaching and student learning.

PROGRAM COMMUNITY RELATIONS *

1. Is visible and involved in the community and treats members of the community equitably.

2. Involves the program in the community while keeping the community informed.

3. Uses community resources to enhance the quality of the program, including those resources through business and industry.

4. Recognizes and celebrates program successes publicly.

5. Communicates effectively, both interpersonally and through the media.

PROFESSIONAL ETHICS *

1. Models ethical behavior at both the program and community levels.

2. Communicates to others expectations of ethical behavior.

3. Respects the rights and dignity of others.

4. Provides accurate information without distortion and without violating the rights of others.

5. Develops a caring environment in collaboration with faculty and staff.

6. Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.

7. Minimizes bias in self and others and accepts responsibility for his/her own decisions and actions.

8. Addresses unethical behavior in self and others.

GENERAL OPERATIONS *

1. Supervises all personnel assigned to the program.

2. Maintains a visible and accessible presence.

3. Protects instructional time when scheduling events and communication efforts.

4. Ensures that facilities are conducive to a positive environment.

5. Assumes responsibility for all physical properties assigned to the program.

6. Plans, prepares, and distributes student and faculty handbooks.

7. Cooperates with community agencies whose purpose relates to the health, safety, and welfare of students.

8. Assumes responsibility for closing of program activities.

9. Perform any other tasks as assigned by immediate Supervisor.

** Indicates Louisiana Standards for Principals in Louisiana, 1998.*

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suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

Work Environment/Hours Worked:

The program facilitator is required to work in a setting with a climate-controlled environment subject to School Board energy policy guidelines and in outside areas subject to climate extremes. The length of the workday varies from the length of the school day to extended days as the result of evening activities or emergencies. In addition, job responsibilities may require work on weekends or holidays and attendance at meetings other than the location of the program site.

Communication Skills:

The program facilitator must be able to communicate effectively in both written and oral forms of Standard English. He/she must be able to give and receive information accurately via a telecommunication system. He/she must be able to communicate effectively with students, parents, school personnel, and the public in both individual and group situations. He/she must be able to access data to summarize information accurately, and to provide written reports to his/her supervisor.

Equipment Used:

The program facilitator may be required to use a telephone, computer, keyboard, facsimile machine, calculator, copy machine, printer, intercom, public address system, security alarm system, and other appropriate office machines.

Physical Involvement:

The program facilitator may be required to perform the following physical activities: sitting, standing, walking, and running; observing and monitoring students in all facets of the school environment; reaching, bending, and lifting 50 pounds; physical restraint of another person or persons; ability to provide personal transportation to work locations, and meeting sites; and mobility skills necessary to access a variety of work sites.

Mental Involvement:

The program facilitator must be able to understand and interpret written and verbal instructions from his/her supervisor. He/she must be cognizant of policy and procedures of the Ouachita Parish School Board related to his/her position and the implementation of said policies and procedures.

Human Relations Involvement:

The program facilitator must be able to work in group settings and serve as a resource to administrators, faculty, staff, students, parents, and community. He/she must be

able to respond appropriately to supervision and to accept commendations and recommendations.

Qualifications:

The program facilitator shall meet State minimum certification requirements for a principal/educational leader as outlined in Department of Education Bulletin 746 and local school system requirements as they exist at the time of appointment to this position.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings

- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

TERM OF EMPLOYMENT: as stated

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Chief Academic Officer**

QUALIFICATIONS:

- Master's degree from accredited college or university.
- Louisiana Certification with Administration, Certification as a Parish or City School Supervisor of Instruction, and/or Educational Leader Endorsement.
- Five years of successful administrative or management experience in education at the level of principal, supervisor, or district coordinator in the area of curriculum, assessment and accountability with experience in regular education and special education preferred.

REPORTS TO: Superintendent

SUPERVISES: Instructional Team; Supervisor of Testing; Elementary Schools; Middle Schools; High Schools; Student Support Services; Federal Programs; Directors of these departments.

JOB GOAL: The Chief Academic Officer is responsible for providing leadership and direction for the planning, implementation, and assessment of Academic and Support Programs.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate the development of instructional programs for the district.
2. Provide support to principals in local program planning for improvement in academics.
3. Assist with leadership, direction, and oversight of district alternative education.
4. Meet regularly with key personnel throughout the district to ensure that proper information flows through leadership.
5. Coordinate strategic planning related to academics.
6. Assist in the formulation of philosophy and goals for the regular and special instructional programs.

7. Recommend changes in instructional programs for the district to the Superintendent.

8. Encourage the development, publication, and use of new instructional materials by the professional staff.

9. Coordinate and direct the work of staff who develop district-wide programs and curricula to meet the varying needs of the district.

10. Establish procedures for implementing new instructional programs or changes in current instructional programs.

11. Oversee continuous evaluation and assessment of the district's curricular and instructional programs in order to measure their effectiveness.

12. Work with staff to ensure vertical and horizontal continuity and articulation of the instructional program throughout the district.

13. Work with staff to coordinate meetings related to academics, curriculum & accountability.

14. Provide leadership to ensure understanding and promotion of the educational objectives of the district.

15. Interpret the curriculum and its philosophy to the Board, administration, staff, and community.

16. Provide guidance to and work cooperatively with staff members in the planning, administration, and evaluation of professional development activities.

17. Provide leadership and oversight for building-based Instructional Learning teams.

18. Provide guidance from and to administrators and other staff on program assessment and implementation of new programs.

19. Keep informed of current research, trends, new materials and methods in the fields of curriculum and instruction and share information with staff.

20. Provide leadership and guidance for activities related to grants and implementation of programs related to such grants.

21. Oversee district curriculum Pre-K through 12th grade.

22. Stay apprised of governmental statues, regulations, and rules relating to academic and special programs.

23. Represent the district at academic meetings.

24. Work with the Chief of Staff and building principals in recruitment, screening, and assignment of instructional personnel.

25. Ensure the academic and special programs department needs are met by accurate budget preparation and monitoring.

26. Assist in the development and oversight of budget areas that pertain to academics and special programs.

27. Oversee the evaluation and translation of academic data.

28. Oversee the library programs.

29. Maintain effective liaison with the State Department of Education and other school districts in order to keep abreast of new developments in education.

30. Oversee the duties and actions of the Instructional Team.

31. Oversee the assessment & accountability program for students, schools, and District.

32. Oversee assignment & function of the Instructional Team.

33. Oversee the Pupil Progression Plan.

34. Leads curriculum development, implementation, and assessment.

35. Assists the superintendent in matters of instruction including long-range planning.

36. Oversees PreK-12 instructional departments including elementary, middle, high, special education, and federal programs.

37. With the input of the instructional directors, the CAO will oversee the assignment and needed duties of the Instructional Team.

38. Directs and evaluates instructional improvement, curriculum and instruction, professional development, special education, English learners, student support services, and federal programs.

39. Oversees the development of policies and practices, which are designed to support and enhance educational opportunities for students in the district.

40. Oversees the local and state instructional assessment program.

41. Will take the lead on implementing the procedures and practices for evaluating school-level administrators in the LEADS evaluation process.

42. Approves local/state/federal budgets for curriculum and instruction purposes and non-human resources.

43. Leads the evaluation of curriculum and resources to determine their effectiveness in the instructional program.

44. Leads the planning, development, and implementation of professional development efforts and the implementation of new and existing educational programs.

45. Will lead in the oversight of the planning of professional development, practices, and routines of our curriculum coordinators and other curriculum support personnel in our schools and across our instructional departments.

46. Oversees the continual blend of technology in our classrooms to determine what is needed and what needs to be removed.

47. Perform other tasks and assumes other responsibilities as assigned by Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.

- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meeting

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
  Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERMS OF EMPLOYMENT: Twelve (12) Months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE:	**Chief Financial Officer** (FLSA – Exempt)
QUALIFICATIONS:	Must hold a baccalaureate degree from a nationally accredited institution of higher learning. Must have a current Certified Public Accountant status. Must have computer accounting background. Must have at least three (3) years successful experience in office management and finance, accounting and/or auditing.
REPORTS TO:	Superintendent or designee
SUPERVISES:	Central Office Accounting Departments, Payroll Department, Insurance Department, Grant Accounting, Purchasing Department, Individual School Accounting Departments, CNP Department, Custodial Services, Graphic Arts, Warehouse
JOB GOAL:	The Chief Financial Officer must maintain those ethical business processes required for the efficient operation of the school corporation.

PERFORMANCE RESPONSIBILITIES:

1. Initiate and direct efficient and effective procedures and criteria for the coordination of the financial planning of the school corporation and shall prepare and submit a detailed written document which shall analyze the material and personnel needs of the parish school system and translate these needs into costs and revenue requirements which maximize the utilization of all available resources in an optimum cost manner.

2. Initiate and direct efficient procedures for establishing and maintaining the accurate accounting, auditing, and reporting policies and regulations of all financial activities in accordance with state laws and regulations as well as regulations and codes adopted by the Ouachita Parish School Board in a manner which will maximize the utility of such information by the members of the Ouachita Parish School Board and State Department of Education.

3. Prepare, at the direction of the Superintendent, the formal budget document for submission to and for approval of the Ouachita Parish School Board as well as the Louisiana Department of Education.

4. Prepare such reports, documents, and charts as shall be pertinent to the interpretation of all matters related to the financial operation of the school district.

5. Establish and maintain efficient and effective criteria and procedures for the requisitioning, purchasing, receiving, inspecting, storing, recording, distributing, maintaining of all inventoried materials and supplies necessary for the operation of the school system in terms of meeting the objective and purpose of the system and consistent with all federal, state, and local laws, codes and regulations. This shall include maintaining an auditable inventory system for the corporation. Such procedures and criteria shall assist the Superintendent or designee in performing his supervisory duties in this area.

6. Initiate and direct the efficient and effective office procedures necessary for the accurate prepareand payment of all employees on a regular basis and effectuate all legally constructed payroll deductions and authorized by the Ouachita Parish School Board and other state and federal laws, codes, and regulations.

7. Establish and maintain effective and efficient procedures and criteria for the investment of inactive and accrued funds in such a manner as to yield the greatest return within the laws of the State of Louisiana and consistent with Ouachita Parish School Fiscal Agent Contracts.

8. Provide upon request, consultation and assistance to all school personnel directly or indirectly charged with submitting preliminary budget estimates for the various school programs.

9. Provide assistance in all financial matters related to major construction and/or renovation projects to such committees as shall be appointed by the superintendent and to give consultative assistance to the Superintendent or designee throughout implementation of same.

10. Supervise and evaluate annually all reports under the jurisdiction of this office in accordance with established procedures of the School Board and such regulations or directives issued by the Superintendent's office.

11. Prepare and submit and cause to have prepared and submitted according to established deadlines, all required and requested local, state, regional, and national forms and reports of all financial operations, and pupil accounting departments.

12. Meet with individuals and groups, publicly and privately, for the purpose of discussing and interpreting the various aspects of the financial business aspects of the School Board functions of this assigned office.

13. Establish and maintain procedures and criteria and submit periodic evaluations of objectives and plans of the Chief Financial Officer to the Superintendent on an annual basis.

14. Initiate and direct procedures and criteria for review of all functions of this office, maintaining close affiliation with those organizations dedicated to research, development, and promotion of similar departments on local, state, and national levels, including such requirements as are necessary to maintain C.P.A. status.

15. More specifically, supervise, direct, assist and evaluate the following departments assigned to this Office: Central Office Accounting Departments, Payroll Department, Insurance Department, Grant Accounting, Purchasing Department, Individual School Accounting Departments, CNP and Custodial Services.

16. Initiate and direct efficient procedures for the auditing and investment of local school funds.

17. Enter into a goals and objectives agreement with the Superintendent of Schools only after conducting a needs assessment where priorities are listed and toward some areas of this job description.

18. Perform any and all other duties and assignments as directed by the Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
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- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
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- The teacher maintains current grade book, records, and reports as assigned.
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- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
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- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meeting

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation
   - Interview, employ, and complete necessary hires
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERM OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Chief of Operations**

JOB GOAL: To be principle advisor and assistant to the Superintendent managing a variety of administrative functions including Transportation, Coordinated School Health, Child Welfare and Attendance, School Safety and Security, and School Administration.

SUPERVISES: Transportation Department; Child Welfare & Attendance; Nurses; District School Safety, Security, and Risk Management Monitors; Central Office Receptionist and Maintenance.

REPORTS TO: Superintendent

FLSA: Exempt Status

PERFORMANCE RESPONSIBILITIES:

1. **Functions of the Chief of Operations**
   The Chief of Operations accepts and discharges the following responsibilities:
   a. Promoting community and parent involvement in schools.
   b. Coordinates, develops and implements policies and procedures mandated by the Ouachita Parish School Board and other state and federal regulatory agencies relative to the security and safety of the Ouachita Parish School System, students, staff and facilities including the planning, assessing, and coordinating of all District Safety and Security functions and services including but not limited to Safe School Audits, School Resource Officer Program (in conjunction with local law enforcement), Safe Schools training programs, and crisis management/emergency response planning and implementation.
   c. Develops and oversees a district-wide safety and security plan for all school campuses and departments in the Ouachita Parish School System.
   d. Advises and/or acts for the Superintendent on numerous and complex issues regarding district operations.
   e. Directs and participates in the planning, development, implementation, and evaluation of administrative departments, Transportation, and Child Welfare & Attendance.
   f. Supervises and evaluates the performance of principles.

g. Directs adherence to standards for health safety, discipline and the general welfare of the students.
h. Reviews and approves out of parish and/or state field trips.
i. Conducts investigations, as needed, on incidents of vandalism, loss, injury, and potential or actual hazards on campus property. Reports results to district administration, legal counsel, and/or third party claims administrator as appropriate.
j. Be familiar with the School Board's liability and casualty insurances application requirements related to casualty, safety, and security programs, and design and implement mitigating procedures to reduce the School Board's exposure to liabilities for such losses and cost insurance.
k. Monitors current security policies and procedures to ensure correct procedures are followed; develops and implements new policies, procedures and internal controls to ensure efficient use of staff and that goals and objectives of the Ouachita Parish School System Security Plan are achieved.
l. Oversees and conducts inspections of all School Board facilities for the purpose of detecting and remediating issues related to general safety and insure that the results of such inspections are properly and timely communicated at the school level for action, remediation, and follow-up.
m. Assists with the planning and implementation of safety and security drills on all campuses and properties within the Ouachita Parish School District.
n. Implementing systems and practices to prevent bullying and harassment.
o. Makes suggestions as needed for the improvement of safety and security measures across the district.
p. Directs the planning and budgeting of allocated funds for supply and equipment purchases for the Security and Safety Program.
q. Demonstrates appropriate and effective office management skills such as planning, organizing and implementing.
r. Maintains complete and accurate records and exercises confidentiality of information in accordance with requirements of the law.
s. Oversees the collection of the following reports/plans to the district:
    i. Lockdown Drills
    ii. Fire Drills
    iii. Tornado Drills
    iv. Crisis Management Plans
    v. Drug Awareness Policy and Training
t. Maintains a positive working relationship with professional associates, the community and area law enforcement agencies and state agencies having jurisdiction.

u. Serves on the Campus Safety Committees and conducts safety inspections and job safety analysis for areas of responsibility.
v. Serves as a member of the District Leadership Team.
w. Oversees the District Crisis Team by serving as Crisis Incident Commander. Completion of the National Incident Management System (NIMS) training is required.
x. Coordinates with the IT Department to facilitate use and training Emergency Messaging Systems.
y. Makes presentations to the Ouachita Parish School Board when requested.
z. Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
aa. Works to resolve student attendance problems in the CWA Office.
bb. Works to determine student zoning issues and enrollment in the CWA Office.
cc. Works with the Director of CWA to oversee CWA office.
dd. Works with Director of Transportation to oversee Transportation Department.
ee. Oversees operations of Central Office Complex Maintenance and Receptionists.

2. Critical Responsibilities of the Director of Safety and Security

a. Professional Growth and Self-Improvement
Continues professional growth and self-improvement by attending and participating in conferences, workshops, seeking improvement academically and culturally, belonging to professional organizations and keeping abreast of current literature and research

b. Ethical Behavior
Adhere to standards of ethical behavior established by the local education agency

c. Policies, Procedures and Philosophy
Adhere to local education agency policies, procedures and philosophy
    1. Help in the establishment of policies and procedures
    2. Implement system policies, procedures and philosophy
    3. Perform all assignments made by the Superintendent or his designee
    4. Participate in the personnel accountability program of the local system.

d. Management/Administration
Assume these management responsibilities and decisions in areas of responsibility
    i. Make recommendations regarding personnel as needed

ii. Participate in personnel orientation
iii. Plan and implement conferences and in-service trainings
iv. Make presentations to the School Board when requested
v. Maintain timely and accurate records/reports
vi. Organize and coordinate personnel and programs by:
    1. Designate role responsibility
    2. Delegate authority
    3. Establish lines of communication
    4. Supervising and evaluating
vii. Participate in facility planning
viii. Plan and Implement programs as mandated by the local education agency, the State Department of Education, or other governing agencies
ix. Work with principals, supervisors and directors in implementing programs, services and resolving programs with safety, security, attendance and/or zoning

e. Communication and Interpersonal Relationships
Foster open communication and positive relationships by:
    i. Interpret school programs to the community according to established policy
    ii. Attend to complaints, concerns, and problems in the area of responsibility
    iii. Prepare and disseminate communications explaining programs, for which responsible, according to established policy

f. Personal Qualities
    i. Reveal a positive attitude and sets appropriate models as evidenced by appearance and relationships with personnel
    ii. Demonstrate the use of standard English
    iii. Demonstrate competency in areas or responsibility

3. Other Requirements

Adhere to regulations, policies, and procedures established by the State Board of Elementary and Secondary Education, and the Ouachita Parish School Board as published in minutes, bulletins, and/or other official publications.

Attend work unless illness makes in impossible, be punctual, and adhere to the system's approved policies concerning sick and vacation leave.

Perform any additional tasks as assigned by immediate Supervisor.

4. **Qualifications**
   A Baccalaureate Degree with a concentration in criminal justice, law enforcement, social work, corrections, or related fields, or A Master's Degree in Educational Leadership/Supervision with at least 5 years' experience as a principal, or Ten years of experience in criminal justice, law enforcement, social work, corrections, or related fields. Three years of this experience must have been in a position equivalent in scope of responsibility and/or complexity of work performed by a lieutenant or supervisory position.
5. Reports to the Superintendent
6. Supervises a clerical staff/other personnel as designated by the Superintendent.
7. Evaluation will be in accordance with the provisions of the School Board's policy on evaluation of personnel.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.

- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meeting

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
Job Description

TITLE:	**Chief of Staff**
REPORTS TO:	Superintendent
QUALIFICATIONS:	The applicant shall possess the certification required by the applicable rules and regulations of the LDOE and BESE at the time the applicant begins to hold the position; Five years at the level of principal or supervisor.
JOB GOAL:	To plan, coordinate, and supervise the operation of the personnel activities of the Ouachita Parish School Board in such a way as to promote the overall efficiency of the district and maximize the educational opportunities and benefits available to each individual student.
SUPERVISES:	Personnel Department, IT Department and other appropriate staff as assigned by the Superintendent
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	12 Mos.

PERFORMANCE RESPONSIBILITIES:

1. Plans and directs a program for selection and assignment of the best qualified teachers and personnel.
2. Organizes interviews of applicants, checks references, administers background checks and makes recommendations to the superintendent of all personnel.
3. Coordinates and recommends with appropriate administrators and supervisors all assignments, transfers, dismissals and promotions.
4. Certifies classifications, experience and degrees to the Business Department.
5. Maintains adequate and required records of all personnel.
6. Administers provisions of the Educational Laws of Louisiana as they apply to personnel, practice teacher agreements between the district and participating colleges and universities, and employee leave.
7. Organizes a corp of substitute teachers and assigns them to schools as needed.
8. Reports periodically to the superintendent the problems, conditions and needs of the personnel office.
9. Supervises and evaluates all staff of the personnel office.
10. Prepared and distributes recruiting materials in cooperation with professional staff members concerned.
11. Confers with principals to determine the needs of various classifications and schools.
12. Cooperates with colleges and universities of schools of education regarding applicants.

13. Attends regular meetings of the superintendent's staff.
14. Counsels and advises applicants and probationary and permanent personnel.
15. Provides necessary processing of issuance and renewal of state credentials.
16. Plans, develops, and revises personnel management policies in accordance with state legislation for submission to the Board for adoption and maintains personnel policy handbooks.
17. Assumes administrative responsibility for the routine duties of the personnel department including approving leave for appropriate personnel, providing necessary equipment and supplies for the personnel department and providing for necessary inventory for the personnel department.
18. Supports the superintendent in his overall administrative efforts; interprets his ideas and decisions to staff and public; keeps him informed of pertinent office developments and events; and seeks his counsel or decision as necessary.
19. Responds to inquiries related to employment from the Department of Labor and other federal agencies.
20. Accepts any and all other duties assigned by the Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meeting

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

EVALUATION: Performance will be evaluated according to OPSB Policy.

_____ _____

Personnel Director Signature Date

_____ _____

Print Name EIN#

_____ _____

Superintendent/Evaluator Signature Date

OUACHITA PARISH SCHOOL SYSTEM
JOB DESCRIPTION

Job Title: **Communications Coordinator**

Summary: The Communications Coordinator utilizes a wide range of media to build and sustain good relationships between the school system and its stakeholders through planned publicity campaigns and PR activities.

Reports to: Superintendent

Duties include:

- Planning publicity strategies and campaigns including designing and ordering promotional materials, attending community events, serving on community boards and committees.
- Writing and producing presentations and press releases.
- Addressing and responding to inquiries from the public, the press, and related organizations.
- Organizing events such as press conferences, trainings, exhibitions, tours, and meetings.
- Speaking publicly at interviews, press conferences and presentations.
- Providing stakeholders with information about the school system via all media avenues.
- Analyzing and employing media coverage, advertisements, and promotions for positive impact on the school system.
- Liaising with stakeholders, developing partnership projects for benefit of students and employees of the school system.
- Designing, writing and/or producing presentations, press releases, articles, leaflets, 'in-house' journals, reports, publicity brochures, information for web sites and promotional videos.
- Maintaining communications internally and externally through multiple avenues.
- Maintaining assets and effectively utilizing budgets.
- Any other duties as assigned by Superintendent.

Qualifications and training:

- Associate Degree or higher.
- Minimum five years of experience working in the field.
- Formal technology training.

Key skills:

- Excellent communication skills both orally and in writing.
- Excellent interpersonal skills.
- Exceptional technology skills.
- Outstanding presentation skills.
- Initiative and professionalism.
- Ability to prioritize and plan effectively.
- Awareness of different media agendas.
- Creativity.
- Organization.

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Ouachita Parish School Board's policy on Evaluation for Support Services Personnel.

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE:	**Computer Programmer/Analyst**
QUALIFICATIONS:	Must possess at least a baccalaureate degree in Computer Science or related field. Must have a minimum of at least five (5) years programming experience.
REPORTS TO:	Director of IT
SUPERVISES:	None
JOB GOAL:	The Programmer/Analyst (P/A) functions for the purpose of designing, testing and implementing application systems and to assist in all facets of operations in the Computer Center.

PERFORMANCE RESPONSIBILITIES:

1. The P/A will be responsible for designing new application systems, maintaining all system and application software, assisting the Manager of the Computer Center in project priorities. The approval of the MCC will be needed on all projects.

2. The P/A will be responsible for making sure all hardware and software is operational.

3. The P/A will try to schedule working hours for testing so as not to hinder production. This may require working other than regular hours.

4. Perform any other duties as requested by the MCC as pertaining to the Computer Center.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.

- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. <u>Instructional Components</u>

    - Fulfill duties traditionally expected of those in teaching profession
    - Lesson Plans
    - Instructional Duties (planning, collaboration meetings)
    - Collaborate with colleagues and departments
    - Grade Papers

- Take and record attendance
- Enter/Average Grades
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
- School committees or task forces to contribute to school improvement initiatives
- Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
- Supervision of Students prior to school and/or drop-off, when assigned
- Supervision of Students in the classroom
- Supervision of students between classes, during recess/intermission, during lunch, assemblies
- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up

- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
    - Parade
    - Tea
    - Coronation
    - Practices for Tea and Coronation
    - Parent Meetings for Homecoming
    - Homecoming Election Signs

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

TERM OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Computer Programmer/Analyst _____ _____
(Signature) **(Printed Name)**

Last 4-digits of SS#:_____ **Date:** _____

Evaluator_____ _____
(Signature) **(Printed Name)**

OUACHITA PARISH SCHOOLS

Job Description

TITLE: **COORDINATOR OF GOVERNMENTAL AFFAIRS AND COMMUNITY ENGAGEMENT**

JOB GOAL: Communication is at the heart of every organization. Whether to internal constituencies or external partners, the Coordinator of Public Information is tasked with conveying District-wide information and key legislative messages through a variety of mediums. The coordinator, along with the Communications and Public Information Coordinator, serves as a resource to faculty, staff, students, the School Board members, elected officials, and the general public for information that clarifies and enhances understanding of the mission of the Ouachita Parish School System, vision and values, as well as Board policies, programs, curriculum, and services.

The Coordinator of Governmental Affairs and Community Engagement serves as a liaison between the Ouachita Parish School System and the greater Monroe/West Monroe community and surrounding areas, working to forge partnerships and foster relationships with parents, community, business leaders, and elected officials. The office also facilitates partnerships with local businesses and universities.

Additionally, the coordinator will lead the efforts of student and staff (certified & support) recruitment, lead on-going marketing efforts through various resources and avenues for the district, and work with all departments in a continual unified public relations effort across the region, community, and governmental agencies. Gathers, writes, and edits material to inform the public and the media of Ouachita Parish School System's initiatives and activities that support the district's mission, goals, and strategic directions. Works with local, state, and federal officials in the legislative process in an effort to enhance district initiatives.

REPORTS TO: Superintendent

COMPENSATION SCHEDULE: Certified

FLSA STATUS: Exempt

TERMS OF EMPLOYEMENT: 240 Days

QUALIFICATIONS/SKILLS:

- Bachelor's degree in Journalism, Public Relations, Marketing, Mass Communications, or related field from an accredited college or university.
- Demonstrated effective oral and written communication skills.
- Demonstrated ability to target messages to different audiences.

- Knowledge of analog and digital communication technologies and techniques.
- Knowledge of social media technologies including blogs, vlogs, Twitter, Facebook, Instagram, and other platforms.
- Video production skills including the operation of digital video capture and editing hardware and software.
- Knowledge and understanding of state legislative and local government processes.
- Must possess organizational and analytical skills and ability to work both independently and as a member of a team.

DUTIES:

- Attend district, school, and community events and meetings.
- Reports and prepares print and video news stories and features for the district's newsroom and promotional opportunities.
- Assists in the production of annual, quarterly, and weekly communications to internal and external stakeholders including all members of the local media.
- Coordinates with the Communications Coordinator and Public Information Coordinator to ensure timely dissemination of news and information through releases through multiple social media platforms.
- Coordinates with the Communications and Public Information Coordinator to educate our stakeholders and community of the operations, curriculum, and policies of the district.
- Develops and executes public relations, marketing, and advertising campaigns that generate interest and participation in educational programs, schools, or other related opportunities.
- Conceives, plans, coordinates, and implements a comprehensive marketing and communications program with the goal of increasing student enrollments.
- Expand presence on local university campuses with an ongoing effort to attract education majors to our district.
- Inform education majors at our local and state universities of the staffing needs that are expected in the future.
- Build on and market the districts strengths with potential certified teachers.
- Assists in the planning, organization, and implementation of initiatives to provide information on Ouachita Parish School System priorities to local, state, and federal agencies.
- Work closely with elected officials in the communication of OPSS initiatives with state and federal elected officials, especially before and during the Legislative session. This will expand to Congressional representatives as well.
- Organize a meeting of legislators preceding the annual legislative session to discuss potential legislation and the needs/goals of the district.
- Work closely with the local Chambers of Commerce by sharing OPSS initiatives and connections with local business.
- Organize a meeting of Chambers of Commerce leadership at least once a year.
- Expand a "wide net" across the region and state to attract new personnel to our system using print, audio, video, and electronic method.

- Use all available techniques that will enhance the image of the district across all platforms, including social media, the district website, email blasts, mail outs, print ads, audio ads, video ads, traditional local media outlets and other forms of electronic communications.
- Maintains professional, positive relations with business representatives, community members, parents/guardians, outside education organizations, employees, the media, and the community to enhance the support of our school system.
- Highlight programs and accomplishments through all available means.
- Assist high schools with the implementation and instruction of the media pathway within the Jump Start Curriculum.
- Assist Director of High Schools and Coordinator of Jump Start with the coordination between local businesses and OPSB by identifying available internships, apprenticeships, and job opportunities for our graduates

Domain 4 (Local):
Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.

- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
    - The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
    - The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

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

EVALUATION: Performance will be evaluated according to OPSB Policy and the Personnel Evaluation Plan.

_____ _____

Signature Date

_____ _____

Print Name Employee #

_____ _____

Superintendent Signature Date

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Coordinator of LA 4 / Title I Pre-K** (FLSA – Exempt)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate.
- Master's Degree.
- Certification as a Parish or City School Supervisor of Instruction or an Educational Leader.
- Five years of successful teaching experience or five years of successful administrative experience (in a position which requires a teaching certificate).

REPORTS TO: Director of Federal Programs and/or Superintendent's designee

SUPERVISES: LA 4 / Title I Pre-K Programs

JOB GOAL: To plan and administer reading, math, and language arts programs which will meet or exceed state and federal standards for federal programs. To perform in the capacity of Coordinator of LA 4 / Title I Pre- K programs in reading, math, and language arts.

PERFORMANCE RESPONSIBILITIES:

1. Serve as the Superintendent's representative during on-campus visits.
2. Conduct classroom observations in keeping with established policies.
3. Implement reading, math and language arts programs in keeping with federal programs guidelines.
4. Assist in the recruitment, interviewing, selection and employment of competent personnel for federal programs.
5. Initiate, direct, observe, supervise and evaluate Learning Centers and Learning Centers personnel.
6. Assist in the selection and evaluation of materials, equipment or textbooks.
7. Assist in maintaining an inventory of all instructional materials, equipment and tests.

8. Assist, when the need arises, to determine whether or not a probationary teacher will receive re-employment.

9. Provide an appropriate in-service program for personnel, for purposes of acquainting teachers with new teaching materials, methods, and techniques.

10. Serve as a liaison between schools and the Central Office.

11. Provide consultation to individuals, groups or organizations regarding the procedures, operation and /or purposes of the program.

12. Create, duplicate and make available, learning materials, according to the needs, specifications and original ideas submitted by teachers and professional staff members.

13. Design, direct, revise and evaluate the entire reading program in the school district.

14. Assist with summer programs and workshops.

15. Perform all other duties as assigned or requested by Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.

- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible

- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERMS OF EMPLOYMENT: Twelve (12) Months.

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS

Job Description

TITLE: **COORDINATOR OF PUBLIC INFORMATION**

JOB GOAL: Communication is at the heart of every organization. Whether to internal constituencies or external partners, the Coordinator of Public Information is tasked with conveying District-wide information and key legislative messages through a variety of mediums. The coordinator, along with the Communications Coordinator, serves as a resource to faculty, staff, students, the School Board members, elected officials, and the general public for information that clarifies and enhances understanding of the mission of the Ouachita Parish School System, vision and values, as well as Board policies, programs, curriculum, and services.

The Coordinator of Public Information serves as a liaison between the Ouachita Parish School System and the greater Monroe/West Monroe community and surrounding areas, working to forge partnerships and foster relationships with parents, community, business leaders, and elected officials. The office also facilitates partnerships with local businesses and universities.

Additionally, the coordinator will lead the efforts of student and staff (certified & support) recruitment, lead on-going marketing efforts through various resources and avenues for the district, and work with all departments in a continual unified public relations effort across the region, community, and governmental agencies. Gathers, writes, and edits material to inform the public and the media of Ouachita Parish School System's initiatives and activities that support the district's mission, goals, and strategic directions. Works with local, state, and federal officials in the legislative process in an effort to enhance district initiatives.

REPORTS TO: Superintendent

COMPENSATION SCHEDULE: Certified

FLSA STATUS: Exempt

TERMS OF EMPLOYEMENT: 240 Days

QUALIFICATIONS/SKILLS:

- Bachelor's degree in Journalism, Public Relations, Marketing, Mass Communications, or related field from an accredited college or university.
- Demonstrated effective oral and written communication skills.
- Demonstrated ability to target messages to different audiences.
- Knowledge of analog and digital communication technologies and techniques.

- Knowledge of social media technologies including blogs, vlogs, Twitter, Facebook, Instagram, and other platforms.
- Video production skills including the operation of digital video capture and editing hardware and software.
- Knowledge and understanding of state legislative and local government processes.
- Must possess organizational and analytical skills and ability to work both independently and as a member of a team.

DUTIES:

- Attend district, school, and community events and meetings.
- Reports and prepares print and video news stories and features for the district's newsroom and promotional opportunities.
- Assists in the production of annual, quarterly, and weekly communications to internal and external stakeholders including all members of the local media.
- Coordinates with the Communications Coordinator to ensure timely dissemination of news and information through releases through multiple social media platforms.
- Coordinates with the Communications Coordinator to educate our stakeholders and community of the operations, curriculum, and policies of the district.
- Develops and executes public relations, marketing, and advertising campaigns that generate interest and participation in educational programs, schools, or other related opportunities.
- Conceives, plans, coordinates, and implements a comprehensive marketing and communications program with the goal of increasing student enrollments.
- Expand presence on local university campuses with an ongoing effort to attract education majors to our district.
- Inform education majors at our local and state universities of the staffing needs that are expected in the future.
- Build on and market the districts strengths with potential certified teachers.
- Assists in the planning, organization, and implementation of initiatives to provide information on Ouachita Parish School System priorities to local, state, and federal agencies.
- Work closely with elected officials in the communication of OPSS initiatives with state and federal elected officials, especially before and during the Legislative session. This will expand to Congressional representatives as well.
- Organize a meeting of legislators preceding the annual legislative session to discuss potential legislation and the needs/goals of the district.
- Expand a "wide net" across the region and state to attract new personnel to our system using print, audio, video, and electronic method.
- Use all available techniques that will enhance the image of the district across all platforms, including social media, the district website, email blasts, mail outs, print ads, audio ads, video ads, traditional local media outlets and other forms of electronic communications.
- Maintains professional, positive relations with business representatives, community members, parents/guardians, outside education organizations, employees, the media, and the community to enhance the support of our school system.

- Highlight programs and accomplishments through all available means.
- Assist high schools with the implementation and instruction of the media pathway within the Jump Start Curriculum.
- Assist Director of High Schools and Coordinator of Jump Start with the coordination between local businesses and OPSB by identifying available job opportunities for our graduates

Domain 4 (Local):
Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.

- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
    - The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
    - The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

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

EVALUATION: Performance will be evaluated according to OPSB Policy and the Personnel Evaluation Plan.

_____ _____

Signature Date

_____ _____

Print Name Employee #

_____ _____

Superintendent Signature Date

OUACHITA PARISH SCHOOL BOARD

Job Description

Job Title: **Coordinator of Title II Programs**

Reports to: Director of Title II Programs

Mission

Our mission is to provide technical assistance, resources, and program monitoring to local education agencies in support of Ouachita Parish School Board policies and requirements set forth by the federal government. Our department follows the U.S. Department of Education Title II requirements. Our program should increase academic achievement by improving the effectiveness of teachers, principals and other school leaders.

Primary Purpose:

The Division of Teacher and Leader Support and Development (Title II) impacts student achievement by providing programs and resources to enhance teacher and leader effectiveness that include the following: Title II, teacher and leader effectiveness systems; and professional learning.

The goal is to directly support the quality and effectiveness of teachers, principals and other school leaders through multiple pathways to teaching and learning, teacher induction and mentorship, meaningful evaluation and support, strong teacher leadership, and transformational school leadership. Funds can also be used to develop and implement initiatives to assist in recruiting and retaining highly qualified teachers, and to provide low-income and minority students greater access to effective teachers and principals.

- Manages effective use of Title II funds at the state and local level.
- Promotes effective use of professional development funds and activities to support school improvement.
- Maintains current data to Ensure Equitable Access to Effective Educators.
- Supports the Teacher Accountability System for the state of Louisiana.

Qualifications:

Education/Certifications:
Current Valid Louisiana State Teaching Certificate

Special Knowledge/ Skills

- *Knowledge of research into the needs of administrators, teachers and paraprofessional*
- *Knowledge of Teacher requirements*
- *Ability to present and plan training of various sizes, formats and subject matter to meet the needs of a wide array of administrators, teachers, teacher candidates, and paraprofessionals*
- *Federal Funding*
- *Computer literacy skills*
- *Communication and organizational skills*

Experience:

At least five years of quality teaching experience

Other Qualifications:

- Ability to work on and enhance a team
- Ability to use Google Workspace and Microsoft Office
- Ability to work under pressure and meet deadlines
- Ability to multi-task

Major Responsibilities and Duties:

1. Professional Development

    - Provide training, study groups, certification and higher education learning opportunities to improve the quality of the teacher workforce.
    - Assist director to provide funding for trainings.
    - Work with Curriculum Content leaders to provide professional development in all academic areas.
    - Assist in accessing other sources for professional development including allowable conferences, institutes and other travel-related professional development
    - Work with public and non-public schools to provide opportunities for continued teacher growth.

2. Recruitment and Retention

    - Assist Personnel Department with recruitment activities with local universities in order to meet the needs of vacancy and teaching staff.
    - Assist Personnel Department with new teacher induction programs.
    - Assist Personnel Department with building a capacity of aspiring school leaders.

3. Other Duties

    - Maintain accurate time records in support of federally funded salary.
    - Work with the team in planning of PD and budgeting requirements
    - Any other duties assigned by Supervisor

Working Conditions:

- Manage multiple tasks and projects simultaneously
- Organizing work for different teacher and administrator groups
- Some lifting of materials for meetings
- Collaboratively work on a team

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.

- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible

- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Employee #_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: Curriculum and Instruction Coordinator – Instructional Team (FLSA – Exempt)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate
- Master's Degree
- Louisiana certification to teach within grades K-12.
- Five years of successful teaching experience or five years of successful administrative experience (in a position that requires a teaching certificate).
- Experience in teaching in content area of assignment.

REPORTS TO: Director of Curriculum and Instruction

SUPERVISES: None

JOB GOALS:

1. To work as a colleague with classroom teachers to support student learning.
2. To focus on professional development that will expand and refine the understanding about research-based effective instruction through facilitating Professional Learning Communities.
3. To provide personalized support to teachers based on goals and identified needs of students.
4. To support the administration as instructional leaders.
5. Perform any other tasks as assigned by immediate Supervisor.

Performance Responsibilities:

Teacher Support

a. To make ongoing classroom visitations as appropriate and necessary.
b. To conduct needs analysis to identify teaching and learning needs of school.
c. To work collaboratively with teachers in the classroom by modeling lessons and providing necessary assistance required to implement and sustain effective instructional strategies grounded in scientifically based research.
d. To implement the four-step coaching cycle with teachers (planning, teaching, practicing, and providing feedback).
e. To assist faculty in implementing an effective intervention effort.
f. To assist classroom teachers in implementing challenging and rigorous curriculum based on Louisiana Content Standards and the Grade-Level Expectations.
g. To assist classroom teachers in making instructional decisions.

II. Professional Development for Teachers and Administrators

a. To provide professional development in areas that include, but are not limited to: effective instruction, scientifically research-based instructional strategies, differentiation, RTI, student engagement, classroom management, and data-driven instruction.
b. To provide program/intervention-specific professional development and ongoing support for all who are providing interventions.
c. To assist with design and implementation of high-quality Professional Learning Communities.
d. To build research-based capacity among faculty and administrators.

III. Data Collection and Analysis

a. To conduct classroom observations to make adjustments in instruction.
b. To interpret and use data to make instructional decisions.
c. To utilize data to lead data studies within Professional Learning Communities.
d. To use student work and assessment results as rationales and evidence to determine effectiveness of project.

IV. Personal Growth

a. To participate in all ongoing professional development activities as scheduled by the district.

b. To engage in systematic personal growth.

c. To keep abreast of current research-based instructional practices.

V. Programmatic Reports

a. To maintain a pre-planning calendar.

b. To maintain a weekly activity log (Coach's Log), summarizing and reflecting upon the activities accomplished each week.

c. To maintain additional paperwork consistently and in an appropriate manner.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
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- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
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- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.

- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
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- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
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- Attend back-to-school and open-house events
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- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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TERM OF EMPLOYMENT: 12 months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of Business** (FLSA – Exempt)

QUALIFICATIONS:
Must hold a baccalaureate degree from a nationally accredited institution of higher learning.
Must have a current Certified Public Accountant status.
Must have computer accounting background.
Must have at least three (3) years successful experience in office management and finance, accounting and/or auditing.

REPORTS TO: Superintendent or designee

SUPERVISES: Central Office Accounting Departments, Payroll Department, Insurance Department, Grant Accounting, Purchasing Department, Individual School Accounting Departments

JOB GOAL: The Director of Business must maintain those ethical business processes required for the efficient operation of the school corporation.

PERFORMANCE RESPONSIBILITIES:

1. Initiate and direct efficient and effective procedures and criteria for the coordination of the financial planning of the school corporation and shall prepare and submit a detailed written document which shall analyze the material and personnel needs of the parish school system and translate these needs into costs and revenue requirements which maximize the utilization of all available resources in an optimum cost manner.

2. Initiate and direct efficient procedures for establishing and maintaining the accurate accounting, auditing, and reporting policies and regulations of all financial activities in accordance with state laws and regulations as well as regulations and codes adopted by the Ouachita Parish School Board in a manner which will maximize the utility of such information by the members of the Ouachita Parish School Board and State Department of Education.

3. Prepare, at the direction of the Superintendent, the formal budget document for submission to and for approval of the Ouachita Parish School Board as well as the Louisiana Department of Education.

4. Prepare such reports, documents, and charts as shall be pertinent to the interpretation of all matters related to the financial operation of the school district.

5. Establish and maintain efficient and effective criteria and procedures for the requisitioning, purchasing, receiving, inspecting, storing, recording, distributing, maintaining of all inventoried materials and supplies necessary for the operation of the school system in terms of meeting the objective and purpose of the system and consistent with all federal, state, and local laws, codes and regulations. This shall include maintaining an auditable inventory system for the corporation. Such procedures and criteria shall assist the Superintendent or designee in performing his supervisory duties in this area.

6. Initiate and direct the efficient and effective office procedures necessary for the accurate preparation

and payment of all employees on a regular basis and effectuate all legally constructed payroll deductions and authorized by the Ouachita Parish School Board and other state and federal laws, codes, and regulations.

7. Establish and maintain effective and efficient procedures and criteria for the investment of inactive and accrued funds in such a manner as to yield the greatest return within the laws of the State of Louisiana and consistent with Ouachita Parish School Fiscal Agent Contracts.

8. Provide upon request, consultation and assistance to all school personnel directly or indirectly charged with submitting preliminary budget estimates for the various school programs.

9. Provide assistance in all financial matters related to major construction and/or renovation projects to such committees as shall be appointed by the superintendent and to give consultative assistance to the Superintendent or designee throughout implementation of same.

10. Supervise and evaluate annually all reports under the jurisdiction of this office in accordance with established procedures of the School Board and such regulations or directives issued by the Superintendent's office.

11. Prepare and submit and cause to have prepared and submitted according to established deadlines, all required and requested local, state, regional, and national forms and reports of all financial operations, and pupil accounting departments.

12. Meet with individuals and groups, publicly and privately, for the purpose of discussing and interpreting the various aspects of the financial business aspects of the School Board functions of this assigned office.

13. Establish and maintain procedures and criteria and submit periodic evaluations of objectives and plans of the Director of Business to the Superintendent on an annual basis.

14. Initiate and direct procedures and criteria for review of all functions of this office, maintaining close affiliation with those organizations dedicated to research, development, and promotion of similar departments on local, state, and national levels, including such requirements as are necessary to maintain C.P.A. status.

15. More specifically, supervise, direct, assist and evaluate the following departments assigned to this Office: Central Office Accounting Departments, Payroll Department, Insurance Department, Grant Accounting, Purchasing Department and Individual School Accounting Departments.

16. Initiate and direct efficient procedures for the auditing and investment of local school funds.

17. Enter into a goals and objectives agreement with the Superintendent of Schools only after conducting a needs assessment where priorities are listed and toward some areas of this job description.

18. Perform any and all other duties and assignments as directed by the Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meeting

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation
   - Interview, employ, and complete necessary hires
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERM OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE:	**Director of Child Welfare and Attendance**
QUALIFICATIONS:	As stated in Louisiana Department of Education Bulletin # 746 5 years experience at the level of principal or supervisor.
REPORTS TO:	Chief of Operations
JOB GOAL:	The Director of Child Welfare and Attendance shall maintain the census records, promote school attendance, enforce attendance zone regulations, enforce and report suspension and/or expulsion data, act as a designee of the Superintendent on hearings and assist parents in working out problems which interfere with attendance or adjustment.
TERMS:	12 months

PERFORMANCE RESPONSIBILITIES:

1. Works with Chief of Operations to establish, maintain, and direct efficient and effective procedures and guidelines for the annual review and establishment of school attendance zones as directed by court order and the Ouachita Parish School Board.

2. Work with Chief of Staff and Director of Information Technology in the preparation and submission of an accurate counting of students by school, grade, race, and sex.

3. Establish and maintain with the cooperation and assistance of appropriate personnel, effective and efficient procedures and criteria for contacting and consulting with pupils, instructional personnel, school administrators, and parents regarding the special needs of students having attendance problems.

4. Establish and maintain communication with the courts and other agencies in order to facilitate and carry out all state and local codes and regulations and decisions of the court affecting students in the school district.

5. Prepare and submit accurately all required or requested local, state, regional, and national forms and reports according to established procedures.

6. Be responsible for the efficient operation of this program budget within the approved appropriations as adopted by the School Board.

7. Enforce the compulsory attendance law and assist principals and other school personnel toward improving school attendance as well as attendance policies.

8. Receive and act on referrals from principals toward students who have poor attendance habits and refer hard core cases to the appropriate agencies.

9. Conduct hearings on suspension and expulsion of students from schools and notify parents, students, principals or teachers as to the exact time and location of such hearings.

10. Coordinate the collection and reporting of student dropout information.

11. Supervise and coordinate the reporting of communicable diseases to the appropriate agency.

12. Supervise and evaluate all personnel within the jurisdiction of this position in accordance with the established procedures of the school system.

13. Work with the Department of Informational Technology staff in directing and maintaining efficient and effective procedures and criteria for the collection of accurate attendance records and record keeping.

14. Be in attendance at regular and special meetings of the Ouachita Parish School Board when items pertaining to the Child Welfare and Attendance office appear on the published agenda or when directed by the Superintendent.

15. Perform all other duties as assigned or requested by the Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.

- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in supervisory positions
- Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
- Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
- Conduct school/class walk throughs
- Instructional Leadership Team meeting

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Director of Curriculum and Instruction; Elementary Director**

QUALIFICATIONS:

- Master's degree from accredited college or university.
- Louisiana Certification with Administration, Certification as a Parish or City School Supervisor of Instruction, and/or Educational Leader Endorsement.
- Five years of successful administrative or management experience in education at the level of principal or supervisor.

REPORTS TO: Superintendent

SUPERVISES: Instructional Team; Supervisor of Testing; Elementary Schools

JOB GOAL: The Director of Curriculum and Instruction is responsible for providing leadership and direction for the planning, implementation, and assessment of Academic and Support Programs.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate the development of instructional programs for the district.
2. Provide support to principals in local program planning for improvement in academics.
3. Assist with leadership, direction, and oversight of district alternative education.
4. Meet regularly with key personnel throughout the district to ensure that proper information flows through leadership.
5. Coordinate strategic planning and accreditation processes.
6. Assist in the formulation of philosophy and goals for the regular and special instructional programs.

7. Recommend changes in instructional programs for the district to the Superintendent.

8. Encourage the development, publication, and use of new instructional materials by the professional staff.

9. Coordinate and direct the work of staff who develop district-wide programs and curricula to meet the varying needs of the district.

10. Establish procedures for implementing new instructional programs or changes in current instructional programs.

11. Oversee continuous evaluation and assessment of the district's curricular and instructional programs in order to measure their effectiveness.

12. Work with staff to ensure vertical and horizontal continuity and articulation of the instructional program throughout the district.

13. Work with staff to coordinate meetings related to academics.

14. Provide leadership to ensure understanding and promotion of the educational objectives of the district.

15. Interpret the curriculum and its philosophy to the Board, administration, staff, and community.

16. Provide guidance to and work cooperatively with staff members in the planning, administration, and evaluation of professional development activities.

17. Provide leadership and oversight for building-based quality improvement teams.

18. Provide guidance from and to administrators and other staff on program assessment and implementation of new programs.

19. Keep informed of current research, trends, new materials and methods in the fields of curriculum and instruction and share information with staff.

20. Provide leadership and guidance for activities related to grants and implementation of programs related to such grants.

21. Oversee district curriculum Pre-K through 12th grade.

22. Stay apprised of governmental statues, regulations, and rules relating to academic and special programs.

23. Represent the district at academic meetings.

24. Work with the Personnel Director and building principals in recruitment, screening, and assignment of instructional personnel.

25. Ensure the academic and special programs department needs are met by accurate budget preparation and monitoring.

26. Assist in the development and oversight of budget areas that pertain to academics and special programs.

27. Oversee the evaluation and translation of academic data.

28. Oversee the counseling and library programs.

29. Maintain effective liaison with the State Department of Education and other school districts in order to keep abreast of new developments in education.

30. Oversee the duties and actions of the Instructional Team.

31. Oversee the assessment program for students.

32. Perform other tasks and assumes other responsibilities as assigned by Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.

- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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TERMS OF EMPLOYMENT: Twelve (12) Months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of Elementary Schools** (FLSA – Exempt)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate.
- Master's Degree
- Certification as a Parish or City School Supervisor of Instruction or an Educational Leader 2; five years of experience at the level of principal or supervisor.

REPORTS TO: Chief Academic Officer

SUPERVISES: School administrators and personnel

JOB GOAL: Assist the Chief Academic Officer to coordinate and monitor an effective curriculum and program of instruction in all schools.

PERFORMANCE RESPONSIBILITIES:

1. Collaborate with the Chief Academic Officer to review periodically the parish philosophy, goals, and objectives and make recommendations to keep them updated and relevant.

2. Assist Chief Academic Officer to coordinate and monitor an effective curriculum and program of instruction in all schools.

3. Provide leadership to school personnel to affect horizontal and vertical continuity throughout the parish.

4. Collaborate with directors/supervisors and school administrators to assure continuity across all grade levels.

5. Provide leadership and assistance in curriculum development, refinement, and implementation.

6. Provide leadership and assistance in the implementation of content standards, effective assessment, and evaluation.

7. Foster the integration of students into mainstream society while valuing diversity.

8. Identify at the school level instructional approaches to address the academic needs of all students.

9. Collect and use student achievement and progression data to improve and revise instructional programs.

10. Conduct informal and formal observations of teachers, upon request, and provide information to principals for use in improving teacher performance.

11. Assist in the coordination and administration of district and statewide assessments.

12. Oversee curriculum data and student data management systems.

13. Support and assist the curriculum supervisor with instructional supervision.

14. Assist with district remediation programs.

15. Assist with statistical analyses of district and state assessment data.

16. Assist schools in the development, implementation, and evaluation of school improvement plans.

17. Assist principals in problem solving with their school community.

18. Prepare and submit appropriate documentation relative to the instructional program in accordance with local, state, and federal guidelines.

19. Secure and distribute instructional resources such as content standards, sample textbooks, videos, etc.

20. Create, duplicate, and make available, learning materials, according to the needs, specifications and original ideas as indicated in each school's Comprehensive Needs Assessment.

21. Plan for and assist appropriate supervisors with staff development activities for school personnel.

24. Use analyses of district and statewide data to assist schools and the district in developing professional development activities correlated to identified areas of need.

25. Disseminate information about current trends, research, and practices to school and parish personnel.

26. Communicate the program of instruction to school personnel and community.

27. Maintain effective liaison with the State Department of Education and other school districts in order to keep abreast of new developments in education.

28. Adhere to Board policies and administrative rules and regulations.

29. Perform all other duties as assigned or requested by Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
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- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.

- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

    - Attend meetings generally associated with the instruction of students
    - Attend faculty, staff, and department meetings
    - Attend training sessions
    - Attend job fairs and related events
    - Attend IEP/IAP meetings
    - Attend Central Office and Department meetings
    - Attend back-to-school and open-house events
    - Attend graduation as requested
    - Interview, employ, and complete necessary hires through recommendations
    - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
    - Attend school board/committee meetings, upon request
    - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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TERMS OF EMPLOYMENT: Twelve (12) Months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

EIN#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of Federal Programs** (FSLA Exempt)

QUALIFICATIONS:

- Master's degree from accredited college or university.
- Louisiana Certification with Administration, Certification as a Parish or City School Supervisor of Instruction, and/or Educational Leader Endorsement.
- Five years of successful administrative or management experience in education at the level of a principal or supervisor.

REPORTS TO: Chief Academic Officer

SUPERVISES: All Title I Personnel in conjunction with the Personnel Director

JOB GOAL: To direct, coordinate and supervise all Title I activities, programs, buildings and personnel as they support the total instructional program of Ouachita Parish in accordance with established local, state and federal agencies.

PERFORMANCE RESPONSIBILITIES:

1. Establish and maintain procedures and criteria for the annual assessment of the various acts of Congress, guidelines, and changes which provide funds for all phases of education under the Jurisdiction of federal programs.

2. Initiate and direct effective and efficient procedures for information to the Superintendent, staff members, principals, parochial schools, other interested personnel, and the public in general.

3. Establish guidelines and direct procedures for an effective and efficient needs assessment of students, teachers, parents, and other school personnel and evaluate the results of this assessment for the federal programs reports.

4. Organize and coordinate the gathering of statistical data needed to substantiate the eligibility for the system to participate in specific programs provided by Congressional Acts in the area of federal programs.

5. Initiate, develop, and submit proposals for the utilization of federal funds as related to federal programs and provide supervision and evaluation data in accordance with established guidelines of local, state, or federal agencies.

6. Assist the Chief of Staff in the recruitment, interview, selection, and employment of competent personnel in federal programs.

7. Supervise and evaluate all personnel, in conjunction with the Chief of Staff, within the jurisdiction of federal programs and schools assigned in accordance with the established procedures of the school system.

8. Initiate and direct an on-going in-service training program for all federal programs personnel in cooperation with the Superintendent and/or designee.

9. Maintain an accurate inventory of all federal programs materials and equipment in keeping with guidelines, rules and regulations of local, state, or federal agencies.

10. Annually evaluate personnel, all media center activities including the receiving, distribution, storing, cataloging, accounting, and delivery of materials, equipment, and supplies for all federal programs.

11. Review and approve the expenditures of all funding for federal programs in cooperation with the Chief Financial Officer, and supervise accounting personnel in order that such expenditures are in accordance with approved budgets and local, state, and federal rules and regulations with the oversight of the Chief Academic Officer.

12. Assist consultants, supervisors, principals, teachers, and other personnel in developing evaluation reports for all federal programs, equipment, and materials according to procedures, laws, guidelines, and regulations of local, state, and federal agencies.

13. Meet with individuals, groups, and organizations for the purpose of discussing, interpreting and promoting the operation of and procedures for all federal programs.

14. Prepare and timely submit, according to established guidelines, all required and requested local, state, regional and national forms and reports with oversight from the Chief Academic Officer.

15. Initiate and direct the establishment of advisory committees required by guidelines for federal programs.

16. Design, direct, revise, and evaluate the entire math and reading federal programs in the school district which include the selection of materials with the assistance of the Supervisor of LA 4/Title I Pre-K, the Chief Financial Officer, the Superintendent and/or designee and the preparation of materials for the reading and math programs with oversight from the Chief Academic Officer.

17. Initiate, direct, supervise, and evaluate learning centers for learning center personnel as provided for under the federal program guidelines and aid in the selection of all materials to be used with the assistance of principals, directors, supervisors and teachers with oversight from the Chief Academic Officer.

18. Assign, supervise, evaluate and in-service, personnel under the jurisdiction of federal programs.

19. Perform basic managerial activities to include staff development and reviewing/processing of invoices, requisitions, and expense reports.

20. Provide courteous and prompt service to all internal and external customers including students, parents, co-workers, and the citizens of Ouachita Parish.

21. Identify opportunities and recommend methods to improve service, work processes and financial performance, e.g. expense management. Assist in the implementation of quality improvement initiatives.

22. Assist co-workers in the completion of tasks and assignments to ensure continuity of service.

23. Coordinate all Federal Programs for the district.

24. Perform budget planning and budget revisions to implement funded projects with oversight from the Chief Academic Officer.

25. Maintain compliance and adhere to legislative mandates and regulations applicable to these programs.

26. Aggressively research grant opportunities for the district and provide grant information to appropriate Ouachita Parish School System personnel.

27. Write grants as needed to ensure the maximum revenue for the district.

28. Train and assist personnel in the writing of grants.

29. Monitor the reporting cycle of state grants.

30. Coordinate the state's 8(G) program.

31. Attend all board meetings and committee meetings as needed.

32. File all State Department of Education reports for the Ouachita Parish School System in a timely manner.

33. Collect data and prepare reports for the Superintendent and staff.

34. Prepare and submit to the Superintendent and/or designee for review, a weekly planned guide of anticipated activities and those actually performed the previous week.

35. Perform all other duties that are assigned or requested by the Superintendent and/or designee in keeping with the federal programs guidelines, rules and regulations.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.

- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations

- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERMS OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of High Schools** (FLSA – Exempt)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate.
- Master's Degree
- Certification as a Parish or City School Supervisor of Instruction or an Educational Leader 2.
- Five years experience at the level of principal or supervisor.

REPORTS TO: Chief Academic Officer

SUPERVISES: School administrators and personnel, JUMP Start Coordinator, School Counselors

JOB GOAL: Assist the Chief Academic Officer to coordinate and monitor an effective curriculum and program of instruction in all schools.

PERFORMANCE RESPONSIBILITIES:

1. Collaborate with the Chief Academic Officer to review periodically the parish philosophy, goals, and objectives and make recommendations to keep them updated and relevant.

2. Assist Chief Academic Officer to coordinate and monitor an effective curriculum and program of instruction in all schools.

3. Provide leadership to school personnel to affect horizontal and vertical continuity throughout the parish.

4. Collaborate with directors/supervisors and school administrators to assure continuity across all grade levels.

5. Provide leadership and assistance in curriculum development, refinement, and implementation.

6. Provide leadership and assistance in the implementation of content standards, effective assessment, and evaluation.

7. Foster the integration of students into mainstream society while valuing diversity.

8. Identify at the school level instructional approaches to address the academic needs of all students.

9. Collect and use student achievement and progression data to improve and revise instructional programs.

10. Conduct informal and formal observations of teachers, upon request, and provide information to principals for use in improving teacher performance.

11. Assist with administration of district and statewide assessments.

12. Assist with the curriculum data and student data management systems.

13. Support and assist the curriculum supervisor with instructional supervision.

14. Assist with district remediation programs.

15. Conduct statistical analyses of district and state assessment data as needed.

16. Assist schools in the development, implementation, and evaluation of school improvement plans.

17. Assist principals in problem solving with their school community.

18. Prepare and submit appropriate documentation relative to the instructional program in accordance with local, state, and federal guidelines as needed.

19. Secure and distribute instructional resources such as content standards, sample textbooks, videos, etc.

20. Plan for and assist appropriate supervisors with staff development activities for school personnel.

21. Use analyses of district and statewide data to assist schools and the district in developing professional development activities correlated to identified areas of need.

22. Disseminate information about current trends, research, and practices to school and parish personnel.

23. Communicate the program of instruction to school personnel and community.

24. Maintain effective liaison with the State Department of Education and other school districts in order to keep abreast of new developments in education.

25. Adhere to Board policies and administrative rules and regulations.

26. Perform all other duties as assigned or requested by Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.

- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

    - Attend meetings generally associated with the instruction of students
    - Attend faculty, staff, and department meetings
    - Attend training sessions
    - Attend job fairs and related events
    - Attend IEP/IAP meetings
    - Attend Central Office and Department meetings
    - Attend back-to-school and open-house events
    - Attend graduation as requested
    - Interview, employ, and complete necessary hires through recommendations
    - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
    - Attend school board/committee meetings, upon request
    - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERMS OF EMPLOYMENT: Twelve (12) Months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of Informational Technology** (FLSA – Exempt)

QUALIFICATIONS: Must possess at least a baccalaureate degree in Computer Science or related field.

Must have a minimum of at least ten (10) years' experience in working with Information Technology (IT) Systems.

REPORTS TO: Chief of Staff

SUPERVISES: Informational Technology Personnel

JOB GOAL: The Director of IT functions for the purpose of designing, collecting, and disseminating reports and maintaining records and practices for the sound financial status of the school system. Additionally, the Director of IT will work in collaboration with employees to organize and supervise all necessary technology components essential for the most efficient and effective operations of the Ouachita Parish School Board.

PERFORMANCE RESPONSIBILITIES:

1. Determine through consultation and discussion with the Superintendent or designee and representatives of contracted computer services, effective and efficient programs of fiscal planning and reporting of all funds of the school system.

2. Initiate and direct procedures and criteria for generating financial reports and statements as directed by the Superintendent or designee.

3. Design the flow and collection of input data and dissemination of output reports so as to provide the best possible type of service to the schools and the central office.

4. Assign job tasks and work schedules to all computer personnel and supervise all personnel employed in the computer center in accordance with policies and guidelines set for and by the school system.

5. Provide technical assistance to contracted computer services employees in programming, file allocation, applications, etc.

6. Assist the Superintendent or designee in developing and maintaining a system for the complete inventory of all school-owned materials and property.

7. Initiate and direct efficient and effective procedures and criteria for reporting student attendance to local, state, or federal agencies by individual schools as well as collectively on a system-wide basis.

8. Initiate and develop efficient and effective methods, procedures, and criteria for computer grade report of students to individual schools.

9. Initiate and direct effective and efficient procedures for the scheduling of students for all schools in the system at different grade levels.

10. Initiate and direct the efficient and effective procedures and criteria for the accurate preparation and payment of all employees on a regular basis and all legally-constructed payroll deductions as authorized by the Ouachita Parish School Board and local, state, and federal rules and regulations.

11. Initiate, direct, and maintain effective and efficient procedures and programs for all accounts payable by the Ouachita Parish School Board.

12. Prepare and submit according to established guidelines and deadlines all required and requested local, state, regional, national forms and reports attributable to this department.

13. Determine, after consultation and discussion with computer personnel, representatives of contracted computer services, the Chief Financial Officer, and the Superintendent or designee, the material and equipment needed to provide modern, efficient, and accurate computer services.

14. Establish criteria for the orderly selection, purchasing, and distributing of materials and submit such reports to the Chief Financial Officer.

15. Initiate and direct an efficient and effective in-service program for personnel involved in computer services.

16. Submit annual goals and objectives to the Superintendent or designee.

17. Perform other duties and responsibilities requested by the Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERM OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

EIN#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of Middle Schools/Director of Title II**

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate.
- Master's Degree
- Certification as a Parish or City School Supervisor of Instruction or an Educational Leader 2;
- Five years at the level of principal or supervisor.

REPORTS TO: Chief Academic Officer

SUPERVISES: School administrators and personnel; Title II Department;

JOB GOAL: Assist the Chief Academic Officer to coordinate and monitor an effective curriculum and program of instruction in all schools.

PERFORMANCE RESPONSIBILITIES:

1. Collaborate with the Directors to review periodically the parish philosophy, goals, and objectives and make recommendations to keep them updated and relevant.

2. Conduct monthly school visits to assist in learning walks, instructional leadership team meetings, and teacher collaboration meetings.

3. Provide leadership and assistance to Chief Academic Officer and Instructional Team for coordinating and monitoring an effective curriculum and program of instruction in all schools.

4. Provide leadership to school personnel to affect horizontal and vertical continuity throughout the parish.

5. Provide leadership and assistance in curriculum development, refinement, and implementation.

6. Provide leadership and assistance in the implementation of content standards, effective assessment, and evaluation.

7. Foster the integration of students into mainstream society while valuing diversity.

8. Identify at the school level instructional approaches to address the academic needs of all students.

9. Collect and use student achievement and progression data to improve and revise instructional programs.

10. Conduct informal and formal observations of teachers, upon request, and provide information to principals for use in improving teacher performance.

11. Assist with the coordination of administration of district and statewide assessments.

12. Assist with curriculum data and student data management systems.

13. Assist in coordination of district remediation programs.

14. Conduct statistical analyses of district and state assessment data as pertaining to middle schools.

15. Assist schools in the development, implementation, and evaluation of school improvement plans and/or instructional long-range plans.

16. Assist principals in problem solving with their school community.

17. Manage conflict resolution between community members and school stakeholders.

18. Oversee JAG program for middle schools.

19. Member/Chair of various committees as designated by the Superintendent or Chief Academic Officer.

20. Secure and distribute instructional resources such as content standards, sample textbooks, videos, etc.

21. Disseminate information about current trends, research, and practices to school and parish personnel.

22. Communicate the program of instruction to school personnel and community.

23. Approve budget for yearly Title II funds allocated to Ouachita Parish, which includes rollover funds and second allocation with oversight from the Chief Academic Officer.

24. Approve and monitor EEF budget and expenditures with the oversight from the Chief Academic Officer.

25. Review and approve district and school professional development based on budget availability.

26. Prepare and submit appropriate documentation relative to the instructional program in accordance with local, state, and federal guidelines.

27. Use analyses of district and statewide data to assist schools and the district in developing professional development activities correlated to identified areas of need.

28. Plan for and assist appropriate supervisors with staff development activities for school personnel.

29. Oversee the daily activities of the Title II Professional Development Department.

30. Review and approve expenditure reports submitted to Title II by grant accounting.

31. Maintain effective liaison with the State Department of Education and other school districts in order to keep abreast of new developments in education.

32. Adhere to Board policies and administrative rules and regulations.

26. Perform all other duties as assigned or requested by Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.

- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-

observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERMS OF EMPLOYMENT: Twelve (12) Months
ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee: _____ _____
(Signature) (Printed Name)

EIN #: _____ Date: _____

Evaluator: _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Director of Safety and Security**

JOB GOAL: To provide a safe and secure environment for students and employees.

FLSA: Exempt Status

PERFORMANCE RESPONSIBILITIES:

1. **Functions of the Director of Safety and Security**
   The Director of Safety and Security accepts and discharges the following responsibilities:

   a. Promoting community and parent involvement in schools.
   b. Coordinates, develops and implements policies and procedures mandated by the Ouachita Parish School Board and other state and federal regulatory agencies relative to the security and safety of the Ouachita Parish School System, students, staff and facilities including the planning, assessing, and coordinating of all District Safety and Security functions and services including but not limited to Safe School Audits, School Resource Officer Program (in conjunction with local law enforcement), Safe Schools training programs, and crisis management/emergency response planning and implementation.
   c. Develops and oversees a district-wide safety and security plan for all school campuses and departments in the Ouachita Parish School System.
   d. Conducts investigations, as needed, on incidents of vandalism, loss, injury, and potential or actual hazards on campus property. Reports results to district administration, legal counsel, and/or third party claims administrator as appropriate.
   e. Be familiar with the School Board's liability and casualty insurances application requirements related to casualty, safety, and security programs, and design and implement mitigating procedures to reduce the School Board's exposure to liabilities for such losses and cost insurance.
   f. Monitors current security policies and procedures to ensure correct procedures are followed; develops and implements new policies, procedures and internal controls to ensure efficient use of staff and that goals and objectives of the Ouachita Parish School System Security Plan are achieved.

g. Oversees and conducts inspections of all School Board facilities for the purpose of detecting and remediating issues related to general safety and insure that the results of such inspections are properly and timely communicated at the school level for action, remediation, and follow-up.
h. Assists with the planning and implementation of safety and security drills on all campuses and properties within the Ouachita Parish School District.
i. Implementing systems and practices to prevent bullying and harassment.
j. Makes suggestions as needed for the improvement of safety and security measures across the district.
k. Directs the planning and budgeting of allocated funds for supply and equipment purchases for the Security and Safety Program.
l. Demonstrates appropriate and effective office management skills such as planning, organizing and implementing.
m. Maintains complete and accurate records and exercises confidentiality of information in accordance with requirements of the law.
n. Oversees the collection of the following reports/plans to the district:
    i. Lockdown Drills
    ii. Fire Drills
    iii. Tornado Drills
    iv. Crisis Management Plans
    v. Drug Awareness Policy and Training
o. Maintains a positive working relationship with professional associates, the community and area law enforcement agencies and state agencies having jurisdiction.
p. Serves on the Campus Safety Committees and conducts safety inspections and job safety analysis for areas of responsibility.
q. Serves as a member of the District Leadership Team.
r. Oversees the District Crisis Team by serving as Crisis Incident Commander. Completion of the National Incident Management System (NIMS) training is required.
s. Coordinates with the IT Department to facilitate use and training Emergency Messaging Systems.
t. Makes presentations to the Ouachita Parish School Board when requested.
u. Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
v. Works to resolve student attendance problems in the CWA Office.
w. Works to determine student zoning issues and enrollment in the CWA Office.

2. **Critical Responsibilities of the Director of Safety and Security**
    a. Professional Growth and Self-Improvement
    Continues professional growth and self-improvement by attending and participating in conferences, workshops, seeking improvement academically and culturally, belonging to professional organizations and keeping abreast of current literature and research
    b. Ethical Behavior
    Adhere to standards of ethical behavior established by the local education agency
    c. Policies, Procedures and Philosophy
    Adhere to local education agency policies, procedures and philosophy
        1. Help in the establishment of policies and procedures
        2. Implement system policies, procedures and philosophy
        3. Perform all assignments made by the Superintendent or his designee
        4. Participate in the personnel accountability program of the local system.
    d. Management/Administration
    Assume these management responsibilities and decisions in areas of responsibility
        i. Make recommendations regarding personnel as needed
        ii. Participate in personnel orientation
        iii. Plan and implement conferences and in-service trainings
        iv. Make presentations to the School Board when requested
        v. Maintain timely and accurate records/reports
        vi. Organize and coordinate personnel and programs by:
            1. Designate role responsibility
            2. Delegate authority
            3. Establish lines of communication
            4. Supervising and evaluating
        vii. Participate in facility planning
        viii. Plan and Implement programs as mandated by the local education agency, the State Department of Education, or other governing agencies
        ix. Work with principals, supervisors and directors in implementing programs, services and resolving programs with safety, security, attendance and/or zoning
    e. Communication and Interpersonal Relationships
    Foster open communication and positive relationships by:

i. Interpret school programs to the community according to established policy
ii. Attend to complaints, concerns, and problems in the area of responsibility
iii. Prepare and disseminate communications explaining programs, for which responsible, according to established policy

f. Personal Qualities
i. Reveal a positive attitude and sets appropriate models as evidenced by appearance and relationships with personnel
ii. Demonstrate the use of standard English
iii. Demonstrate competency in areas or responsibility

3. **Other Requirements**

Adhere to regulations, policies, and procedures established by the State Board of Elementary and Secondary Education, and the Ouachita Parish School Board as published in minutes, bulletins, and/or other official publications.

Attend work unless illness makes in impossible, be punctual, and adhere to the system's approved policies concerning sick and vacation leave.

Perform any additional tasks as assigned by immediate Supervisor.

4. **Qualifications**

A Baccalaureate Degree with a concentration in criminal justice, law enforcement, social work, corrections, or related fields, or A Master's Degree in Educational Leadership/Supervision with at least 5 years' experience as a principal, or Ten years of experience in criminal justice, law enforcement, social work, corrections, or related fields. Three years of this experience must have been in a position equivalent in scope of responsibility and/or complexity of work performed by a lieutenant or supervisory position.

5. Reports to the Superintendent
6. Supervises a clerical staff/other personnel as designated by the Superintendent.
7. Evaluation will be in accordance with the provisions of the School Board's policy on evaluation of personnel.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of School Food Service**

QUALIFICATIONS: As stated in LDE Bulletin #746

REPORTS TO: Chief Financial Officer

SUPERVISES: Lunchroom Managers and Technicians

JOB GOAL: The Supervisor of School Food Service is directly responsible for developing a Food Service Program as a practical application of sound nutrition educational opportunities for everyone included in the broad spectrum of public education and to effectively and efficiently be responsible for developing a sound program in the public schools in Ouachita Parish.

PERFORMANCE RESPONSIBILITES:

1. Establish and circulate uniform personnel policies for School food Service employees.

2. Be responsible for the effective and financial operation of the Food Service Program that permits service at a minimum cost to students and taxpayers.

3. Develop and provide effective in-service training for food service personnel to insure the best possible management and operation of the Food Service Program in Ouachita Parish.

4. Make training materials, course outlines and facilities available to Food Service Manager trainees as required by the State Department of Education for certification.

5. Direct menu planning based on USDA requirements and pupil acceptance to insure the nutritional needs of students.

6. Develop and insure sound work performance standards for all school lunch employees.

7. Provide for the selection, purchase, maintenance, and evaluation of all equipment needed for the efficient operation of the school cafeteria.

8. Demonstrate the use of nutritional educational materials to school personnel.

9. Work with Chief of Staff to staff employees for CNP office and School Cafeterias.

10. Direct an effective and efficient method for distributing, recording, and inventorying all USDA commodities in the schools of Ouachita Parish.

11. Be responsible for the periodic on-site review of the Food Service Program in all public in Ouachita Parish.

12. Develop and assist in the presentation of materials for public information explaining the Food Service Program to all concerned.

13. Assist in administering accurate accounting procedures and records for the adequate control and management of money, labor, food, supplies, and other costs.

14. Develop an effective and efficient procedure for determining free and reduced meal eligibility status.

15. Develop plans by which the Assistant Superintendent, the Superintendent, and the Ouachita Parish School Board will be continuously informed on any basic changes on programs offered in Food Services.

16. Abide by all guidelines, rules, regulations, and policies as set forth by the local, state or federal agencies concerned in the field of Food Service.

17. Accept all other duties and responsibilities assigned by the Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.

- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERMS OF EMPLOYMENT: Twelve (12) Months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of School Food Service**

QUALIFICATIONS: As stated in LDE Bulletin #746

REPORTS TO: Chief Financial Officer

SUPERVISES: Lunchroom Managers and Technicians

JOB GOAL: The Supervisor of School Food Service is directly responsible for developing a Food Service Program as a practical application of sound nutrition educational opportunities for everyone included in the broad spectrum of public education and to effectively and efficiently be responsible for developing a sound program in the public schools in Ouachita Parish.

PERFORMANCE RESPONSIBILITES:

1. Establish and circulate uniform personnel policies for School food Service employees.

2. Be responsible for the effective and financial operation of the Food Service Program that permits service at a minimum cost to students and taxpayers.

3. Develop and provide effective in-service training for food service personnel to insure the best possible management and operation of the Food Service Program in Ouachita Parish.

4. Make training materials, course outlines and facilities available to Food Service Manager trainees as required by the State Department of Education for certification.

5. Direct menu planning based on USDA requirements and pupil acceptance to insure the nutritional needs of students.

6. Develop and insure sound work performance standards for all school lunch employees.

7. Provide for the selection, purchase, maintenance, and evaluation of all equipment needed for the efficient operation of the school cafeteria.

8. Demonstrate the use of nutritional educational materials to school personnel.

9. Work with Chief of Staff to staff employees for CNP office and School Cafeterias.

10. Direct an effective and efficient method for distributing, recording, and inventorying all USDA commodities in the schools of Ouachita Parish.

11. Be responsible for the periodic on-site review of the Food Service Program in all public in Ouachita Parish.

12. Develop and assist in the presentation of materials for public information explaining the Food Service Program to all concerned.

13. Assist in administering accurate accounting procedures and records for the adequate control and management of money, labor, food, supplies, and other costs.

14. Develop an effective and efficient procedure for determining free and reduced meal eligibility status.

15. Develop plans by which the Assistant Superintendent, the Superintendent, and the Ouachita Parish School Board will be continuously informed on any basic changes on programs offered in Food Services.

16. Abide by all guidelines, rules, regulations, and policies as set forth by the local, state or federal agencies concerned in the field of Food Service.

17. Accept all other duties and responsibilities assigned by the Superintendent.

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

TERMS OF EMPLOYMENT: Twelve (12) Months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Director of Student Support Services** (FLSA Exempt)

QUALIFICATIONS:

- Master's degree from accredited college or university.
- Louisiana Certification with Administration, Certification as a Parish or City School Supervisor/Director of Special Education, and/or Educational Leader Endorsement.
- Five years of successful administrative or management experience in education at the level of principal or supervisor.

REPORTS TO: Chief Academic Officer

SUPERVISES: All special education personnel and activities.

JOB GOAL: The Director of Student Support Services has the overall responsibility for the management and administration of the Special Education Department, Pupil Appraisal and 504. This person develops, maintains, and directs programs and services as required to carry out school system responsibilities regarding the identification, location and evaluation of each student suspected to have disabilities and/or exceptionalities.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

1. Supervise the administration of the Pupil Appraisal Department.
2. Coordinate formulation of philosophy and objectives for special education services including gifted.
3. Guide the development, implementation, and evaluation of special education services.
4. Must be able to communicate effectively with students, parents, school personnel, and the public in both individual and group situations.
5. Must be able to access data, to summarize information accurately, and to provide written reports to his/her supervisor.
6. Work with principals in the improvement of individual staff competencies.
7. Assist in the development and coordination of the sections of the budget that pertain to curricula and instruction in special education.

8. Attend all committee and board meetings.

9. Assess and make recommendations on types of programs and planning needed in special education.

10. Review annual special education and state reports and ensure accuracy of content.

11. Develop and implement innovative programs which reflect the educational goals of the Ouachita Parish School District.

12. Collect data and prepare required reports.

13. Provide courteous and prompt service to all internal and external customers including students, parents, co-workers, and citizens of the community.

14. Identify opportunities and recommend methods to improve service, work processes, financial performance, and expense management. Assist in the implementation of quality improvement initiatives.

15. Assist co-workers in the completion of tasks and assignments to ensure continuity of service. Orient new co-workers and actively support teamwork throughout the school system.

16. Work with the Chief of Staff and Supervisor of Personnel to recruit, prepare, and retain highly qualified personnel to ensure an exemplary special education program.

17. Establish and maintain a recognized gifted program that challenges students at every level.

18. Work to reduce paperwork to maximize efficiency in the department.

19. Perform other duties and assignments as required by the Superintendent or his designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.

- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
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- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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.
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- The teacher exhibits professional and ethical conduct.
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- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in supervisory positions
- Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
- Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
- Conduct school/class walk throughs
- Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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TERMS OF EMPLOYMENT: Twelve (12) months.

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

EIN#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Director of Transportation** - (FLSA Exempt)

JOB QUALIFICATIONS:

- Master's Degree
- Possess a Current CDL on effective date of hire
- Experience in Bus Operation
- Proficient in the Utilization of pertinent Software or Demonstrated Skills in Utilization of Software
- Five Years of Confirmed Experience in Administration, Management, School Principal, or District Level Supervisor

REPORTS TO: Chief of Operations

SUPERVISES: All Bus Drivers and Bus Attendants; Transportation Department Staff

JOB GOAL: The Director of Transportation is directly responsible to the Superintendent and functions to provide leadership in developing, implementing, and evaluating the transportation of pupils within the parish.

PERFORMANCE RESPONSIBILITIES:

1. Establish and maintain procedures and criteria for the annual assessment of transportation needs and notify the Superintendent of the results of such evaluation with accompanying recommendations.

2. Initiate and direct efficient and effective procedures and criteria for the maximum utilization of all buses in accordance with state codes and regulations. Familiarize new school bus drivers with Board policies and existing laws for the safe operation of buses.

3. Initiate and direct annually in cooperation with the principals, the planning and preparation of transportation routes and time schedules which are realistic and operational. Outline

and acquaint new drivers with the assigned route. Review with the driver unsafe and "danger spots" on their route. When roads and bridges are impassable, map out a detour route with drivers. See that parents and schools involved are notified. Check school bus turn-arounds.

4. Review, inspect, and record all newly purchased vehicles and equipment for contract bus drivers.

5. Organize and coordinate with state officials annual safety inspections of all school buses.

6. Update and prepare for distribution to appropriate staff personnel, schedules, maps, and other appropriate forms of information concerning the transportation routes.

7. Establish and maintain in accordance with recommended guidelines efficient and effective procedures and criteria in accordance with state codes, regulations, and licensing for the recruitment, interviewing, selection and recommendation for employment of bus drivers and other transportation personnel.

8. Establish and maintain health and service records for all bus drivers in accordance with state codes and local rules and regulations.

9. Supervise and evaluate all personnel within the jurisdiction of the transportation program and in accordance with established procedures of the school board.

10. Assist in the recruitment of bus drivers and substitute bus drivers.

11. Initiate and direct an efficient and effective in-service program for the training of all bus drivers in the areas of safety, first aid, and student control.

12. Supervise and coordinate the training of bus drivers and other transportation personnel in compliance with any federal, state, and local policies, laws, and regulations.

13. Assist school principals in planning transportation for extra-curricular and/or co-curricular trips and maintain accurate records of such.

14. Investigate and report on any transportation related incidents and/or accidents.

15. Assist in directing efficient and effective procedures and criteria for determining if and when buses should be delayed or not run in the event of inclement weather conditions, and establish and maintain an effective and efficient communications network for notifying all appropriate personnel.

16. Be responsible for cooperating with school principals regarding transportation privileges and pupil discipline and responsibilities to best facilitate the transportation program, including the development and dissemination of this information to the school community,

and handling of general complaints on the operation of the system, discipline, unsafe driving conditions, etc.

17. Meet with individuals, groups and organizations for the purpose of discussing and interpreting the operation and procedures of the Transportation Program. Cooperate with all law enforcement agencies and governing bodies. Assist in keeping the public informed on major changes in routing procedures.

18. Prepare and submit to the Director of Operations a written budget of the recommended needs of the Transportation Program.

19. Be in attendance at regular and special meetings of the Board when items regarding transportation appear on the published agenda.

20. Prepare and submit according to established deadlines, all required and requested local, state, regional, and national forms and reports.

21. Call upon and request assistance of all personnel as is appropriate in the performance of all responsibilities assigned to this office.

22. Be responsible for the efficient and effective operation of the program within the approved budget appropriations as adopted by the School Board.

23. Enter into an agreement with the Director of Operations only after conducting a needs assessment where priorities are listed and toward some areas of this job description.

24. Perform other duties as assigned by the Superintendent and/or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.

- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services

- Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
- Conduct school/class walk throughs
- Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERM OF EMPLOYMENT: Twelve (12) months

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

EIN#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

JOB TITLE: **District Jump Start Coordinator**
REPORTS TO: Director of High Schools
JOB GOAL: To plan, coordinate, and supervise the implementation of student academic access to credentials and certifications embedded in the state, regional, and local Jump Start (JS) pathways, to lead and oversee the district curriculum, instructional and professional development related to Jump Start programming, and to maximize the educational opportunities and benefits available to each individual child in pursuit of the attainment of the Jump Start Tops Tech diploma.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

1. Intervene on behalf of students by coordinating JS pathway offerings and connections to high-demand career opportunities.
2. Coordinate and oversee curriculum management to ensure alignment with the JS Tops Tech diploma pathways.
3. Coordinate Career and Technical Education (CTE) dual enrollment and articulated credit programs.
4. Coordinate and oversee content-based professional development for high-demand career and Technical courses.
5. Conduct classroom observations and run data analysis to determine the effectiveness of instructional programs and professional development programs.
6. Coordinate and facilitate JS meetings between schools in the district.
7. Promote opportunities for teacher certification and credentialing in high-demand career fields.
8. Coordinate with schools to provide remediation and preparatory assistance for prerequisite testing and credentialing within the JS pathways.
9. Expand instructional program offerings available to students at school sites.
10. Provide direction and guidance for career programs.
11. Oversee and coordinate ordering of materials, supplies, and equipment for teachers, students and schools as it pertains to CTE courses.
12. Maintain and review budgets, funds, and grants for JS programming.
13. Oversee and coordinate travel to and registration for professional development.
14. Participate in meetings as it relates to JS and High Schools
15. Maintain awareness of legislation as it pertains to Special and Regular education high school diploma attainment.
16. District and school level data analysis/research.
17. Assist and facilitate public relations and marketing of district JS program.
18. Catalog credentials attained by students in the CATE database.
19. Correspond/communicate regularly with school counselors and curriculum leaders at school sites.
20. Carrie out any other activity as assigned by the High School Director or Superintendent.

WORK ENVIRONMENT/WORK HOURS:

Individual is required to work in an office setting with a climate-controlled environment subject to School Board energy policy guidelines. The length of the workday consists of hours assigned by the superintendent and could vary as a result of day/evening activities or emergencies. In addition, job responsibilities may require attendance at meetings other than the location of the work site.

HUMAN RELATIONS INVOLVEMENT:

- Must have the ability to work under the pressure of deadlines, interruptions, and the ability to deal with other employees in such a way as to maintain their goodwill.
- Must be able to respond positively to supervision and to accept commendations and recommendations.
- Must demonstrate sensitivity/understanding in interpersonal relations with persons of diverse culture/backgrounds.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.

- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

MINIMUM QUALIFICATIONS:

Master's degree in Education, certification by the State Department of Education in Administration and Supervision or Educational Leadership. In addition, certification in Special Education is preferred. A minimum of three years in administration/supervision.

TERMS OF EMPLOYMENT:

12 month employee

EVALUATION:

Shall be evaluated in accordance with the Ouachita Parish School Board personnel accountability plan.

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all duties and responsibilities. The Ouachita Parish School System reserves the right to change this description at its discretion.

While the operation of the Ouachita Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the

absence of formal policy. For instance, without the need of a specific prohibition or warning, an employee should be aware of the impropriety of certain practices such as leaving duties incomplete, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Educational Diagnostician**

QUALIFICATIONS: MA in Elementary or Secondary Education, Special Education, Early Childhood or Childhood Development; Type B with at least 1 yr. classroom teaching in certified area of Sp. Ed.; certification in at least 2 areas of Sp. Ed. (1 should be in learning disabilities or general certification w/specialization in one area at the master's level); six sem. hrs. in diagnosis and re-mediation of reading problems, 3 sem. hrs. in undergraduate coursework, (secondary majors must have 3 sem. hrs. in foundations of reading as well); a minimum of the following: 3 sem. hrs. in applied learning theory; 3 sem. hrs. in behavioral intervention strategies, including systemic behavioral assessment (25 child-contact hours); 3 sem. hrs. in precision assessment & diagnostic/prescriptive strategies; 3 sem. hrs. in test theory; 6 sem. hrs. in educational diagnosis and supervised internship (100 child-contact hours), including administration, scoring and interpretation of norm-referenced and criterion-referenced individual educational tests and implications for educational intervention through the development of the individualized assessment/intervention plan.

REPORTS TO: Facilitator of Pupil Appraisal Services

SUPERVISES: Student cases that are assigned

JOB GOAL: To identify problems of exceptional children from the standpoint of education, home environment, physical, emotional, language and hearing development where appropriate, and make recommendations to school personnel, parents or guardians and other agencies involved in working with the child.

PERFORMANCE RESPONSIBILITIES:

1. Conducts Individual evaluations in accordance with Bulletin 1508.

2. Secure and be aware of pertinent information about the child referred, such as birth, physical, health, social, and emotional development.

3. Identify the child's problems as seen by the school. This should include all academic and behavioral problems.

4. Through approved testing materials and observation, an Educational Diagnostician shall determine the child's level of functioning from the standpoint of academic, emotional, speech, hearing, language, and social development.

5. Review all materials and make appropriate recommendations to assist the child with his problems.

6. Interpret findings and recommendations to school personnel and other agencies involved.

7. Keep case material confidential.

8. Assist school personnel and parents with necessary help in order to carry out recommendations.

9. Utilize all available material, equipment, and facilities frequently used in the teaching process to help the child succeed.

10. Maintain accurate data on children, teachers, parents, and programs.

11. Execute all policies of the Ouachita Parish School Board as directed by the OPSB handbook.

12. Care for all school properties, physical facilities and instructional equipment used in helping teachers and parents.

13. Carefully document all activities including mileage, cases assessed, and agencies contacted.

14. Attend in-service workshops and annual trainings as mandated by the local policies or legislative acts as evidenced by attendance certificates.

15. Participate in self-developmental activities such as, active membership in professional organizations, attendance at meetings, workshops, conventions, etc., whenever possible and continuously upgrading the position of the educational diagnostician.

16. Promote the educational process as evidenced by the sharing of ideas and materials with other staff members.

17. Work in professional harmony with staff members and school administrators as evidenced by positive reports.

18. Use available means to keep abreast of trends, techniques, and teaching strategy as evidenced by teaching methods employed (Post-graduate work is encouraged).

19. Work with parents and agencies for educationally related purposes as required or requested.

20. Give talks to civic and public organizations when requested to do so.

21. Strive to up-live the image of public education on regular basis by keeping the general public informed of student and school programs as evidenced by the use of mass media, invitations, observations, etc.

22. Throughout the year, display concern for the vital interest of the community through special school activities.

23. The Educational Diagnostician will perform all other duties and responsibilities not listed as delegated by the Director of Pupil Appraisal Services.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in teaching profession
    - Lesson Plans
    - Instructional Duties (planning, collaboration meetings)
    - Collaborate with colleagues and departments
    - Grade Papers
    - Take and record attendance
    - Enter/Average Grades
    - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
    - School committees or task forces to contribute to school improvement initiatives
    - Educational or coaching best practices and techniques

2. Supervision

    - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
    - Supervision of Students prior to school and/or drop-off, when assigned
    - Supervision of Students in the classroom
    - Supervision of students between classes, during recess/intermission, during lunch, assemblies
    - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE:	**Elementary Supervisor** (Regular Ed, C&I, Special Education and/or Title I)
REPORTS TO:	Elementary Director or Chief Academic Officer
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	as stated

DOMAIN I: RESPONSIBILITIES

1. Provide necessary equipment, materials, supplies, and technical assistance for the operation of each school in the parish as warranted.
2. Assist assigned Director in compiling, distributing, and maintaining all documentation necessary for local, state, and federal reporting or record keeping.
3. Assist principals in the observation and/or evaluation, improvement, and implementation of instructional services in the classroom.
4. Assist with the development of a comprehensive system of personnel development and evaluation.
5. Attend workshops, in-services, conferences, etc. as shall be required to maintain a current knowledge base in the various instructional areas.
6. Initiate and conduct in-services in instructional areas.
7. Act as a liaison among regular education, special education, and federal programming.
8. Assist in coordinating and monitoring an effective curriculum and program of instruction in all schools.
9. Assist in providing leadership to school personnel to affect horizontal and vertical continuity throughout the parish.
10. Assist in collaboration with other supervisors to assure continuity across all grade levels.
11. Provide leadership in curriculum development, refinement, and implementation.
12. Provide leadership in the implementation of content standards, effective assessment, and evaluation.
13. Provide assistance with identifying at the school-level instructional approaches to address the academic needs of all students.
14. Assist principals in problem solving within their school community.
15. Assist with preparing the required budgets and reports; assist with preparing and submitting appropriate documentation relative to the instructional program in accordance with local, state, and federal guidelines.
16. Perform any other tasks as assigned by immediate supervisor.

DOMAIN II: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time when appropriate.

DOMAIN III: SAFETY

1. Complete tasks in a safe manner as prescribed by the Safety Department or by the employee's profession/craft.
2. Maintain a neat and orderly work environment.
3. Dress appropriately for the job assigned and in compliance with state law and Board policy GAMB Employee Dress Code.
4. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.

DOMAIN IV(Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

DOMAIN V: PROFESSIONALISM

1. Attend and constructively participate in meetings and professional development activities.
2. Use active listening skills.
3. Accept and recognize the value of the contribution of others.
4. Exhibit a caring, positive attitude towards others.
5. Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
6. Observe professional ethics as prescribed by the employee's profession/craft and in accordance with state law and board policy.
7. Work and cooperate with entire staff.
8. Seek, share, and respect ideas of others.
9. Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel).
10. Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation.
11. Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
12. Adhere to high standards of professionalism and encourage professional growth.
13. Develop leadership and responsibility in colleagues and students if applicable.
14. Demonstrate skills to receive and give constructive feedback.
15. Identify problems and issues and work collaboratively to contribute ideas and find solutions.
16. Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
17. Use verbal and non-verbal communication in a respectful manner.
18. Write and speak clearly and concisely for understanding.
19. Represent the schools and district in a positive manner.
20. Treat all stakeholders in a respectful and helpful manner.
21. Cooperate with administration in the performance of additional duties.
22. Cooperate with building and district staff in planning and evaluation.
23. Complete tasks, reports, and documents accurately according to specified timelines and expectations.
24. Minimize bias in self and others and accept responsibility for his/her own actions.
25. Adhere to ethical, legal, and professional standards.
26. Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
27. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
28. Follow directives as assigned by supervisor.
29. Use proper administrative procedures for making requests and resolving conflicts.

***Domain V denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

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

METHOD OF EVALUATION: District level evaluation.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS Type A/Level 3 certificate; Parish/City Supervisor of Instruction Add-On or Educational Leader 1 or 2 certification (unless otherwise noted by Board); at least three (3) years of professional supervision experience within the last five (5); Master's degree.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Ouachita Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	EIN#
Signature of Evaluator/Supervisor	Date

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE:	**ELL** (English Language Learner) Teacher
REPORTS TO:	Principal and/or Title I Supervisor
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	as stated

DOMAIN I: SETTING INSTRUCTIONAL OUTCOMES

1. **The teacher designs instructional outcomes that represent rigorous and important learning in the discipline.**
   - Outcomes represent high expectations and rigor.
   - Outcomes are related to "big ideas" of the discipline.
2. **The teacher designs instructional outcomes that are clear, written in the form of student learning, and suggest viable methods of assessment.**
   - Outcomes are written in terms of what students will learn rather than do.
3. **The teacher designs outcomes that reflect several different types of learning an opportunities for coordination.**
   - Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, and communication.
4. **The teacher designs outcomes that take into account the varying needs of groups of students.**
   - Outcomes are suitable to groups of students in the class, differentiated where necessary.

DOMAIN II: MANAGING CLASSROOM PROCEDURES

1. **The teacher maximizes instructional time.**
   - The students are productively engaged during small group work.
2. **The teacher manages learner behavior in instructional groups, transitions, and/or handling of materials and supplies consistently.**
   - Transitions between large and small group activities are smooth.
3. **The teacher establishes classroom routines to be followed by students with minimal guidance and prompting.**
   - Routines for distribution and collection of materials and supplies work efficiently.
   - Classroom routines function smoothly.

DOMAIN III: USING QUESTIONING/PROMPTS AND DISCUSSION

1. **The teacher poses questions to students designed to promote student thinking and understanding.**
   - Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.
2. **The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.**
   - The teacher makes effective use of wait time.
   - Discussions enable students to talk to one another, without ongoing mediation by the teacher.
3. **The teacher engages most students in the discussion, employing a range of strategies to ensure that most students are heard.**
   - The teacher builds on student responses to question effectively.
   - The teacher calls on most students, even those who don't initially volunteer.
   - Many students are actively engage in the discussion.

DOMAIN IV: ENGAGING STUDENTS IN LEARNING

1. **The teacher provides learning tasks and activities that are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.**
   - Most students are intellectually engaged in the lesson.
   - Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
   - Students have some choice in how they complete learning tasks.
   - There is a mix of different types of groupings, suitable to the lesson objectives.
   - Materials and resources support the learning goals and require intellectual engagement, as appropriate.
2. **The teacher provides students the time needed to be intellectually engaged.**
   - The pacing of the lesson provides students the time needed to be intellectually engaged.

DOMAIN V: USING ASSESSMENT IN INSTRUCTION

1. **The teacher uses formative and summative assessment regularly to guide instruction.**
   - The teacher makes adjustments to the lesson to enhance understanding by groups of students when necessary.
2. **The teacher makes students aware of assessment criteria and encourages students to use self-assessment.**
   - Students indicate that they clearly understand the characteristics of high quality work.
   - Students are invited to assess their own work and make improvements.
   - The teacher attempts to engage students in self- or peer assessment.
3. **The teacher gives accurate and specific feedback and advances learning.**
   - Feedback includes specific and timely guidance for at least groups of students.
4. **The teacher diagnoses evidence of learning by questions, prompts, and assessment.**
   - The teacher elicits evidence of student understanding during the lesson.

DOMAIN VI: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time when appropriate.

DOMAIN VII: SAFETY

1. Complete tasks in a safe manner as prescribed by the Safety Department or by the employee's profession/craft.
2. Maintain a neat and orderly work environment.
3. Dress appropriately for the job assigned and in compliance with state law and Board policy.
4. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.

DOMAIN VIII: COMMUNICATION

1. Understand and interpret written and verbal instructions from immediate supervisor and give clear written and oral instructions to others as required.
2. Accurately compile data, summarize information and provide written reports when required.
3. Answer the telephone and receive visitors in a courteous and efficient manner.
4. Follow the chain of command for various administrative procedures.

DOMAIN IX: PROFESSIONALISM

1. Attend and constructively participate in meetings and professional development activities.
2. Use active listening skills.
3. Accept and recognize the value of the contribution of others.
4. Exhibit a caring, positive attitude towards others.
5. Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
6. Observe professional ethics as prescribed by the employee's profession/craft and in accordance with state law and board policy.
7. Work and cooperate with entire staff.
8. Seek, share, and respect ideas of others.
9. Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel).
10. Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation.
11. Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
12. Adhere to high standards of professionalism and encourage professional growth.
13. Develop leadership and responsibility in colleagues and students if applicable.
14. Demonstrate skills to receive and give constructive feedback.
15. Identify problems and issues and work collaboratively to contribute ideas and find solutions.
16. Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
17. Use verbal and non-verbal communication in a respectful manner.
18. Write and speak clearly and concisely for understanding.
19. Represent the schools and district in a positive manner.
20. Treat all stakeholders in a respectful and helpful manner.
21. Cooperate with administration in the performance of additional duties.
22. Cooperate with building and district staff in planning and evaluation.
23. Complete tasks, reports, and documents accurately according to specified timelines and expectations.
24. Minimize bias in self and others and accept responsibility for his/her own actions.
25. Adhere to ethical, legal, and professional standards.
26. Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
27. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
28. Follow directives as assigned by supervisor.
29. Use proper administrative procedures for making requests and resolving conflicts.
30. Develop an Individual Education Plan (IEP), ITP, and or IFSP (for Special Education teachers only).*
31. Administers evaluative measures to diagnose English proficiency of LEP (Limited English Proficient) students.
32. Assists designated teachers in the classroom with ELL instructional practice, management techniques, and program guidelines.
33. Performs individual and small group tutoring.
34. Assists the supervisor of ELL program in securing instructional materials and equipment for classroom use.
35. Keeps an accurate updated list of Limited Proficient (LEP) students in need of services.
36. Perform any other duties assigned by Supervisor.

***Domain IX denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal
   - Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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METHOD OF EVALUATION: State level evaluation or LEA approved evaluation plan.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS: Individual must hold a valid Louisiana Teaching Certificate in Elementary or Secondary Education; ESL certification; additional criteria as the board may require.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Ouachita Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	Last Four of SS#
Signature of Evaluator	Date

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE:	**504 Coordinator**
REPORTS TO:	Director of Student Support Services
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	as stated

DOMAIN I: RESPONSIBILITIES

1. Assist to develop, coordinate, and plan curricula for special education.
2. Act as a liaison to regular education on projects involving special education to ensure cooperation as a support service.
3. Act as a liaison to Pupil Appraisal to ensure that instructional staff comply with parish policy as well as state and federal laws and regulations.
4. Evaluate effectiveness of special education curricula and suggest improvement in quality of programming.
5. Assess needs, plan, and/or conduct inservice meetings and seminars.
6. Assist with self-review monitoring at all levels and oversee implementation and documentation of Corrective Action Plans related to all levels.
7. Assist special education and regular education teachers in their classroom, and offer insights for the enhancement of the teaching-learning situation for special needs students.
8. Ensure that teachers utilize progress monitoring and other appropriate methods to evaluate the progress of special education students and benefits received in educational settings, and to use the results for data-driven decision making.
9. Render professional assistance to those teachers in need.
10. Keep abreast of new developments in the education of the disabled and keep staff informed.
11. Coordinate transition meetings, agency fairs, and job fairs for students.
12. Participate in meetings with district representatives from other agencies providing services to students once they exit the school system.
13. Conduct post-graduation surveys and other documentation required by the State Department of Education.
14. Attend regional and state-wide transition meetings.
15. Address individual concerns of students, parents, teachers, staff, and administrators and make recommendations for programming.
16. Make recommendations to ensure that all federal and state special education related mandates are followed.
17. Perform any other duties as assigned by immediate supervisor or designee.

DOMAIN II: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time when appropriate.

DOMAIN III: SAFETY

1. Complete tasks in a safe manner as prescribed by the Safety Department or by the employee's profession/craft.
2. Maintain a neat and orderly work environment.
3. Dress appropriately for the job assigned and in compliance with state law and Board policy GAMB Employee Dress Code.
4. Display employee ID tag at all times on duty.
5. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.

Domain IV (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

DOMAIN V: PROFESSIONALISM

1. Attend and constructively participate in meetings and professional development activities.
2. Use active listening skills.
3. Accept and recognize the value of the contribution of others.
4. Exhibit a caring, positive attitude towards others.
5. Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
6. Observe professional ethics as prescribed by the employee's profession/craft and in accordance with state law and board policy.
7. Work and cooperate with entire staff.
8. Seek, share, and respect ideas of others.
9. Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel).
10. Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation.
11. Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
12. Adhere to high standards of professionalism and encourage professional growth.
13. Develop leadership and responsibility in colleagues and students if applicable.
14. Demonstrate skills to receive and give constructive feedback.
15. Identify problems and issues and work collaboratively to contribute ideas and find solutions.
16. Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
17. Use verbal and non-verbal communication in a respectful manner.
18. Write and speak clearly and concisely for understanding.
19. Represent the schools and district in a positive manner.
20. Treat all stakeholders in a respectful and helpful manner.
21. Cooperate with administration in the performance of additional duties.
22. Cooperate with building and district staff in planning and evaluation.
23. Complete tasks, reports, and documents accurately according to specified timelines and expectations.
24. Minimize bias in self and others and accept responsibility for his/her own actions.
25. Adhere to ethical, legal, and professional standards.
26. Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
27. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
28. Follow directives as assigned by supervisor.
29. Use proper administrative procedures for making requests and resolving conflicts.

***Domain V denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

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METHOD OF EVALUATION: Follow district level evaluation plan.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS: Hold a valid teaching certificate.
My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Ouachita Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	Last Four of SS#
Signature of Evaluator/Supervisor	Date

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: HOMELESS ADVOCATE:

JOB GOAL: Identify homeless students and coordinate services in accordance with homeless regulations.

PERFORMANCE RESPONSIBILITIES:

1. Provide information to school personnel relevant to Homeless regulations and policies, identification of homeless students, available support services, and the role of the Advocate.
2. Collaborate with school personnel to ensure that homeless students are identified and services are provided according to homeless regulations.
3. Adhere to federal policy and procedures to insure proper enrollment of children onto the state record keeping system.
4. Coordinate and implement all homeless activities.
5. Maintain accurate files and records on homeless students.
6. Maintain confidentiality.
7. Remain abreast of homeless regulations and guidelines by attending training sessions and participating in relevant professional development activity.
8. Perform any other tasks assigned by Supervisor.

FOSTER CARE POINT OF CONTACT

JOB GOAL: Serve as the Foster Care Point of Contact for Ouachita Parish.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate with local child welfare agency (CWA) to develop a process for implementing ESSA provisions.
2. Lead development of best interest determination process.
3. Facilitate the transfer of records and immediate enrollment and data sharing with CWAs.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

TERM OF EMPLOYMENT: Twelve (12) months

Compensation:

To be determined by employee's education level:

- Required Associate's Degree: Technical College Salary schedule
  OR
- Preferred Bachelor's Degree: BA in Business Administration Salary schedule

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ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Instructional Specialist** (Title 1)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate
- Master's Degree
- Louisiana certification to teach English or mathematics or reading within grades 1 – 8.
- Five years of successful teaching experience (in a position which requires a teaching certificate) in the areas of English or mathematics or reading within grades K-8.

REPORTS: Director of Curriculum, Instruction and Assessment

SUPERVISES: None

JOB GOAL: To develop improved instructional techniques in reading and mathematics in the ESSA, Title 1 schools in Ouachita Parish.

PERFORMANCE RESPONSIBILITIES:

1. Assist ESSA, Title 1 teachers and teachers of ESSA, Title 1 students with testing, diagnosing, grouping and evaluating Title 1 students.

2. Assist teachers of ESSA, Title 1 students with prescription writing, selection, construction and proper use of supplementary materials.

3. Collaboratively plans lessons with teachers, observes instruction, team teaches, and provides instructional support and feedback to teachers of ESSA, Title I students.

4. Train ESSA, Title 1 teacher aides and conduct in-service meetings with ESSA, Title 1 teachers, teachers of Title 1 students and aides.

5. Assist librarians with materials and book classification of ESSA, Title 1 students.

6. Facilitate in writing curriculum improvements, planning summer workshops and summer planning for the next school year.

7. Assist all ESSA, Title 1 schools with purchasing Title 1 materials.

8. Engage in professional development activity and participate in self-developmental activities.

9. Participate in job-embedded professional learning communities and meet with Title 1 students and parents for educationally related purposes when required or requested.

10. Perform all other duties or responsibilities not listed as delegated by the ESSA, Title 1 Director and/or the Supervisor of Individualized Instruction.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings

- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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TERM OF EMPLOYMENT: as stated

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE:	McKinney-Vento Homeless Education Specialist
REPORTS TO:	Director of Federal Programs
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	as stated on contract

DOMAIN I: CURRICULUM AND INSTRUCTION

1. Assist the Director of Federal Programs and staff when necessary to provide the most effective educational program possible for eligible homeless.
2. Communicate effectively with parents and the community and encourage their support for school goals, programs, and policies to enhance the quality of education in the schools.
3. Monitor academic progress of homeless youth and work collaboratively with teachers and parents to improve academic achievement.
4. Maintain regular contact with relevant service agencies during the course of the school year.
5. Serve as a coordinator for the Department of Education to any state or community agency relative to homeless children and youth.

DOMAIN II: ADMINISTRATION

1. Adhere to the educational philosophy, organizational structure, and local policies governing education as defined in the Ouachita Parish School Board Policies and Procedures Handbook.
2. Provide Homeless sensitivity training to school, churches, community agencies, etc.
3. Compose and answer written and oral communications relative to the program.
4. Participate in local and state conferences relative to homeless children and youth.
5. Guarantee that school placement is in the best interest of the homeless children and youth.
6. Pledge that each homeless child or youth receives services comparable to services offered to other students in the school selected.
7. Work in professional harmony with co-workers, staff members, administrators, teachers, and the community.
8. Generate quarterly reports on student data relative to academic, discipline, and attendance.
9. Provide periodic data collection reports on homeless children and youth to the Department of Education as required.
10. Perform any other duties as assigned by the Superintendent or designee.

DOMAIN III: SCHOOL AND COMMUNITY RELATIONS

1. Explain and interpret homeless services to parents, teachers, principals, and other members of the parish school system.
2. Facilitate communication between the home and the school, seeking to involve families in the educational process of their children and provide feedback to the school on family situations and problems.
3. Serve as a liaison between the school and community agencies, collaborating on cases and providing assistance to families in obtaining and utilizing local resources; oversee the planning and development of objectives, policies, and procedures that govern homeless children and youth.
4. Review and evaluate the homeless programs continuously to ensure that students meet with as much success as possible.
5. Identify students in need of support services, such as tutoring and other related services and develop a referral mechanism to be used by both parents and teachers.
6. Observe and monitor each school site and the homeless to ensure that federal regulations are in place.
7. Provide technical assistance and procedures for the prompt resolution of disputes regarding educational placement of homeless children and youth.

8. Verify and ensure that homeless children and youth who meet the relevant eligibility criteria are able to participate in federal, state, or local before- and after-school care and food programs.
9. Substantiate that each school will maintain and make available (in a timely fashion) any student records for homeless children and youth that are ordinarily kept by the school.
10. Assist in identifying and revising any policies that may act as barriers to the enrollment, attendance, and success of homeless children and youth in school.

DOMAIN IV (Local): Consultation/ Professionalism/Performance/Competency

- Provide consultative services to the families of and, when necessary, consultative services to students who are experiencing problems in social and behavioral functioning at school which result from circumstances or events related to homelessness.
- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.

- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations

- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

DOMAIN V: PROFESSIONAL DEVELOPMENT AND ETHICS

1. Provide professional development workshops to school staff and parents on the effective implementation of federal guidelines regarding homelessness children and youth.
2. Organize, coordinate, and provide tutor training.
3. Possess and use professional knowledge and understanding in decision making.
4. Work enthusiastically toward goals and performance responsibilities.
5. Plan for professional self-improvement.

DOMAIN VI: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time clocks when appropriate.

DOMAIN VII: SAFETY

1. Complete tasks in a safe manner as prescribed by the Safety Department or by the employee's profession/craft.
2. Maintain a neat and orderly work environment.
3. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.

DOMAIN VIII: COMMUNICATION

1. Understand and interpret written and verbal instructions from immediate supervisor and give clear written and oral instructions to others as required.
2. Accurately compile data, summarize information and provide written reports when required.
3. Answer the telephone and receive visitors in a courteous and efficient manner.
4. Follow the chain of command for various administrative procedures.

DOMAIN IX: PROFESSIONALISM

1. Attend and constructively participate in meetings and professional development activities.
2. Use active listening skills.
3. Accept and recognize the value of the contribution of others.
4. Exhibit a caring, positive attitude towards others.
5. Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
6. Observe professional ethics as prescribed by the employee's profession/craft and in accordance with state law and board policy.
7. Work and cooperate with entire staff.
8. Seek, share, and respect ideas of others.
9. Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel).
10. Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation.
11. Establish and maintain a harmonious working relationship with staff members, administrators, co-workers,

teachers, parents, and the general public.
12. Adhere to high standards of professionalism and encourage professional growth.
13. Develop leadership and responsibility in colleagues and students if applicable.
14. Demonstrate skills to receive and give constructive feedback.
15. Identify problems and issues and work collaboratively to contribute ideas and find solutions.
16. Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
17. Use verbal and non-verbal communication in a respectful manner.
18. Write and speak clearly and concisely for understanding.
19. Represent the schools and district in a positive manner.
20. Treat all stakeholders in a respectful and helpful manner.
21. Cooperate with administration in the performance of additional duties.
22. Cooperate with building and district staff in planning and evaluation.
23. Complete tasks, reports, and documents accurately according to specified timelines and expectations.
24. Minimize bias in self and others and accept responsibility for his/her own actions.
25. Adhere to ethical, legal, and professional standards.
26. Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
27. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
28. Follow directives as assigned by supervisor.
29. Use proper administrative procedures for making requests and resolving conflicts.
30. Performs any other duties assigned by Supervisor.

***Domain IX denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

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METHOD OF EVALUATION: District level evaluation plan.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS: Louisiana certification required.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Ouachita Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

_____ _____

Signature of Employee Date

_____ _____

Name of Employee (**PLEASE PRINT**) Last Four SS#

_____ _____

Signature of Evaluator Date

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Migrant Recruiter**/Advocate, Homeless Advocate, and Foster Care Point of Contact (FLSA – Exempt)

QUALIFICATIONS:

Required:

- **Associate of Arts, Associate of Science, or Associate of Applied Science degree from a state-approved or regionally accredited institution of higher education.**

Preferred:

- Bachelor's Degree from a regionally accredited institution of higher education.

REPORTS TO: Director of Federal Programs

SUPERVISES: None

MIGRANT RECRUITER/ADVOCATE:

JOB GOAL: The Migrant Recruiter/Advocate shall work to identify, locate, and recruit migrant children/families. Additionally, the Migrant Recruiter/Advocate shall establish and maintain a cooperative working relationship with agencies in the school community that serve as resources for migrant children/families.

PERFORMANCE RESPONSIBILITIES:

1. Conduct interviews with potentially eligible migrant parents, guardians, or a reliable source to collect all necessary data to make a determination of Migrant Program eligibility.
2. Inform migrant parents of their rights and the rights of their children, school policies, and services for which they may be eligible.
3. Follow state policy and procedures to insure proper enrollment of children onto the state record keeping system.
4. Establish a rapport with employers of migrant workers such as farms and food processors, school personnel, and other sources which can provide information on possible migrant families.

5. Work cooperatively with migrant tutors, coordinators, specialists and other advocates who have general knowledge of the different services to migrant families.
6. Visit migrant student homes to share and gain information about students and make suggestions when appropriate-concerning methods for parents to use to increase student learning.
7. Encourage parental participation in the school with a goal to facilitate parental independence in dealing with schools and other Federal, State, and Community service agencies.
8. Assist students in communicating with school personnel including teachers, principals, guidance counselors, and others.
9. Be available to assist in emergency needs and concerns.
10. Ensure that migrant children have basic school supplies not supplied by schools, in the event their parents cannot afford to purchase them.
11. Facilitate linkages amongst parents, family, tutors, and regular classroom teachers to enhance the quality of instruction.
12. Develop knowledge of Federal, State, Community and school resources, guidelines, and services and make appropriate referrals.
13. Make every effort to enroll all preschool children in appropriate programs such as Pre-K, Head Start, Child Care centers, Special Education and others.
14. Serve as a resource to school personnel in regular and summer school to enhance learning opportunities.
15. Meet with school personnel to explain program services, policies, and the role of the Advocate.
16. Conduct and maintain a current needs assessment of all assigned LEA migrant students including educational data, language assessment, school records, and recommendations and suggestions from parents, students, and school personnel.
17. Maintain accurate records of family visits, school and student interventions, comments and pertinent information regarding all migrant students.
18. Identify the presence and location of migrant children/families within the assigned recruitment area.
19. Actively recruit and encourage migrant children and parents/guardians to participate in program services.
20. Accurately document facts establishing a child's eligibility on a Certificate of Eligibility (COE).
21. Become knowledgeable about all identification and recruitment guidelines by attending training sessions and attending other opportunities for professional development.
22. Maintain accurate documentation to ensure fidelity of Migrant Service Delivery Plan.
23. Maintain confidentiality.
24. Continuously perform other duties as assigned by the Superintendent or his designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
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- The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.
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- The teacher exhibits professional and ethical conduct.
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- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
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Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
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3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
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I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Occupational/Physical Therapist**

QUALIFICATIONS: **Must hold license to practice occupational/physical therapy in Louisiana.** Six years of experience or training in occupational/physical therapy work. Two years must have been at professional level. College training may be substituted for required general experience on the basis of 30 (3) sem. hrs. for 1 year of experience. Graduation from an accredited school of occupational/physical therapy may be substituted for all the general and 1 year of the specialized experience.

REPORTS TO: Director of Student Support Services or designee

SUPERVISES: Assigned cases

JOB GOAL: In the educational setting, the occupational therapist uses purposeful goal-directed activities and adapted techniques and equipment to improve the child's ability to participate effectively and the physical therapist develops and maintains the physical potential of a child with disabilities for independence and participation in the classroom and in other educational activities. On request of the patient's physician, the occupational/physical therapist will select and direct the patient's activities.

PERFORMANCE RESPONSIBILITIES:

1. Become familiar with program structures, classroom schedules, and students' abilities in the Ouachita Parish Special Education classes as evidenced by referral and visitations.
2. Prepare and submit to the designated person, a weekly planned guide of anticipated activities.
3. Appraise the abilities and disabilities of referred children regularly and seek help from specialists whenever necessary.
4. Assist regular and special education teachers in organizing and carrying through meaningful occupational/physical therapy programs, where possible, in the school setting.
5. Work directly with special education teachers and regular classroom teachers as needed.
6. Assist both special and regular teachers in selecting appropriate materials and supplies needed to implement an occupational/physical therapy program.
7. Participate in Individual Education Plan Committee Meetings whenever requested to do so.

8. Assist and be thoroughly involved in workshops as requested by administrative staff.

9. Provide for the coordination of treatment of students with referring physicians, mental health clinics and other service agencies.

10. Be responsible for maintaining acceptable student discipline and safety during occupational/physical therapy activities as evidenced by adherence to state and local regulations.

11. Maintain progress records on patients as evidenced by reports submitted to proper authorities and kept on file.

12. Report to assigned schools to find out classroom schedules and set up times for occupational/physical therapy in the Ouachita Parish School System

13. Maintain on file travel records and accurate records on patients.

14. Utilize all available recourses as needed.

15. Develop and maintain reasonable rules for care and use of materials and equipment as evidenced by good storage, periodic inspections and inventories.

16. Execute all policies of Ouachita Parish School Board and/or individual schools as directed by respective handbooks.

17. Attend in-service workshops as mandated by local policies or legislative acts as evidenced by attendance.
18. Participate in self-developmental activities such as active membership in professional organizations, attendance at meetings, workshops and conventions, etc., whenever possible and continuously upgrade the position of the occupational/physical therapist as evidenced by actual participation.

19. Promote the educational process as evidenced by the sharing of ideas and materials with other staff members.

20. Work in professional harmony with all contacts as evidenced by positive reports.

21. Use all available means to keep abreast of new trends and techniques.

22. Meet with students, parents, educational personnel when required or requested by evidence of availability.

23. Take part in Individual Education Plan Committee Meetings when requested to do so.

24. Prepare and give talks to civic and public organizations as requested.

25. Throughout the year, display concern for the vital interest of the community through special activities.

26. Document services provided to all students in the district provided electronic recording system.

27. Provide records of student care when requested for auditing and funding purposes.

28. Perform all other duties and responsibilities requested by the Administrator of Special Education.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees

and the public.

- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings

- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
Job Description

TITLE: **Personnel Director**

REPORTS TO: Superintendent

QUALIFICATIONS: The applicant shall possess the certification required by the applicable rules and regulations of the LDOE and BESE at the time the applicant begins to hold the position;
Five years at the level of principal or supervisor.

JOB GOAL: To plan, coordinate, and supervise the operation of the personnel activities of the Ouachita Parish School Board in such a way as to promote the overall efficiency of the district and maximize the educational opportunities and benefits available to each individual student.

SUPERVISES: Personnel Department and other appropriate staff as assigned by the Superintendent

FLSA STATUS: Exempt

TERMS OF EMPLOYMENT: 12 Mos.

PERFORMANCE RESPONSIBILITIES:

1. Plans and directs a program for selection and assignment of the best qualified teachers and personnel.
2. Organizes interviews of applicants, checks references, administers background checks and makes recommendations to the superintendent of all personnel.
3. Coordinates and recommends with appropriate administrators and supervisors all assignments, transfers, dismissals and promotions.
4. Certifies classifications, experience and degrees to the Business Department.
5. Maintains adequate and required records of all personnel.
6. Administers provisions of the Educational Laws of Louisiana as they apply to personnel, practice teacher agreements between the district and participating colleges and universities, and employee leave.
7. Organizes a corp of substitute teachers and assigns them to schools as needed.
8. Reports periodically to the superintendent the problems, conditions and needs of the personnel office.
9. Supervises and evaluates all staff of the personnel office.
10. Prepared and distributes recruiting materials in cooperation with professional staff members concerned.
11. Confers with principals to determine the needs of various classifications and schools.
12. Cooperates with colleges and universities of schools of education regarding applicants.

13. Attends regular meetings of the superintendent's staff.
14. Counsels and advises applicants and probationary and permanent personnel.
15. Provides necessary processing of issuance and renewal of state credentials.
16. Plans, develops, and revises personnel management policies in accordance with state legislation for submission to the Board for adoption and maintains personnel policy handbooks.
17. Assumes administrative responsibility for the routine duties of the personnel department including approving leave for appropriate personnel, providing necessary equipment and supplies for the personnel department and providing for necessary inventory for the personnel department.
18. Supports the superintendent in his overall administrative efforts; interprets his ideas and decisions to staff and public; keeps him informed of pertinent office developments and events; and seeks his counsel or decision as necessary.
19. Responds to inquiries related to employment from the Department of Labor and other federal agencies.
20. Accepts any and all other duties assigned by the Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.

- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

EVALUATION: Performance will be evaluated according to OPSB Policy.

_____ _____

Personnel Director Signature Date

_____ _____

Print Name Last Four SS#

_____ _____

Superintendent/Evaluator Signature Date

OUACHITA PARISH SCHOOLS
Job Description

TITLE:	**Personnel Supervisor**
REPORTS TO:	Chief of Staff
QUALIFICATIONS:	1. A valid Louisiana Teaching Certificate Type A or Level 2 or 3. 2. Certification as Parish/City Supervisor or Educational Leader Level 1, 2, or 3. 3. Three (3) years of successful experience as a principal or supervisor. 4. Must be able to perform essential functions of the job as described here below with or without reasonable accommodations. 5. Must be fluent in Word, Excel, PowerPoint, and Google suite.
JOB GOAL:	To plan, coordinate, and supervise the operation of the personnel accountability plan including overseeing LEADS and yearly in-district evaluations of all employees. Coordinates the mentor and residency program. Oversees the staffing and management of classified (support) positions and certified staff as needed. Assists Personnel department staff with onboarding, retirement, leave, substitutes and other processing for district employees and other transactional functions.
SUPERVISES:	N/A
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	12 Mos.

PERFORMANCE RESPONSIBILITIES:

1. Provides guidance and support to teachers, administrators, and classified (support) employees with the LEADS system and/or in-district evaluation plans.
2. Develops and maintains resource materials for use by district and school administrators in providing professional development training to school employees related to the district personnel evaluation process and plan.
3. Provides training to all new administrators and existing administrators (as needed) to meet state requirements for LEADS evaluator certification.
4. Provides training to all new administrators and existing administrators (as needed) on local and state procedures and policies through an induction/orientation program and ongoing support.

5. Prepares, updates, and coordinates the contracts of administrators and other employees assigned by the Personnel Director.
6. Works with local universities and providers to oversee the resident and mentor programs within the district.
7. Assists district and school administrators in initiating, designing, and supervising employee Intensive Assistance Plans (IAP).
8. Initiates in-service projects designed to address employee needs associated with the district personnel evaluation plan.
9. Oversees the mentor and resident programs in the district in conjunction with local universities and providers.
10. Assists in the design, management and maintenance of employee procedures for classified employees.
11. Assists in conferencing with employees concerning personnel matters including serving as a mediator in the grievance process.
12. Assists with the investigation and resolution of district personnel issues and concerns.
13. Serves as the Title IX Sexual Harassment Investigator for district concerns and complaints.
14. Works closely with the planning and facilitation of the TIP Program.
15. Prepares and submits according to established deadlines all required and requested local, state, and federal forms and reports as requested.
16. Assists in providing research for policies, training, strategic planning, staffing, and other personnel related issues and activities.
17. Organizes interviews of applicants, checks references, administers background checks and makes recommendations to the Chief of Staff for classified employees.
18. Maintains adequate and required records of all personnel assigned.
19. Prepares and distributes recruiting materials as needed.
20. Confers with principals to determine the needs of various classifications and schools.
21. Attends regular meetings of the superintendent's staff as requested.
22. Counsels and advises applicants and probationary and permanent personnel.
23. Supports the Chief of Staff in his overall administrative efforts.
24. Responds to inquiries related to employment from the Department of Labor and other federal agencies.
25. Accepts any and all other duties assigned by the Superintendent and assigned Director.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.

- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in supervisory positions
- Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
- Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
- Conduct school/class walk throughs
- Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

EVALUATION: Performance will be evaluated according to OPSB Policy and the Personnel Evaluation Plan.

Evaluatee Signature	Date
Print Name	EIN #
Evaluator Signature	Date

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Preschool Facilitator**

QUALIFICATIONS: MA in Elementary or Secondary Education, Special Education, Early Childhood or Child Development; minimum Type B teaching certificate with at least one year classroom teaching in a properly certified area of special education; certification in at least 2 areas of special education, or generically certified in accordance with the requirements of the State Board of Elementary and Secondary Education; or a general certification with specialization in one area at the master's level; should be eligible to work as an assessment teacher.

REPORTS TO: Administrator of Special Education Instructional Program and Disproportionality

SUPERVISES: None

JOB GOAL: The preschool facilitator will be directly responsible for carrying out activities relating to the preschool and the Handicapped Infants and Toddlers Programs. The facilitator will coordinate the efforts between the school and other agencies working with infants, toddlers and preschool children. The facilitator is responsible for working with the Child Search Coordinator in developing early intervention services. The facilitator will work with identification and evaluation of preschool children who are suspected to be in need of special education. The facilitator will work on the development of the preschoolers' Individualized Education Programs along with the IEP facilitator and the Child Search Coordinator. The facilitator will work with other special education staff members in implementing and improving special education program delivery. The facilitator will also work with parents and families of children needing early intervention programs.

PERFORMANCE RESPONSIBILITIES:

1. To serve as a liaison between the Administrator of Special Educational Instructional Program and Disproportionality and agencies dealing with infants and toddlers needing early intervention programs.

2. Work with the assessment of the needs and development of programs to meet the unique needs of the families of handicapped infants and toddlers.

3. Work with multidisciplinary teams in the identifying and evaluation of preschool children.

4. Work with the Child Search Coordinator in the location of infants and toddlers with unique needs because of developmental delays.

5. Work with other agencies that provide services for infants and toddlers.

6. To assist teachers and other special education staff members in the development and improvement of programs for preschool children.

7. Assist with the selection of materials, supplies and equipment suitable for working with preschool children.

8. To assist in the carrying out of the mandates of Public Law 99-457, Act 754, Bulletins 1508 and 1530.

9. Secure pertinent information about the children who are referred.

10. Interpret findings and recommendations to families, school personnel and agencies involved.

11. Maintain accurate data on children, teachers, parents, and children worked with.

12. Execute all policies of the Ouachita Parish School Board as directed by the parish handbook.

13. Carefully document all activities including mileage, cases and programs worked with, parents, school and agencies contacted.

14. Plans work on a weekly basis.

15. Attend in-service workshops as mandated by the local policies as legislative acts as evidenced by attendance.

16. Participate in self-developmental activities such as, active membership in professional organizations, attendance at meetings, workshops, conventions, etc., whenever possible and continuously upgrading the position of the facilitator.

17. Promote the educational process as evidenced by the sharing of ideas and materials with other staff members.

18. Work in professional harmony with staff members and school administrators as evidenced by positive reports.

19. Use available means to keep abreast of trends, techniques, and teaching strategy (Post-graduate work is encouraged).

20. Keep case material confidential.

21. Work with parents and agencies for educationally related purposes as required or requested and approved by the Administrator of Special Educational Instructional Program and Disproportionality.

22. Give talks to civic and public organizations when requested to do so.

23. Strive to up-lift the image of public education on regular basis by keeping the general public informed of student and school programs as evidenced by the use of mass media, invitations, observations, etc.

24. Throughout the year, display concern for the vital interest of the community through special school activities.

25. The facilitator will perform all other duties and responsibilities not listed as delegated by the Administrator of Education Instructional Program and Disproportionality.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
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- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Program Manager**

QUALIFICATIONS:

Master's Degree; Type A or Level 3 Louisiana teaching certificate; five (5) years of special education experience in area(s) of certification in a state approved educational setting.

REPORTS TO: Director of Student Support Services or designee

SUPERVISES: N/A

JOB GOAL: The Program Manager shall ensure compliance to established policies and procedures required to maintain programs of service and shall be responsible for the development and implementation of Individualized Education Programs at assigned schools. This includes working with school coordinators in the development of initial IEPs and other special education staff members on IEP reviews. The manager shall monitor IEP compliance, train personnel in the use of computerized IEP programs, lead professional development activities, and provide technical assistance.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate activities of Special Education Instructional Staff.
2. Manage the district's special education instructional programs and services at assigned schools.
3. Ensure that Special Education Procedures are aligned with policies mandated by state and federal regulatory guidelines.
4. Coordinate internal monitoring of IEP records annually.
5. Review and interpret out of state/parish IEPs for program and placement decisions with Pupil Appraisal Staff.
6. Provide training and technical assistance to case managers, teachers, related service providers and support service professionals on all aspects of case management including use of computer systems for the special education process, writing of goals, progress reports, and annual reviews.
7. Ensure appropriate delivery of both special education instruction and related services as stipulated on IEPs.
8. Ensure IEPs are developmentally appropriate, curriculum/standards-based, strength based, and relevant to individual students.
9. Maintain a high level of knowledge regarding developing special education issues such as changes in federal and local policies.
10. Conduct and/or participate in workshops, committees, webinars, and conferences designed to promote effective classroom instruction and special education procedures.

11. Participate in a variety of meetings as required (e.g. workshops, inter and intra district committees, community and public agencies, seminars, conferences, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out special education compliance requirements.
12. Conduct new teacher in-services and professional development as needed throughout the year.
13. Consult with school administrators in the development and implementation of IEPs and special education programs.
14. Stay abreast of IEP policy changes and disseminate information to appropriate personnel.
15. Maintain confidentiality of all student information.
16. Work collaboratively with staff members, school administrators, parents, and agencies for education related purposes.
17. Function as the official designated representative of the school system at IEP meetings.
18. Perform all other duties and responsibilities not listed as delegated by the Director of Student Support Services or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.

- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. <u>Instructional Components</u>

- Fulfill duties traditionally expected of those in teaching profession
- Lesson Plans
- Instructional Duties (planning, collaboration meetings)
- Collaborate with colleagues and departments
- Grade Papers
- Take and record attendance
- Enter/Average Grades
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
- School committees or task forces to contribute to school improvement initiatives
- Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
- Supervision of Students prior to school and/or drop-off, when assigned
- Supervision of Students in the classroom
- Supervision of students between classes, during recess/intermission, during lunch, assemblies
- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets

- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
    - Parade
    - Tea
    - Coronation
    - Practices for Tea and Coronation
    - Parent Meetings for Homecoming
    - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: Twelve (12) months per year

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____

(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____

(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Psychologist**

QUALIFICATIONS: In accordance with requirements of the Louisiana State Department of Education

REPORTS TO: Director of Student Support Services or designee

SUPERVISES: Client cases that are assigned

JOB GOAL: To identify problems of exceptional children from the standpoint of education, home environment, physical, emotional, language and hearing development where appropriate, and make recommendations to school personnel, parents or guardians and other agencies involved in working with the child.

PERFORMANCE RESPONSIBILITIES:

1. Be aware of pertinent information about the child referred, such as birth, physical, health, social and emotional development.
2. Identify the child's problems as seen by the parent or guardian. This should include problems relating to school, home health, and social factors.
3. Identify the child's problems as seen by the school. This should include all academic and behavioral problems.
4. Through approved testing materials and observation, an assessment person shall determine the child's level of functioning from the standpoint of emotional, social development, and intellectual.
5. Review all materials and make appropriate recommendations to assist the child with his problems.
6. Interpret findings and recommendations to parents, school personnel and other agencies involved.
7. Assist in writing an Individual Education Plan whenever appropriate.
8. Assist Parish Placement Committee whenever appropriate.
9. Keep case materials confidential.
10. Assist school personnel and parents with necessary help in order to carry out recommendations.
11. Utilize all available material, equipment, and facilities frequently in the teaching process to help the child assess.

12. Maintain accurate data on children, teachers, parents, and programs worked with.

13. Execute all policies of the Ouachita Parish School Board as directed by this handbook.

14. Care for all school properties, physical facilities, and instructional equipment used in helping teachers and parents.

15. Carefully document all activities including mileage, cases assessed, programs given, parents, school and agencies contacted.

16. Attend in-service workshops as mandated by the local policies as legislative acts as evidenced by attendance.

17. Participate in self-developmental activities such as, active membership in professional organizations, attendance at meetings, workshops, conventions, etc., whenever possible and continuously upgrading the position of the assessment person.

18. Promote the educational process as evidenced by the sharing of ideas and materials with other staff members.

19. Work in professional harmony with staff members and school administrators as evidenced by positive reports.

20. Use available means to keep abreast of trends, techniques, and teaching strategist as evidenced by teaching methods employed (Post-graduate work is encouraged).

21. Parents and agencies for educationally related purposes as required or requested.

22. Give talks to civic and public organizations when requested to do so.

23. Strive to up-live the image of public education on a regular basis by keeping the general public informed of student and school programs as evidenced by the use of mass media, invitations, observations, etc.

24. Throughout the year, display concern for the vital interest of the community through special school activities.

25. Document services provided to all students in the district provided electronic recording system.

26. Provide records of student care when requested for auditing and funding purposes.

27. The psychologist will perform all other duties and responsibilities not listed as delegated by the Administrator of the Pupil Appraisal Center.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal
   - Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: as stated

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHIT PARISH SCHOOLS
JOB DESCRIPTION

TITLE: **Pupil Appraisal Coordinator**

QUALIFICATIONS: Refer to LDOE and State Certification Requirements

GOAL: Coordinate all activities and reports of the Appraisal Team

SPECIFIC RESPONSTBILITIES:

A. ContactsandRe
lationships
Supervisory

1. Supervision received
   1. Directly: Director of Student Support Services
   2. Indirectly: N/A

2. Supervision exercised
   1. Directly: Pupil Appraisal Team
   2. Indirectly: N/A

3. Organizational
   a. Internal
      i. Continuous contact with evaluation team
      ii. Frequent contact with Director of Student Support Services
      iii. Occasionalcontactwithpublicandprivate agencies

   b. External
      i. Continuous contact: N/A
      ii. Frequent contact: SDE
      iii. Occasional contact: Supporting agencies

B. Functions

1. Planning

- Plan a program of self-improvement and professional growth
- Plan work load for maximum utilization of services
- Organize the procedures for conduct and staffing *on* individual cases
- Plan specialized services offered to schools
- Coordinate the services and functions of the team in individual evaluations and special services offered
- Assign work load to insure adequate time for team conferences and staffing of cases
- Make arrangements for conferences with school personnel relating to individual cases
- Function in a consulting capacity to school personnel on problems within the scope of the evaluation teams.
- Coordinate the preparation of the evaluation reports of individual cases
- Define the nature and extent of a physical or medical examination when appropriate and insure that a full report of the examination is prepared
- Maintain confidentiality of information
- Determine budgetary needs tor the position

1. Implementation

   a. Participate in professional growth activities
   b. Assistteachersinplanning,executingand evaluating instructional activities

c. Assistintheadministratior1ofin-serviceprograms for school personnel
d. Assist in the implementation of the schoo1curricula
e. Assistintheimplementationoftheevaluation program
f. Assist teachers in administering diagnostic tools for individual student analysis
g. Serves as a resource person for the school staff
h. Make recommendations for the improvement of the instructional program
i. Perform all other duties as required

2. Control

a. Prepare and submit observation reports of the instructional program
b. Monitor the instructional program
c. Schedule teacher conferences as needed
d. Conduct personnel evaluations upon request
e. Review aforementioned procedures under the Supervision of the Director of Student Support Services

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

    - Attend meetings generally associated with the instruction of students
    - Attend faculty, staff, and department meetings

- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Social Worker**

QUALIFICATIONS: All applicable Louisiana Standards for State Certification of School Personnel as outlined in BESE Bulletin 746.

REPORTS TO: Director of Student Support Services or designee

SUPERVISES: Client cases that are assigned

JOB GOAL: To identify problems of exceptional children from the standpoint of home environment, physical, and emotional development where appropriate and make recommendations.

PERFORMANCE RESPONSIBILITIES:

1. Secure pertinent information about the child referred, such as birth physical, heath, social and emotional development.

2. Identify the child's problems as seen by the parent or guardian. This should include problems relating to school, home, health, and social factors.

3. Identify the child's problems as seen by the school. This should include all academic and behavioral problems.

4. Through approved testing materials and observations, the social worker shall determine the child's level of functioning from the standpoint of emotional and social development.

5. Review all materials and make appropriate recommendations to assist the child with his problems.

6. Interpret findings and recommendations to parents or guardian, school personnel, and other agencies involved. A written summary of the diagnosis and recommendations will also be provided.

7. Assist in writing an Individual Education Plan whenever appropriate.

8. Assist Parish Placement Committee whenever appropriate.

9. Keep case material confidential.

10. Assist school personnel and parents with necessary help in order to carry out recommendations.

11. Utilize all available material, equipment, and facilities frequently in the teaching process to help assess the child.

12. Maintain accurate records (dates) on children, teachers, parents and programs.

13. Execute all policies of the Ouachita Parish School Board.

14. Care for all school properties, physical facilities and industrial equipment used in helping teachers and parents.

15. Carefully document all activities including mileage, cases assessed, programs given, parents, school and agencies contacted.

16. Attend in-service workshops mandated by the local policies and legislative acts as evidenced by attendance.

17. Participate in self-developmental activities such as active membership in professional organizations and attendance at conventions, etc., whenever possible.

18. Promote the educational process as evidenced by the sharing of ideas and materials with other staff members.

19. Work in professional harmony with staff members and school administrators as evidenced by positive reports.

20. Use available means to keep abreast of trends, techniques, and teaching strategist as evidenced by methods employed.

21. Cooperate with parents and agencies for educationally related purposes as required when requested.

22. Give talks to civic and public organizations when requested.

23. Strive to improve the image of public education by keeping the public informed of student and school programs as evidenced by the use of media, invitations, etc.

24. Throughout the year, display concern for the vital interest of the community through special school activities.

25. The social worker will perform all other duties and responsibilities not listed as delegated by the Administrator of Special Education Instructional Program and Disproportionality.

26. Document services provided to all students in the district provided electronic recording system.

27. Provide records of student care when requested for auditing and funding purposes.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.

- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal

- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
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  - Parade
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  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: as state

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Special Education Instructional Specialist**

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate
- Master's Degree
- Louisiana certification in a Special Education area
- Five years of successful teaching experience (in a position which requires a teaching certificate)
- Preference will be given to candidates with teaching experience in the area of Special Education.

SUPERVISES: None

REPORTS TO: Administrator of Special Education

JOB GOAL: To develop improved instructional techniques in all academic areas in the schools in Ouachita Parish.

PERFORMANCE RESPONSIBILITIES:

1. Assist special education teachers relative to, within the regular education curriculum frame work.
2. Assist special education teachers and students with testing, diagnosing, grouping and evaluating students.
3. Assist teachers of special education students with interventions and progress monitoring.
4. Teach demonstration lessons in the classroom attended by special education students.
5. Train paraprofessionals and conduct in-service meetings for regular education teachers, teachers of special students and paraprofessionals.
6. Assist in writing curriculum improvements, planning summer workshops and summer planning for the next school year.
7. Assist all special education teachers with purchasing classroom materials.
8. Attend in-services workshops and participate in self-developmental activities.
9. Attend faculty meetings and meet with special education students and parents for educationally related purposes when required or requested.
10. Perform all other duties or responsibilities not listed as delegated by the Administrator of Special Education.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.

- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events

- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

TERM OF EMPLOYMENT: as stated

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Speech, Language, and Hearing Therapist**

QUALIFICATIONS: In accordance with requirements of the Louisiana State Department of Education

REPORTS TO: Director of Student Support Services or designee

SUPERVISES: None

JOB GOAL: To identify children with speech, language and hearing problems which warrant some type of appropriate rehabilitative speech, language and hearing therapy.

PERFORMANCE RESPONSIBILITIES:

1. ADMINISTRATIVE DUTIES:

A. Screen children with speech, language, and hearing problems which warrant some type of appropriate rehabilitative speech, language, and/or hearing therapy.

B. Provide a thorough assessment and diagnosis of speech and language impairments.

C. Provide a therapeutic individualized education program (IEP) to meet the needs of speech, language, and hearing handicapped children.

D. Consult with parents concerning the nature and severity of the communicative handicapped and will request assistance in carryover of therapy goals and techniques in the home.

E. Provide individualized and group speech, language and hearing therapy as directed.

F. Incorporate teacher consultations in their program throughout the year to insure appropriate classroom management of speech, language and/or hearing problems.

G. Serve as a resource to school staff members in the development of a balanced program for oral communication and speech improvement.

H. Assist and guide teachers in observing, describing, and referring suspected and identified speech, language, and hearing impairments.

I. Provide, at regular intervals and at specified levels, screening to identify speech, language, and hearing handicapped children.

J. Assist in proper referrals of individuals to agencies and specialists in the community.

K. Conduct a minimum of at least two (2) faculty meetings at their respective schools and serve as consultants to faculty studies as requested.

L. Attend monthly administrative staff meetings as requested.

M. Willingly assume additional duties that may, from time to time, be assigned by the Administrator of the Speech, Language and Hearing Program.

2. MANAGERIAL DUTIES:

A. Keep thorough ongoing records for the individual student receiving therapy or other school provided speech services.

B. Keep a weekly planned guide of anticipated therapy activities.

C. Maintain lists of referred, screened, and eligible students, as well as a directory of outside agencies, consultants, specialists, and related services.

D. Complete an accurate child count report in the month of December.

E. Execute all policies of Ouachita Parish School Board and the Ouachita Parish Pupil Appraisal Center as directed by respective handbooks and memos.

F. Document services provided to all students in the district provided electronic recording system.

G. Provide records of student care when requested for auditing and funding purposes.

3. PROFESSIONAL RESPONSIBILITIES:

A. Attend in-service workshops as requested by local agency.

B. Participate in self-developmental activities, such as, active membership in professional organizations, attendance at professional meetings, attendance at workshops at conventions, etc., whenever possible.

C. Promote professional growth by the sharing of ideas and materials with other staff members.

D. Keep abreast of new trends and techniques in the areas of speech pathology, language and audiology.

E. Work in professional harmony with staff members, school administrators and teachers.

F. Perform any other tasks as assigned by Supervisor.

4. PUBLIC RELATIONS:

A. Attempt to promote positive ideas and concepts to school personnel and parents relative to the goals and purposes of the speech, language and hearing program.

B. Meet with school personnel and parents for educationally related purposes when required or requested.

C. Provide information to various social, civic, and business organizations throughout Ouachita Parish in an effort to develop a better awareness of the Speech, Language and Hearing Program.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
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   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal
   - Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
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- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
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ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE:	**Superintendent of Schools**
QUALIFICATIONS:	As stated in Louisiana Department of Education Bulletin #746
REPORTS TO:	Ouachita Parish School Board
SUPERVISES:	All Administrators/Employees of the System
JOB GOAL:	The Superintendent of the Ouachita Parish School System is the Chief Executive Officer and the professional advisor to the Local Board and is responsible for recommending and achieving system goals and objectives for carrying out policies established and approved by the Board, and for the overall planning, direction, control, and evaluation of the system's activities.

PERFORMANCE RESPONSIBILITIES:

1. Serve as executive head of the entire school system in charge of both educational and business functions.

2. Delegate responsibility for the operation of various segments of the school system, and will be responsible to the Board for the results provided (La. R.S. 17:81).

3. Administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board; to initiate matters of educational policy and to make definite recommendations thereon; to keep abreast of the best educational developments and advise regarding changes in policies.

4. Appoint individuals for the number and types of positions (administrative, supervisory, and other) required to provide proper personnel for the operation of such a program, and recommend dismissal and/or termination to the Board in accordance with established procedures and policies.

5. Recommend policies on organization, finance, instructional, school planning and other functions of the school program.

6. Assign and define the duties of all personnel.

7. Supervise the preparation of the annual budget and make all budgetary recommendations to the board for approval.

8. Advise and recommend to the Board matters of business administration, to oversee all proper requests for equipment and supplies, to point out possible economies, and to supervise the acquisition and distribution of same within the school system.

9. Make periodic needs assessment of all physical properties, formulate recommendations to the Board as to construction and maintenance needs, and keep the Board informed on the progress and conditions of these physical facilities.

10. Present for the Board's approval, before any new position is established, a job description for the position which specifies the job holder's qualifications, the job's performance responsibilities and the method by which the performance of these responsibilities will be evaluated, and maintain a comprehensive and up-to-date set of job descriptions of all administrative positions in the system.

11. Evaluate annually the performance of all personnel and make recommendations regarding their employment and salary status.

12. Establish permanent and temporary committees which he/she deems necessary for proper administration of Board policies and/or the improvement of the total educational program.

13. Approve the selection of all professional consultants from the State Department of Education, colleges, universities, and other sources prior to the invitation, and the arrangement for visitation by personnel within the system.

14. Evaluate all educational programs offered annually and recommend to the Board any necessary changes so as to establish the best possible programs available for the pupils of Ouachita Parish.

15. Make immediate decisions and take immediate action in cases necessary where the Board has provided no guides for administrative action, such decisions and actions to be subject to review by the Board at its regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

16. Carry out and enforce all policies established by the School Board and report reactions of school personnel and the public to the Board.

17. Conduct a continuous evaluation of the development and needs of the schools, and initiate and establish a wholesome, functional and effective public relations program to inform the general public on the overall effectiveness and needs of the school program.

18. Provide for the development and implementation of long and short-range goals for achieving system goals and objectives and recommend such plans to the local School Board.

19. Recommend to the Board the establishment of school attendance boundaries and enforce local and state regulations concerning the attendance of pupils.

20. Establish and maintain an inventory of all School Board-owned property and equipment.

21. Cooperate with federal and state governmental agencies, with local government, industry community leaders, to foster and enhance a favorable attitude toward the system's schools.

22. Perform all other duties as directed by the School Board.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

ACCOUNTABILITY:

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Superintendent_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Board President_____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Supervisor of Instruction**, School Choice, and School Improvement (FLSA – Exempt)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate.
- Master's Degree, 12 hours of professional education, 9 hours of which shall include supervision, curriculum, instruction, and administration.
- Certification as a Parish or City School Supervisor of Instruction or an Educational Leader

REPORTS TO: Director of Curriculum, Instruction and Assessment

JOB GOAL: To administer school choice and school improvement programs, perform classroom supervision, prepare and disseminate Title 1 evaluation reports.

PERFORMANCE RESPONSIBILITIES:

1. To work with the Personnel Department in the selection of teachers to ensure that title I schools are comparable to other schools in the district.

2. Prepare with the assistance of the Computer Center and submit a Comparability Report to the Director of Federal Programs and the Louisiana Department of Education.

3. Communicate with parents of schools that must offer choice relative to their options about school choice in keeping with Federal, State and Local regulations.

4. Meet with school administrators to explain the Federal, State and Local regulations concerning school choice.

5. Maintain a file of all school choice requests, the attending school and the sending school.

6. In-service administrators and school improvement teams in the development of the School Improvement Plan.

7. Collect, review, approve and maintain a file of all Title I School-Wide Plans. Assist Title I School-wide schools in the evaluation of the effectiveness of their school-wide plan.

8. Maintain a file of meetings and transactions of all School Improvement Committees.

9. When requested, meet to discuss and interpret Title I system policies and regulations, school choice guidelines and regulations and school improvement program with individuals and groups, publicly or privately, as required and documented by actual meetings held.

10. Prepare and submit timely for review a weekly planned guide of anticipated activities as well as those performed the previous week to the Director of Curriculum, Instruction, and Assessment as evidenced by a plan book to be kept on file.

11. Coordinate and facilitate standardized testing throughout the district in accordance with federal, state and local laws and/or guidelines and policies.

12. Assemble, compile, and report testing data to the School Board, Superintendent, and administrators.

13. Coordinate and facilitate Testing Irregularity Committee processes and procedures.

14. Compile data and complete reports as requested by the Louisiana State Department of Education.

15. When requested, perform other duties as may be assigned by the Superintendent.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
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- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
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- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

- Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
- Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

TERM OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Supervisor of Safety and Security**

JOB GOAL: **To provide a safe and secure environment for students and employees.**

PERFORMANCE RESPONSIBILITIES:

1. **Functions of the Supervisor of Safety and Security**
   The Supervisor of Safety and Security accepts and discharges the following responsibilities:
   a. Implements policies and regulations mandated by OPSB and other state and federal regulatory agencies.
   b. Develops and implements policies and procedures relative to the security and safety of the Ouachita Parish School System, students, staff and facilities including the planning, assessing, and coordinating of all District Safety and Security functions and services including but not limited to Safe School Audits, School Resource Officer Program (in conjunction with local law enforcement), Safe Schools training programs, and crisis management/emergency response planning and implementation.
   c. Coordinates and oversees, with assistance as needed from the IT Department and site supervisors, the video surveillance systems in the Ouachita Parish School System.
   d. Develops and oversees a district-wide safety and security plan for all school campuses and departments in the Ouachita Parish School System.
   e. Conducts investigations, as needed, on incidents of vandalism, loss, injury, and potential or actual hazards on campus property.
   f. Monitors current security policies and procedures to ensure correct procedures are followed; develops and implements new policies, procedures and internal controls to ensure efficient use of staff and that goals and objectives of the Ouachita Parish School System Security Plan are achieved.
   g. Oversees and conducts inspections of all School Board facilities for the purpose of detecting and remediating issues related to general safety.

h. Assists with the planning and implementation of safety and security drills on all campuses and properties within the Ouachita Parish School District.
i. Makes suggestions as needed for the improvement of safety and security measures across the district.
j. Directs the planning and budgeting of allocated funds for supply and equipment purchases for the Security and Safety Program.
k. Demonstrates appropriate and effective office management skills such as planning, organizing and implementing.
l. Maintains complete and accurate records and exercises confidentiality of information in accordance with requirements of the law.
m. Oversees the collection of the following reports/plans to the district:
    i. Lockdown Drills
    ii. Fire Drills
    iii. Tornado Drills
    iv. Crisis Management Plans
    v. Drug Awareness Policy and Training
n. Maintains a positive working relationship with professional associates, the community and area law enforcement agencies and state agencies having jurisdiction.
o. Serves on the Campus Safety Committees and conducts safety inspections and job safety analysis for areas of responsibility.
p. Serves as a member of the District Leadership Team.
q. Oversees the District Crisis Team.
r. Coordinates with the IT Department to facilitate use and training Emergency Messaging Systems.
s. Makes presentations to the Ouachita Parish School Board when requested.

2. <u>Critical Responsibilities of the Supervisor of Safety and Security</u>

a. Professional Growth and Self-Improvement
Continues professional growth and self-improvement by attending and participating in conferences, workshops, seeking improvement academically and culturally, belonging to professional organizations and keeping abreast of current literature and research
b. Ethical Behavior
Adhere to standards of ethical behavior established by the local education agency

c. Policies, Procedures and Philosophy
Adhere to local education agency policies, procedures and philosophy
    1. Help in the establishment of policies and procedures
    2. Implement system policies, procedures and philosophy
    3. Perform all assignments made by the Superintendent or his designee
    4. Participate in the personnel accountability program of the local system.

d. Management/Administration
Assume these management responsibilities and decisions in areas of responsibility
    i. Make recommendations regarding personnel as needed
    ii. Participate in personnel orientation
    iii. Plan and implement conferences and in-service trainings
    iv. Make presentations to the School Board when requested
    v. Maintain timely and accurate records/reports
    vi. Organize and coordinate personnel and programs by:
        1. Designate role responsibility
        2. Delegate authority
        3. Establish lines of communication
        4. Supervising and evaluating
    vii. Participate in facility planning
    viii. Plan and Implement programs as mandated by the local education agency, the State Department of Education, or other governing agencies
    ix. Work with principals, supervisors and directors in implementing programs, services and resolving programs with safety, security, attendance and/or zoning

e. Communication and Interpersonal Relationships
Foster open communication and positive relationships by:
    i. Interpret school programs to the community according to established policy
    ii. Attend to complaints, concerns, and problems in the area of responsibility
    iii. Prepare and disseminate communications explaining programs, for which responsible, according to established policy

f. Personal Qualities

i. Reveal a positive attitude and sets appropriate models as evidenced by appearance and relationships with personnel
ii. Demonstrate the use of standard English
iii. Demonstrate competency in areas or responsibility

3. **Other Requirements**
   Adhere to regulations, policies, and procedures established by the State Board of Elementary and Secondary Education, and the Ouachita Parish School Board as published in minutes, bulletins, and/or other official publications.

   Attend work unless illness makes in impossible, be punctual, and adhere to the system's approved policies concerning sick and vacation leave.

4. **Qualifications**
   A Baccalaureate Degree with a concentration in criminal justice, law enforcement, social work, corrections, or related fields
   Or,
   A Master's Degree in Educational Leadership/Supervision with at least 5 years' experience as an administrator.
   Or,
   Ten years of experience in criminal justice, law enforcement, social work, corrections, or related fields. Three years of this experience must have been in a position equivalent in scope of responsibility and/or complexity of work performed by a lieutenant or supervisory position.
5. Reports to the Superintendent
6. Supervises a clerical staff/other personnel as designated by the Superintendent.
7. Evaluation will be in accordance with the provisions of the School Board's policy on evaluation of personnel.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

Signature of Evaluatee: _____

Date: _____

Signature of Evaluator: _____

Date: _____

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Supervisor of Special Education**

QUALIFICATIONS: As stated in Louisiana Department of Education Bulletin #746

REPORTS TO: Director of Student Support Services

SUPERVISES: Any employees assigned by Director of Student Support Services

JOB GOAL: The Special Education Supervisor is directly responsible to the Director of Student Support Services. This administrator's duties are directly associated with the daily instructional program in special classes as well as the correlation of programs in regular education and special education. The Supervisor will perform classroom observations.

PERFORMANCE RESPONSIBILITIES:

1. Serve as Director's representative during on-campus visits.
2. Conduct classroom observations in keeping with established policy.
3. Prepare written reports on classroom activities when requested by Director of Student Support Services.
4. Assist with the planning of special education transportation.
5. Coordinate transportation for community based activities, Special Arts, and Special Olympics.
7. Work with vocational programs in the parish.
   Assist teachers in securing materials and supplies.
8. Assist teachers in choosing appropriate equipment, materials, and supplies.
9. Assist with any data collection that is required for statistical reports prepared by the Department of Special Education.
10. Perform all other duties assigned by the Director or other proper authority.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **TAP Master Teacher** (FLSA – Exempt)

QUALIFICATIONS:

- Valid Louisiana Teaching Certificate
  - Five years of successful teaching experience or five years of successful administrative experience (in a position that requires a teaching certificate).
  - Master's Degree
  - Louisiana certification to teach within grades 1-12.

Note: In accordance with the National Institute for Excellence in Teaching, Ouachita Parish School Board expects School Improvement Grant Funded TAP Master Teachers to demonstrate expertise in content, curriculum development, student learning, data analysis, and mentoring and professional development. Evidence of instructional expertise is to be illustrated by student data indicative of student achievement gains as a result of specific instructional interventions/strategies. Tap Master Teachers must demonstrate excellent communication skills and display an understanding of how to facilitate professional growth.

REPORTS TO: Principal

SUPERVISES: None

JOB GOALS:

The Master Teacher functions in a unique manner relative to the traditional teacher on a TAP campus. The Master Teacher's primary role is to analyze student data and create and institute an academic achievement plan for the school. Additionally, the Master Teacher will provide support to career teachers.

Performance Responsibilities:

- Analyze school-wide student data as basis for developing school plan.
- Support the principal in guiding the leadership team in data driven decision making.
- Develop school plan, utilizing the TAP processes.
- Plan and facilitate cluster group meetings during professional growth blocks.
- Follow-up on cluster group meetings.
- Locate and field test research-based instructional strategies that target identified areas of student need.
- Team teach with colleagues, demonstrate model lessons, develop and assist in implementing curriculum.
- Observe and provide peer assistance and coaching towards meeting teachers' Individual Growth Plan goals.
- Observe and assess teacher performance using TAP rubrics and conduct and/or participate in follow-up teacher conferences.
- Provide follow-up and support to classroom teachers in the form of observation, feedback, team-teaching, modeling, and planning.
- Participate in all TAP trainings and become a certified TAP evaluator.
- Attend required professional development meetings.
- Work an expanded academic year (including five days prior to teachers reporting and five days beyond the last day teachers report).
- Continuously perform other duties as assigned by the Superintendent or designee as documented by performance.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.

- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in teaching profession
- Lesson Plans
- Instructional Duties (planning, collaboration meetings)
- Collaborate with colleagues and departments
- Grade Papers
- Take and record attendance
- Enter/Average Grades
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
- School committees or task forces to contribute to school improvement initiatives
- Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
- Supervision of Students prior to school and/or drop-off, when assigned
- Supervision of Students in the classroom
- Supervision of students between classes, during recess/intermission, during lunch, assemblies
- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

TERM OF EMPLOYMENT: as stated

COMPENSATION: In accordance with the teacher salary schedule plus the SIG funded addendum (amount, if any, dependent upon the grant award).

ACCOUNTABILITY:
Performance of this job will be evaluated in accordance with provisions outlined in the TAP model as accepted and/or adopted by the Ouachita Parish School Board.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Title I Parent Involvement Coordinator**

QUALIFICATIONS:

1. Master's Degree
2. A valid Louisiana teaching certificate
3. Five years successful teaching experience
4. Additional criteria as the Board may require

REPORTS TO: Director of Federal Programs

SUPERVISES: N/A

JOB GOAL: To organize, implement and monitor parent involvement, parent in-service and parent skill development in accordance with federal and state guidelines and with state objectives of the educational Program and adopted philosophy of the Ouachita Parish School Board and to provide parent services to each of the Title I schools.

PERFORMANCE RESPONSIBILITIES:

1. Participate in the planning and implementing of district-wide advisory committee meetings and parent in-service meetings as documented by minutes on file.

2. Plan and implement on-site parenting in-service sessions at all Title I schools for parents of Title I students as documented by records on file.

3. Assist in the recruitment, in-service and involvement of parents in Title I programs as indicated by records on file.

4. Monitor meetings of local school parent organizations and district parent advisory committees as evidenced by copies of the minutes on file.

5. Periodically obtain a list of parents of children selected to participate in a Title I program for the purpose of informing the parents of the services the program offers as evidenced by list of new parents.

6. Assist the Superintendent, Assistant Superintendent of Instruction and Administration and the Director of Title I Services with planning and implementing relevant Title I parental involvement programs and parental in-service programs as evidenced by records on file.

7. Make home visits to Title I parents based upon referrals by the Director of Title I Services, the Supervisor of Individualized Instruction and Principals of Title I school as evidenced by records on file.

8. Keep a current file on all students enrolled in the Title I program as evidenced by Title I lists on file.

9. Keep a current file on Title I parents contacted and show date, time, reason for contact, attitude of parent, comments and results as indicated by parents' files.

10. Assist the coordinators of Title I components with disseminating, discussing, interpreting and promoting the operation of and procedure for each component as evidenced by records on file.

11. Prepare and disseminate a newsletter of Title I happenings (instructional, supportive, meetings, who's who, etc.) as evidenced by records on file.

12. Provide assistance to parents having children participating in the Title I program during open house at any of the participating schools as documented by records on file.

13. Prepare and submit weekly to the Title I Director for his review a planned guide of anticipated activities as well as those activities actually performed the previous week as evidenced by plan book.

14. Annually enter into a goals and objectives agreement with the Director of Title I only after conducting a needs assessment.

15. Perform other Title I duties as assigned by the Director of Title I Services, the Assistant Superintendent of Instruction or the Superintendent as evidenced by the performance of such duties.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) **(Printed Name)**

Last 4-digits of SS#:_____ **Date:** _____

Evaluator_____ _____
(Signature) **(Printed Name)**

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE:	**Transition Facilitator**
QUALIFICATIONS:	Master's Degree in Education Three years of successful teaching in special education, one of which is at the secondary-age level. Holds generic certification in special education.
REPORTS TO:	Administrator of Special Education
SUPERVISES:	No supervisory responsibility
JOB GOAL:	To coordinate and ensure implementation of transition services, assisting teachers in preparing students to move from school to post-school activities.

DUTIES:

1. Assist teachers and principals in implementing transition services in the schools.
2. Provides leadership in improving the understanding of transition programs and development of new programs.
3. Provides in-service training designed to assist teachers and/or administrators in implementing individual transition plans.
4. Coordinates the efforts of teachers of transition-age students.
5. Conducts regular site visits with teachers of transition students.
6. Monitors special education records.
7. Assist in developing appropriate community based activities.
8. Compile a list of special education students enrolled in high school vocational courses.
9. Serves as special education consultant to all vocational teachers and administrative staff.
10. Informs the Administrator of Special Education when additional services are needed.
11. Provides and submits reports as required.

12. Develops community awareness of transition program through presentations, distributions of printed literature, and media exposure.

13. Serve as a liaison between local agencies, special education department and individual students and families.

14. Contact employers for possible job training sites and permanent employment.

15. Schedules meetings of core transition team.

16. Plans, schedules, and facilitates all exit transition plans.

17. Makes referrals to adult agencies.

18. Maintains follow-up data on exited students.

19.

Domain 4 (Local):
Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.

- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in supervisory positions
    - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
    - Conduct school/class walk throughs
    - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

    - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
    - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend job fairs and related events
- Attend IEP/IAP meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation as requested
- Interview, employ, and complete necessary hires through recommendations
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

PROFESSIONAL GROWTH AND ETHICS:

1. Assume responsibilities for own professional growth and development; for keeping current with the literature, new research findings, and improved techniques; and for attending appropriate professional meetings.
2. Perform other tasks and assume other responsibilities as may from time to time be assigned.

TERMS OF EMPLOYMENT: as stated

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

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Personnel Director
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____1. Recruited and retained highly qualified and certified staff for the district.
_____2. Processed and monitored leave for all employees.
_____3. Handled suspension and expulsion appeal hearings.
_____4. Assisted with, supervised and implemented a planned evaluation procedure for all personnel. Updated and distributed current evaluation instruments and job descriptions.
_____5. Assisted with, developed and oversaw Intensive Assistance Plans for applicable teachers.
_____6. Assisted principals with all staffing needs.
_____7. Coordinated all hiring recommendations from principals, ensured certification status prior to submitting to superintendent for approval.
_____8. Posted advertisements for vacant certified positions.
_____9. Coordinated the yearly local job fair and new hire orientation.
_____10. Updated all extended-month employee contracts up for renewal.
_____11. Oversaw the completion of and presented staffing report for board meetings.
_____12. Ensured certificates of all certificated staff remained current; entered
_____13. Oversaw dissemination and collection of yearly *letters of intent* and *continued employment letters.*
_____14. Oversaw, updated, and distributed the annual DAYS WORKED calendar, chart, and list.
_____15. Maintained current certified applicants, staffing, new hires, school sign-ins, itinerate, minority hires, etc.
_____16. Ensured the maintenance and confidentiality of personnel files for all certified employees.
_____17. Served as evaluator for assigned staff.
_____18. Approved applications for active file from teacher subs, paras, custodians, and food service.
_____19. Served as district representative for unemployment hearings and appeals.
_____20. Ensured separation notices submitted for all employees who leave the district.
_____21. Shared the responsibility of correcting or assisting with any problems encountered by the Ouachita Parish School System.
_____22. Supported, implemented, assisted with, and/or ensured application of district initiatives, and other programs/directives of the Superintendent and Board.
_____23. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____24. Communicated appropriately and worked effectively with all populations.
_____25. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.
_____26. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity when needed.
_____27. Followed the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

_____1 INEFFECTIVE _____2 EMERGING _____3 EFFECTIVE PROFICIENT _____4 HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

PERFORMANCE OBJECTIVES

_____ 1 INEFFECTIVE _____2 EMERGING _____3 EFFECTIVE PROFICIENT _____4 HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

FINAL EVALUATION

_____ 1 INEFFECTIVE _____2 EMERGING _____3 EFFECTIVE PROFICIENT _____4 HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

Personnel Director's Signature: _____ Date: _____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____ Date: _____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Director of High Schools
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 1. Assist in district curriculum development, alignment efforts, and other instructional program initiatives that support the directives of the superintendent and board.
_____ 2. Served as 9-12 point of contact and liaison for all high school principals, high school employees, CTE, Jump Start, etc.
_____ 3. Coordinated district professional development for principals and teachers in grades 9-12 as needed.
_____ 4. Monitored assessments for state testing comparability by grade level in 9-12 as requested.
_____ 5. Coordinated Edgenuity and serve as the contact.
_____ 6. Assist in District Textbook adoption.
_____ 7. Served as point of contact for parental complaints in high schools.
_____ 8. Managed and oversaw CDF, SCA, and Carl Perkins grants and programs, as well as AP Testing, AP Summer Institute, NMSI, Work Keys, ACT, CLEP, etc.
_____ 9. Provided reports and updates regarding academic progress or initiatives to the Board as necessary.
_____ 10. Served as evaluator for 9-12 school principals and other district staff as determined by the Superintendent.
_____ 11. Served as district point of contact for all 9-12 content areas. Oversaw all content areas for grades 9-12.
_____ 12. Served as mentor to new principals in grades 9-12.
_____ 13. Monitored teaching effectiveness in grades 9-12 including new teacher hires as assigned.
_____ 14. Served as supplemental and/or external evaluator for intensive assistance plans, as well as participated in preparing the plan as assigned.
_____ 15. Collected and distributed yearly graduation dates/locations as needed.
_____ 16. Served as Parish Athletic Director or Assistant Athletic Director (as assigned by Superintendent); handled parent complaints regarding athletics.
_____ 17. Assisted in hiring and monitoring of coaches and coaching duties as needed.
_____ 18. Worked in cooperation with the Superintendent and district staff to develop a strategic academic plan which promotes the district's goal of ensuring that all schools maintain a performance rating of "A" or "B". Analyzed all available data to make appropriate decisions for advancing the mission and vision of the school district.
_____ 19. Directed and served as point of contact for district instructional supervisors, coordinators, and coaches on issues of curriculum development, implementation, and application as needed.
_____ 20. Made regular school visits in order to: observe and provide feedback in accordance with the COMPASS rubric for school leaders and teachers; followed up on staff development, ensured that the approved curriculum is being taught, and/or verified that district initiatives and programs are being implemented, including the Curriculum, Instruction, & Assessment (CIA) and Discipline Guidelines.
_____ 21. Kept direct supervisor informed of the progress being made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible as assigned by the Superintendent.
_____ 22. Informed schools and pertinent personnel of changes in guidelines, regulations, etc., related to areas of responsibility.
_____ 23. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____ 24. Communicated appropriately and worked effectively with all populations.
_____ 25. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that address areas of job responsibility. Planned for professional and self-development.

_____ 26. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.

_____ 27. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.

_____ 28. Followed the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

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_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

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FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

Director of High Schools

Signature: _____Date:_____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____ Date: _____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Director of Transportation
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____1. Hired qualified, capable drivers and substitutes according to criteria established by the state, local board, and superintendent.
_____2. Established and controlled drivers' routes, stops, and schedules.
_____3. Approved the use of buses and drivers for special events and field trips.
_____4. Provided training for bus drivers and substitutes.
_____5. Provided a current inventory record of all district vehicles.
_____6. Recommended purchase of materials, supplies, and equipment and the repair of faulty mechanical equipment.
_____7. Coordinated the bus inspection as required by the state and local boards.
_____8. Supervised shipping and receiving of materials, supplies, and equipment.
_____9. Managed the warehousing of materials, supplies, and equipment.
_____10. Served as district point of contact and collect documentation for required bus evacuation drills.
_____11. Maintained accurate and timely records/reports.
_____12. Worked with principals in implementing programs, services, and resolving transportation issues.
_____13. Made recommendations regarding transportation.
_____14. Served as the first point of contact for the district with local GIS office to ensure accuracy of student data for bus routes, student placement, etc.
_____15. Prepared and administered budgets related to transportation.
_____16. Was available when first bus picks up until last bus drops off all students.
_____17. Planned, organized, and implemented in-service programs and activities for bus drivers.
_____18. Ensured that all bus drivers receive all required trainings (i.e. ethics, suicide, safety, etc.) and provide appropriate documentation to applicable staff.
_____19. Obtained outside consultants according to established policy.
_____20. Supported, implemented, assisted with, and/or ensured application of district initiatives, and other programs/directives of the Superintendent and Board.
_____21. Kept direct supervisor informed of the progress made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____22. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____23. Completed and returned all forms, reports, evaluations, etc. by required dates.
_____24. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____25. Communicated appropriately and works effectively with all populations.
_____26. Exerted every effort to involve parents in a constructive manner in schools.
_____27. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.
_____28. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that addressed areas of job responsibility. Planned for professional and self-development.
_____29. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.
_____30. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.
_____31. Followed the specific instructional requirements established by the School Beard (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4
Descriptive Narrative:

_____

_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4
Descriptive Narrative:

_____

_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

Director of Transportation's Signature: _____ Date: _____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____ Date: _____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Testing and Accountability Supervisor
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 1. Served as District Testing and Accountability Coordinator.
_____ 2. Served as the district contact for state assessment tools (i.e. EAGLE, LEAP 360, etc.)
_____ 3. Provided current test data to the Board, Superintendent, media, instructional staff, and school leaders.
_____ 4. Analyzed test data for strengths weaknesses; shared data analysis with Board, Superintendent, media, instructional staff, and school leaders as applicable.
_____ 5. Administered placement tests and make placement recommendations for students entering the district from homeschool and other programs.
_____ 6. Remained open to and share new strategies and alternative methodology through participation in appropriate professional growth workshops, seminars, and conferences.
_____ 7. Supported, implemented, assisted with, and/or ensured application of district initiatives and other programs/directives of the Superintendent and Board.
_____ 8. Kept direct supervisor informed of the progress being made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____ 9. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____ 10. Completed and returned all forms, reports, proposals, budgets, evaluations, etc. by required dates.
_____ 11. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____ 12. Communicated appropriately and worked effectively with all populations.
_____ 13. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.
_____ 14. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that address areas of job responsibility. Planned for professional and self-development.
_____ 15. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.
_____ 16. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.
_____ 17. Followed the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

Testing and Accountability Supervisor's Signature: _____ Date: _____
Signature does not imply agreement or disagreement)

Evaluator's Signature: _____ Date: _____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Director of Middle Schools
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4-HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 1. Oversaw and coordinated all middle school programs.
_____ 2. Served as point of contact and liaison for middle school administrators and teachers.
_____ 3. Supervised and served as point of contact for the implementation of state requirements and initiatives regarding course offerings.
_____ 4. Assisted with District Textbook adoption.
_____ 5. Remained open to and share new strategies and alternative methodology through participation in appropriate professional growth workshops, seminars, and conferences.
_____ 6. Conducted classroom observations in order to: a) ensure district CIA and Discipline Guidelines are being followed; b) provide COMPASS supplemental observations; c) work with ineffective and emerging teachers to improve instruction; d) follow up on staff development; e) ensure that the approved curriculum is being taught; and f) verify that district initiatives are being implemented.
_____ 7. Kept direct supervisor informed of the progress being made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____ 8. Provided leadership for the improvement of teaching and learning.
_____ 9. Oversaw the Title II Program.
_____ 10. Assisted with the coordination of middle school athletics as needed.
_____ 11. Oversaw the counselors in the district including the coordination of professional development activities.
_____ 12. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____ 13. Completed and returned all forms, reports, proposals, budgets, evaluations, etc. by required dates.
_____ 14. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____ 15. Communicated appropriately and worked effectively with all populations.
_____ 16. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.
_____ 17. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that address areas of job responsibility. Planned for professional and self-development.
_____ 18. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.
_____ 19. Served as COMPASS evaluator for assigned staff.
_____ 20. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.
_____ 21. Followed the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

Middle School Director's Signature: _____ Date: _____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____Date:_____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Director of Elementary Schools/Curriculum Instruction
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 1. Served as point of contact and liaison for elementary administrators, elementary teachers, and elementary interventionists.
_____ 2. Coordinated all elementary programs, elementary projects, and assisted new elementary hires.
_____ 3. Collaborated with directors, principals and certified staff on all matters related to curriculum and instruction.
_____ 4. Served as point of contact for elementary curriculum as well as elementary RTI questions and recommendations.
_____ 5. Helped elementary teachers and elementary school leaders develop techniques for evaluating and improving student achievement through the use of data.
_____ 6. Provided technical assistance and supplied timely materials to teachers when appropriate.
_____ 7. Oversaw development of common assessments for elementary grades.
_____ 8. Mentored K-5 school leaders as needed.
_____ 9. Coordinated staff development, curriculum development, implementation, and application for elementary teachers and elementary principals.
_____ 10. Conducted classroom observations in order to a) ensure district CIA and Discipline Guidelines are being followed; b) provided COMPASS supplemental observations; c) worked with ineffective and emerging teachers to improve instruction; d) followed up on staff development; e) ensured that the approved curriculum is being taught; and f) verified that district initiatives are being implemented.
_____ 11. Served as COMPASS evaluator for assigned staff.
_____ 12. Monitored new hires in K-5 and offered assistance to improving student outcomes as needed.
_____ 13. Coordinated the Instructional Team and their activities.
_____ 14. Observed and provided feedback to classroom teachers of children receiving intervention to ensure that progress is maintained and independence promoted in whole-class lessons.
_____ 15. Analyzed and used results of K-2 data to inform instruction and meet the literacy needs of students.
_____ 16. Served as a liaison and school point of contact for the district for all literacy programs.
_____ 17. Remained open to and shared new strategies and alternative methodology through participation in appropriate professional growth workshops, seminars, and conferences.
_____ 18. Participated in selecting and procuring materials and resources necessary for literacy instruction in ELA and content classrooms
_____ 19. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____ 20. Served as supplemental observer, and provided support and assistance to elementary teachers requiring intensive assistance when needed.
_____ 21. Coordinated elementary report card updates (including standards-based reporting) textbook adoptions, and/or other instructional material adoptions for elementary schools.
_____ 22. Kept direct supervisor informed of the progress being made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____ 23. Supported, implemented, assisted with, and/or ensured application of district initiatives and other programs/directives of the Superintendent and Board.
_____ 24. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____ 25. Communicated appropriately and worked effectively with all populations.
_____ 26. Exerted every effort to involve parents in a constructive manner in schools.

_____ 27. Worked in cooperation with the superintendent and district staff to develop a strategic academic plan which promotes the district's goal of ensuring that all schools maintain a performance rating of "A" or "B". Analyzed all available data to make appropriate decisions for advancing the mission and vision or the school district.

_____ 28. Supervised and assisted the Supervisor of Testing and Accountability.

_____ 29. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.

_____ 30. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that address areas of job responsibility. Planned for professional and self-development.

_____ 31. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.

_____ 32. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.

_____ 33. Followed the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

Director of Elementary School's Signature: _____ Date: _____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____ Date: _____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Director of Elementary Schools/Professional Accountability
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 34. Oversaw the Districts Professional Accountability Program for all certified employees including COMPASS and Non-Compass evaluations.
_____ 35. Served as point of contact and liaison for elementary administrators, elementary teachers, and elementary interventionists as needed.
_____ 36. Coordinated all elementary programs, elementary projects, and assisted new elementary hires.
_____ 37. Collaborated with directors, principals and certified staff on all matters related to curriculum and instruction.
_____ 38. Coordinated the District Music Programs.
_____ 39. Served as point of contact for elementary curriculum as well as elementary RTI questions and recommendations.
_____ 40. Helped elementary teachers and elementary school leaders develop techniques for evaluating and improving student achievement through the use of data.
_____ 41. Provided technical assistance and supplied timely materials to teachers when appropriate.
_____ 42. Oversaw development of common assessments for elementary grades as needed.
_____ 43. Mentored K-5 school leaders as needed.
_____ 44. Coordinated staff development, curriculum development, implementation, and application for elementary teachers and elementary principals as needed.
_____ 45. Conducted classroom observations in order to a) ensure district CIA and Discipline Guidelines are being followed; b) provided COMPASS supplemental observations; c) worked with ineffective and emerging teachers to improve instruction; d) followed up on staff development; e) ensured that the approved curriculum is being taught; and f) verified that district initiatives are being implemented.
_____ 46. Served as COMPASS evaluator for assigned staff.
_____ 47. Monitored new hires in K-5 and offered assistance to improving student outcomes as needed.
_____ 48. Observed and provided feedback to classroom teachers of children receiving intervention to ensure that progress is maintained and independence promoted in whole-class lessons.
_____ 49. Analyzed and used results of K-2 data to inform instruction and meet the literacy needs of students.
_____ 50. Served as a liaison and school point of contact for the district for all literacy programs.
_____ 51. Remained open to and shared new strategies and alternative methodology through participation in appropriate professional growth workshops, seminars, and conferences.
_____ 52. Participated in selecting and procuring materials and resources necessary for literacy instruction in ELA and content classrooms
_____ 53. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____ 54. Served as supplemental observer, and provided support and assistance to elementary teachers requiring intensive assistance when needed.
_____ 55. Coordinated elementary report card updates (including standards-based reporting) textbook adoptions, and/or other instructional material adoptions for elementary schools.
_____ 56. Kept direct supervisor informed of the progress being made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____ 57. Supported, implemented, assisted with, and/or ensured application of district initiatives and other programs/directives of the Superintendent and Board.
_____ 58. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____ 59. Communicated appropriately and worked effectively with all populations.

_____ 60. Exerted every effort to involve parents in a constructive manner in schools.

_____ 61. Worked in cooperation with the superintendent and district staff to develop a strategic academic plan which promotes the district's goal of ensuring that all schools maintain a performance rating of "A" or "B". Analyzed all available data to make appropriate decisions for advancing the mission and vision or the school district.

_____ 62. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.

_____ 63. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that address areas of job responsibility. Planned for professional and self-development.

_____ 64. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.

_____ 65. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.

_____ 66. Followed the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive
Narrative:_____

_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive
Narrative:_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive
Narrative:_____

_____

_____

Director of Elementary Schools' Signature: _____ Date: _____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____ Date:_____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Director of Federal Programs
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 1. Directed all Federal programs for the district.
_____ 2. Directed the writing and submission of the E-Grant and all versions or amendments to basic Federal programs projects.
_____ 3. Acted as liaison between the school community, parents, and students directly involved in Federal programs.
_____ 4. Worked with school and district personnel on all matters related to Federal programs.
_____ 5. Monitored inventory for Federal programs.
_____ 6. Maintained an ongoing evaluation of all Federal programs' effectiveness and recommended adjustments and changes as necessary within the framework of the funded project.
_____ 7. Assisted the Superintendent and professional staff in planning the wise utilization of funds available to the system through the various federal programs.
_____ 8. Obtained information, data, and application forms as necessary to fulfill the requirements of the E-Grant.
_____ 9. Supported, implemented, assisted with, and/or ensured application of district initiatives, and other programs/directives of the Superintendent and Board.
_____ 10. Kept direct supervisor informed of the progress being made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____ 11. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____ 12. Completed and returned all forms, reports, proposals, budgets, evaluations, etc. by required dates.
_____ 13. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____ 14. Communicated appropriately and worked effectively with all populations.
_____ 15. Exerted every effort to involve parents in a constructive manner in schools.
_____ 16. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.
_____ 17. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that address areas of job responsibility. Planned for professional and self-development.
_____ 18. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.
_____ 19. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.
_____ 20. Followed the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive
Narrative:_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive
Narrative:_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

Director of Federal Programs' Signature: _____ Date: _____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____Date: _____

Employee Name: _____ **School Year:** _____

OUACHITA PARISH SCHOOLS
Director of Child Nutrition Program
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 1. Oversaw the operation and supervision of the school Food Service program in each school.
_____ 2. Prepared the budget for personnel connected with the Food Service program.
_____ 3. Implemented Federal, State, and Local Food Service regulations.
_____ 4. Purchased food, equipment, and supplies for all cafeterias in the parish.
_____ 5. Evaluated products through research.
_____ 6. Received and submitted reports on Food Service.
_____ 7. Planned menus using Federal and State guidelines.
_____ 8. Interviewed and recommended employees; maintained personnel records.
_____ 9. Ensured that all food service employees receive all required trainings (i.e. ethics, suicide, safety, etc.) and provide appropriate documentation to applicable staff.
_____10. Evaluated the complete Food Service program including food products, manager performance, equipment, supplies, lunch quality and quantity.
_____11. Allocated commodities and kept records on such.
_____12. Mediated discipline problems concerning Food Service personnel.
_____13. Coordinated the Food Service program in cooperation with the respective school principal.
_____14. Provided workshops and in-service training for Food Service personnel.
_____15. Prepared cafeteria managers for State Managers Registration Workshop.
_____16. Assimilated all specific changes in regulations and implemented those changes.
_____17. Supported, implemented, assisted, and/or ensured application of district initiatives, and other programs/ directives of the Superintendent and Board.
_____18. Kept direct supervisor informed of the progress made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____19. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____20. Completed and returned all forms, reports, proposals, budgets, evaluations, etc. by required dates.
_____21. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____22. Communicated appropriately and works effectively with all populations.
_____23. Exerted every effort to involve parents in a constructive manner in schools.
_____24. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.
_____25. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that addressed areas of job responsibility. Planned for professional and self-development.
_____26. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.
_____27. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.
_____28. Followed the specific instructional requirements established by the School Beard (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive
Narrative:_____

_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

_____

Director of Child Nutrition Program's Signature: _____Date:_____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____ Date: _____

Employee name:_____ **School Year:**_____

OUACHITA PARISH SCHOOLS
Director/Supervisor (District Level)
Performance Evaluation Form

Assessment Scale: **1-INEFFECTIVE 2-EMERGING 3-EFFECTIVE PROFICIENT 4- HIGHLY EFFECTIVE**
Address commendations and recommendations in descriptive narrative.

PERFORMANCE INDICATORS

_____ 1. Developed and coordinated programs to identify needs and possible solutions in assigned areas.
_____ 2. Initiated in-service training for supervisors, principals, and applicable personnel as needed.
_____ 3. Followed a planned evaluation procedure for self and other personnel assigned to supervise.
_____ 4. Explored innovations, pilot programs, and planned for professional development in auxiliary areas.
_____ 5. Shared the responsibility of correcting or assisting with any problems encountered by the Ouachita Parish School System.
_____ 6. Supported, implemented, assisted with, and/or ensured application of district initiatives and other programs/directives of the Superintendent and Board.
_____ 7. Kept direct supervisor informed of the progress being made in areas of responsibility. Directed, coordinated, and/or supervised all personnel for which responsible.
_____ 8. Informed schools and pertinent personnel of changes in guidelines, regulations, etc. related to areas of responsibility.
_____ 9. Completed and returned all forms, reports, proposals, budgets, evaluations, etc. by required dates.
_____10. Remained open to suggestions and innovative ideas. Demonstrated competence in areas of responsibility.
_____11. Communicated appropriately and worked effectively with all populations.
_____12. Acted as technical advisor and resource person to assist others in area of responsibility. Provided staff development as needed or required. Reported to the Ouachita Parish School Board as needed or directed.
_____13. Kept abreast professionally by attending local, regional, state, or national meetings and/or staff development that addressed areas of job responsibility. Planned for professional and self-development.
_____14. Exhibited desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude and work ethic, dependability, punctuality, open/fair-mindedness, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others. Was an appropriate role model.
_____15. Developed and met two performance objectives which positively affected student achievement through job responsibilities.
_____16. Performed any duty, not specifically assigned, as deemed necessary in order to maintain continuity where needed.
_____17. Followed the specific instructional requirements established by the School Beard (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines and bulletins adopted by each.

PERFORMANCE INDICATORS

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Performance Indicators Rating (average of all indicators): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

PERFORMANCE OBJECTIVES

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____ HIGHLY EFFECTIVE

Performance Objectives Rating (average of both objectives): _____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:_____

_____

FINAL EVALUATION

1_____ INEFFECTIVE 2_____EMERGING 3_____EFFECTIVE PROFICIENT 4_____HIGHLY EFFECTIVE

Final Evaluation Rating (average of overall indicator rating and overall performance objectives rating):

_____

Ranges
1-1.49 = 1
1.50-2.49 = 2
2.50-3.49 = 3
3.50-4.0 = 4

Descriptive Narrative:

_____

_____

Director's Signature: _____ Date: _____
(Signature does not imply agreement or disagreement)

Evaluator's Signature: _____Date: _____

Professional Growth Plan must be attached. (See Appendix for Form)

OUACHITA PARISH SCHOOL BOARD

Pupil Appraisal Personnel Evaluation

Total_____ Average_____ Initial Evaluation _____ Follow-up _____

Rating Scale: (Check Only One):
_____4.91 – 5.00 Exemplary
_____3.91 – 4.90 Above Average
_____2.91 – 3.90 *Satisfactory*
_____2.00 – 2.90 *Needs Improvement*
_____1.00 – 1.99 *Unsatisfactory*

Years of Experience:
0 – 3 Years _____
4+ Years _____

Teaching Assignment _____ **Date**_____

Ratings: To determine average, total all points and divide by number of scored items. N/A – not applicable or not observed.

Professional Growth Plan must be attached. (See Appendix for Form)

Evaluation Statement:

Evaluator's Narrative Comments:

Pupil Appraisal Personnel's Comments:

_____ _____ _____
Observer's Signature/Date **Observee's Signature** **Post-Observation Conference Date**

My signature indicates that a conference was held following the evaluation, but does not indicate that I agree or disagree with the findings.

OUACHITA PARISH SCHOOL BOARD

Pupil Appraisal Personnel Observation

Total_____ Average_____ Initial Observation _____ Follow-up _____

Rating Scale: (Check Only One):
_____4.91 – 5.00 Exemplary
_____3.91 – 4.90 Above Average
_____2.91 – 3.90 *Satisfactory*
_____2.00 – 2.90 *Needs Improvement*
_____1.00 – 1.99 *Unsatisfactory*

Years of Experience:
0 – 3 Years _____
4+ Years _____

Assignment_____ **Date**_____

Ratings: To determine average, total all points and divide by number of scored items. N/A – not applicable or not observe.

_____1. Weekly plans are concise.

_____2. Files are maintained, are orderly and are up-to-date.

_____3. Reports are submitted on time.

_____4. Reports are professionally written.

_____5. Reports reflect accurate diagnostic information.

_____6. Information is disseminated on a timely basis.

_____7. Meets with super-ordinates regularly.

_____8. Public relations program is adequate.

_____9. Demonstrates flexibility.

_____10. Projects plan for short and long range time periods.

_____11. Initial I.E.P. properly written.

_____12. Effectively coordinates school building level committee.

_____13. Effectively communicates with parents and teachers.

_____14. Effectively communicates with administrators.

_____15. Exhibits positive professional attitude.

_____16. Keeps abreast of current and innovative job-related literature.

_____17. LANSER forms complete and on time.

_____18. Monthly reports complete with accurate dates.

_____19. Other

Observation Statement:

Observer's Narrative Comments:

Pupil Appraisal Personnel's Comments:

Observer's Signature/Date	**Observer's Signature**	**Post-Observation Conference Date**

My signature indicates that a conference was held following the evaluation, but does not indicate that I agree or disagree with the findings.

Ouachita Parish School System

Professional Growth Plan

Name _____ _____ Position _____

I. Objective:

II. Rationale: (How objective will strengthen and enhance job performance?)

III. Plan of Action: (What will the employee do to achieve the stated objective. Indicate time lines regarding these procedures)

IV. Criteria for Evaluation: (How will achievement of this objective be assessed?)

Date of expected completion of objective:_____

Accomplished: _____Yes _____No _____Ongoing

Signature(s) and Date of Review:

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

Questions to consider when reviewing your professional growth plan:

1. Is your plan based on a specific objective with outcomes that can be observed and measured?
2. Does the objective lead to a professional performance and/or improved students' learning?
3. Does the plan include a time line for accomplishing the objective?
4. Does the plan conflict with any system, building, or department objectives?
5. Is the plan realistic and challenging?
6. Is the plan consistent with available and anticipated resources?
7. Does the plan include the means and criteria by which the objective will be evaluated?

I have reviewed and agree with my current job description filed in the Central Office Personnel Department.

Signature _____ **Date** _____

OUACHITA PARISH SCHOOLS
INTENSIVE ASSISTANCE PROGRAM

An Intensive Assistance plan shall be developed by the evaluator and evaluatee when an evaluatee has received an observation or evaluation rating of Unsatisfactory. The Intensive Assistance plan is developed collaboratively by the evaluator and the evaluatee. The evaluatee shall be given multiple resources and opportunities to obtain support and feedback on performance. Failure to demonstrate successful improvement could result in a recommendation for termination.

Professional Employee: _____ Position: _____

_____*Level of Assistance (NUMBER OF ATTEMPTS) Circle One: Level 1 Level 2

Domains Select from observation and/or evaluation form.	**Components** Select from observation and/or evaluation form.	**Designated Activities**	**Completion Date**	**Procedures for Monitoring**	**Evaluation of objectives w/ supporting statement**

Action to be taken or recommendation to be made if improvement is not acceptable or not demonstrated:
The following signature(s) indicate that the reason for the conference has been clearly explained. It does not indicate agreement or disagreement with the outcome. I understand that I have a right to provide a written statement to provide additional documentation that will be attached to this report.

_____ _____

Evaluatee's Signature/Date
(Beginning of the IAP)

Supervisor's Signature/Date
(Beginning of the IAP)

To be completed at the end of the IAP by the Evaluator (check appropriate outcome):

_____1. Evaluatee has successfully completed Level 1 of the IAP. No further action is needed at this time.

_____2. Evaluatee has not successfully completed Level 1 of the IAP and will now be placed on a Level 2 IAP.

_____3. Evaluatee has successfully completed Level 2 IAP. No further action is needed at this time.

_____4. Evaluatee has not successfully completed Level 2 IAP. A plan/course of action will be determined by the administrator.

_____	_____
Evaluatee's Signature/Date *(Ending of IAP and Outcome))*	Supervisor's Signature/Date *(Ending of IAP and Outcome)*

Conference Form

Employee_____ School_____

I. Conference Notations:
A. Date of Conference _____
B. Persons Present _____
C. Points Discussed _____

II. Administrator's Comments:

III Employee's Comments:

Signature of Administrator_____ Date_____

I have read and discussed the content of this special conference form. My signature denotes neither agreement nor disagreement. It does indicate that I have received a copy of this form.

Signature of Employee_____ Date_____

OUACHITA PARISH SCHOOL SYSTEM

ADDITIONAL COMMENTS
(May use with any form)

Evaluatee_____**Position** _____

Evaluator _____**Position** _____

Evaluator Signature_____ Date_____

Evaluatee Signature_____ Date_____

The above signature indicates that I have read the Comments Form. It is not intended as an expression of agreement or disagreement.

OUACHITA PARISH SCHOOL SYSTEM

PERSONNEL EVALUATION PLAN STEERING COMMITTEE

Special Education	Dr. Gail Autrey (Student Support Services)
Elementary School Teacher	Kisha Hargrave (Robinson)
Middle School Teacher	Emily Tolbird (Calhoun Middle)
High School Teacher	Erik Aswell (WMHS)
Elective Teacher	Danny Mejia (SHS)
Elementary Administrator	Shirley Buford (Calhoun Elementary)
Middle Administrator	Jennifer Nichols (West Ridge)
High Administrator	Dr. Sharilynn Loche (RHS)
Librarian	Alicia Minter (OPHS)
Counselor	Kristina Morris (WOHS)
Support	George Booth (Custodial Services)
Support	Jo Lynn Correro (Child Nutrition)
Support	Cathy Wilson (Professional Accountability)
Central Office	Tereatha Chisley (Professional Accountability)
Central Office	Todd Guice (Personnel)

Ouachita Parish Public Schools



Regulations for the Evaluation and Assessment Of School Personnel

Principals

Assistant Principals

Alternative School Coordinator

School Administrative Assistants

Athletic Directors

Athletic Trainers

Counselors

Reading/Math Coordinators

Curriculum Coordinators

Teachers

Librarians

Graduation Coaches

JROTC Instructor

School Nurses

Ouachita Parish
Personnel Evaluation Plan

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- Teachers
- Librarians
- Graduation Coaches
- JROTC Instructor
- School Nurses

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- **COMPASS Observation Workbook**
- **Louisiana School Counseling Performance Evaluation Rubric**
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Chapter 1. Overview

§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 50 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 statues 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 [Formerly §105]

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

1. To support performance management systems that ensure qualified and effective personnel are employed in instructional and administrative positions;

2. To enhance the quality of instruction and administration in public schools;
3. To provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; and
4. To foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development.

The Ouachita Parish Personnel Evaluation Program philosophy is grounded in the belief that all students can learn, that good teaching increases the opportunities for students' learning, and that a collegial, collaborative relationship between a teacher and evaluator creates the appropriate climate for effective teaching.

A purpose of the Ouachita Parish personnel evaluation program is to assure the public that the educational system is providing the best opportunities for all children to learn, that the best qualified personnel are employed in every position, and that effective teaching continues in the classroom.

Another purpose of the Ouachita Parish personnel evaluation program is the improvement of the teaching-learning process. The encouragement of creativity and innovation in the planning and implementation of teaching strategies should include fostering parental involvement, integrating the use of technology, developing student assessment practices, and employing school improvement practices that are consistent with contemporary research on effective classroom processes. The personnel evaluation program includes promoting the professional growth and development staff, as well as providing support for new teachers. The philosophy and purposes of the Ouachita Parish Personnel Evaluation program are explained and discussed with all evaluatees. In summary, personnel evaluation is pursued with the spirit that it is a productive process.

This evaluation plan outlines procedures necessary to strengthen all of the identified areas of employment.

This plan works toward the.....

1. *Promotion of positive reaction from the general public and in particular within the individual school communities.*
2. *Improvement in the quality of learning experiences for students by providing for continuing professional growth and development of all certified with other professional personnel.*
3. *Identification of strengths and weaknesses of certified and other professional personnel and the use of this information in planning and implementing in-service training programs.*
4. *Creation and maintenance of policy for a systematic personnel appraisal process in each local school.*
5. *Encouragement of self-evaluation as a means of professional growth.*

6. *Assistance to local schools in the formation of their individual goals and objectives.*
7. *Assistance to local schools in the formation of job descriptions for all certified and other professional personnel.*
8. *Promotion of positive interpersonal relationships among all school personnel to continually increase professional competencies.*

The main purpose underlying evaluation of school personnel in Ouachita Parish is to promote the continued growth of each who serves in this capacity. The basic principles in the evaluative process are determined in terms of:

1. *What one is striving to accomplish.*
2. *How successful is the individual in accomplishing what is desired.*
3. *The extent to which one is meeting the needs of students for whom one is responsible.*
4. *Documenting individual strengths and/or weaknesses of individuals serving in school positions.*
5. *Determining how performance can be improved if improvement is necessary.*
6. *Identifying and implementing in-service programs to remedy areas of need as determined by observation and / or evaluation.*
7. *Fulfilling legislative mandates with regard to personnel evaluation.*

Each certified and / or professional person in the Ouachita Parish Schools to be evaluated will have the opportunity to become familiar with the Guidelines for Evaluation of Local School Personnel as prepared by the Louisiana State Department of Education.

Each school administrator (principal) will review these guidelines with all members of their faculties so that all have an understanding of the implications involved.

§105. Framework for LEA Personnel Evaluation Programs [Formerly §109]

A. Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and should meet the needs of the school district.

B. Local personnel evaluation plans defined by the board shall include, at a minimum, the following elements.

1. Job Descriptions. The LEA shall establish job descriptions for every category of teacher and administrator. All job descriptions shall contain the criteria for which the teacher or administrator shall be evaluated.

The Ouachita Parish School Board has established a job description for every category of certified and other professional personnel. Annually, evaluators will provide all personnel a copy of their current job description. Evaluators will ensure that employees review and sign job descriptions annually. Once employees and evaluators have signed job descriptions, evaluators shall maintain a file of the signed job descriptions.

2. Professional Growth Planning Process. The LEA shall provide guidelines for teachers and administrators to develop a professional growth plan with their evaluators. Such plans must be designed to assist each teacher or administrator in demonstrating effective performance, as defined by this bulletin. Each plan will include objectives as well as the strategies that the teacher or administrator intends to use to attain each objective.

A Professional Growth Plan (PGP) must be developed by all certificated personnel each year in collaboration with their evaluator or evaluators and entered on CIS. Progress towards the accomplishment of the professional growth objectives must be reviewed at various points during the school year and at the end of the school year. A PGP contains objectives and activities designed to enhance or to improve the evaluatee's professional performance, student achievement/learning, and/or instructional/professional practices. The objectives must contain observable evaluation criteria that can be used to measure the extent to which each objective has been achieved. The criteria for evaluating completion of a PGP objective should show clearly how achievement of the objective would impact the quality of job performance, professional growth, student achievement/learning, and/or instruction. Evaluatees shall submit documentation to support completion of the PGP activities and objective attainment.

3. Observation/Data Collection Process. The evaluator or evaluators of each teacher and administrator shall conduct observations of teacher and administrator practice sufficient to gain a complete picture of performance and impart individualized feedback each year. This shall include a minimum of two observations per academic year and may include more observations, particularly for teachers or administrators that are not meeting expectations. At least one of these observations shall be announced and shall include a pre- and post-observation conference. One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year. Following all observations, evaluators shall provide evaluatees with feedback, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation.

OBSERVATION PROCESS

The purpose of the observation process is to determine how well the employee is performing based on the evaluation criteria in the job description and progress toward achieving the objectives in the evaluatee's PGP. The observer(s) and/or evaluator (s) should use the observations as communication and management tools to recognize excellence and to promote improvement. The observer(s) and/or evaluator(s) can write narrative descriptions, use checklists and/or use scripting to identify things the evaluatee is doing well and recommend ways performance can be improved. Each evaluatee will be observed at least twice yearly, ideally once before the end of each semester. However, some evaluatees may receive their first observation in the spring.

Observations for instructional personnel are to be of sufficient duration to see the lesson begin, develop, and culminate. Evaluators and observers can conduct as many observations, walk-throughs, and announced or unannounced worksite observations/visits as deemed necessary to obtain an accurate overall observation and/or evaluation rating. The observer(s) and/or evaluator(s) must notify the evaluatee in advance when the "announced" observation will occur. The observer(s) and/or evaluator(s) of each evaluatee shall conduct a Pre-Observation Conference during which the evaluatee provides the observer(s) and/or evaluator(s) with relevant information about the lesson to be observed or the activity to be observed. Each announced observation and/or informal observation is documented in writing on the appropriate forms for such. As soon as possible, but no later than five (5) working days following the observation, the observer holds a post-observation conference to discuss the classroom observation results and comments. A signature and date does not mean the evaluatee agrees or disagrees with the contents. Should the evaluatee refuse to sign the observation form, this should be documented on the form and witnessed by a third party. The target date to have observations completed and entered on CIS is April 15th. All evaluations must be completed by the end of the school session or shortly after state assessment data is released.

4. Professional Development and Support. LEAs 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 this bulletin.
5. Grievance Process. LEAs shall include in their local personnel evaluation plans a description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner.

See Section 317: Due Process and Grievance Procedures

Principals, Assistant Principals, Teachers for Instructional Support, and other appropriate observers and/or other appropriate evaluators who have been trained through the established training provided by or under the Louisiana Department of Education, are responsible for conducting and submitting observations and evaluations by the required due date each school year.

Chapter 3. Personnel Evaluation

§301. Overview of Personnel Evaluation

In addition to the criteria shown on job descriptions for teachers and administrators, the following information will be used as evaluation criteria by the Ouachita Parish School Board.

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

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

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

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

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

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

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

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

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

1. Prior achievement data that are available (up to three years);
2. Gifted status;
3. Section 504 status;
4. Attendance;
5. Disability status;
6. Economically disadvantaged status;
7. Limited English proficiency; and
   Prior discipline history.

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

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

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

§305. Measures of Growth in Student Learning—Learning Targets

A. The LDOE shall expand the value-added model, as new state assessments become available.

B. For teachers and administrators, progress towards pre-determined student learning targets (SLTs), as measured by state-approved common assessments, where available, shall inform the student growth component of the evaluation. SLTs shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

C. Teachers. A minimum of two SLTs be identified for each teacher. The LDOE shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of SLTs.

1. State-approved common assessments shall be used as part of the body of evidence measuring students' attainment of SLTs, where available.
2. Where no state-approved common assessments are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students' attainment of SLTs.

3. The Ouachita Parish School Board may define consistent SLTs across schools and classrooms for teachers with similar assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom.

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

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

2. For principals, at least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.
3. For principals, at least one learning target shall be based on growth in a component (e.g., ELA or math improvement) of school performance score.
4. Principals at schools with special populations (e.g. alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g., K-2 schools) may define learning targets based on LDE guidance.

E. The LDOE 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 SLTs.

§307. Observation Tools

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

B. The Ouachita Parish School Board 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 LDOE in

collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.

b. The Ouachita Parish School 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 LDOE shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.

D. If Ouachita Parish School Board does not intend to use model observation tools developed or identified by the LDOE, it shall submit proposed alternate tools to the LDOE for evaluation and approval, LEAs shall submit proposed alternate observation tools to the LDOE.

1. With the submission of proposed alternate observation tools, LEAs 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 LEA will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.
2. The LDOE 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 department by the LEA.
4. LEA-proposed alternate observation tools shall be either approved or denied by the department no later than August 1.
5. LEAs which secure LDOE approval for use of an alternate observation tool need not submit them for approval in subsequent years, unless the alternate observation tools is revised, the *Louisiana Components of Effective Teaching or Performance Expectations and Indicators for Educational Leaders* are revised, or revisions to this Section are approved by the board.

§309. Standards of Effectiveness

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

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

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

Effectiveness Rating	Composite Score Range
Ineffective	X<1.5
Effective: Emerging	1.5≤ X <2.5
Effective: Proficient	2.5≤ x <3.5
Highly Effective	3.5≤ x

§311. Evaluators

A. The Ouachita Parish School Board accountability relationships are defined clearly in writing. These relationships are communicated 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 the Ouachita Parish School Board's Superintendent, Assistant Superintendent, Directors, Supervisors, or the evaluatee's respective supervisory level designee.

D. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the LDOE.

1. The LDOE, its contractors, and LEAs 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 Ouachita Parish School Board 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 Ouachita School Board 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 the Ouachita School Board 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 Ouachita Parish School Board to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

§315. Intensive Assistance [Formerly §329]

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.

D. If the evaluate 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 LEA 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;

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.

All employees of the Ouachita Parish School Board, after being observed and receiving a rating of ineffective will be in informed in writing and must have an opportunity to receive intensive assistance in order to improve professionally. The Intensive Assistance Plan, the observation and/or evaluation documents, and all other supporting documentation will be kept on file at the central office in the evaluatee's single official file.

A. The evaluator and evaluatee collaboratively design the Intensive Assistance Plan.

B. Assistance will be provided by the principal at the school level and on the parish level for those evaluatees rated "Ineffective" on observations and/or evaluations. If, in the follow-up observation, the evaluatee receives an "Ineffective" rating, the above process will be repeated. Attendance and participation in the intensive assistance process is mandatory.

C. The office of the Supervisor of Personnel will maintain documentation of the professional development support which is necessary to enable the certified and other professional personnel to meet the objectives of the Intensive Assistance Plan.

D. Multiple opportunities to improve will be provided to evaluatees.

G. The Supervisor of Personnel will be responsible for designing the employee's intensive assistance timelines (not to exceed one (1) year). The intensive assistance program will be based on the deficiencies noted in the observation and/or evaluation.

H. Completed intensive assistance plans and all supporting documents such as observations, correspondence, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's single official file at the central office.

INTENSIVE ASSISTANCE TIMELINE

1. Notification of Intensive Assistance	*Observee notified within seven (7) working days after receipt of observation and/or evaluation report by the Supervisor of Personnel.*
2. Follow-up observation	*Within fifteen (15) working days after intensive assistance has been completed.*
3. Non-improvement	*Evaluatee will repeat intensive assistance if no improvement is noted/ observed.*

Notes:

If an evaluatee continues to exhibit non-improvement or unsatisfactory performance after he/she has been observed/evaluated and notified in writing within a prescribed period of time of the area(s) of ineffectiveness and has been provided opportunities to remedy these performances, he/she may be recommended for termination using the due process provisions.

Evaluators have three (3) days within which to turn in "Ineffective" observations to the Supervisor of Personnel.

Failure to adhere to Intensive Assistance Plan timelines or failure to attend designated in-services at the specified time is reasonable cause for disciplinary action, up to and including termination.

§317. Due Process and Grievance Procedures [Formerly §333]

A. The LEA shall establish grievance procedures to address the following components of due process.

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.

The evaluatees not performing at a highly effective, proficient effective, or emerging effective level are informed in writing of such determination by the receipt of the evaluation report. A post-evaluation conference is held following the completion of the evaluation in order that the results of the evaluation can be discussed.

2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file.

The response may be 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. 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 is incumbent upon the evaluator to comment on and to document specific needs in the evaluation report.

3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year.

The purposes of this meeting could be to discuss the results of the evaluation of the evaluatee, to discuss the strengths of the evaluatee, to discuss the areas in need of improvement of the evaluatee, and to discuss the assistance necessary to improve performance.

4. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee shall be entitled to representation during the grievance procedure.

5. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the LEA, the board, or the department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.

B. Failure by the LEA to adhere to the requirements of this Section shall be a grieveable matter.

COMPLAINTS AND GRIEVANCES

Any employee of the Ouachita Parish School Board shall have the right to appeal the application of a policy and/or procedure affecting him/her. Complaints or grievances about any job action taken against an employee are excluded from this policy. The person(s) filing the grievance shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance. The primary purpose of this procedure is to secure, at the most immediate level possible, an equitable solution to the claim of the aggrieved employee(s).

If at any step of the procedure outlined below, the administration fails to comply with the timelines set forth therein, the complaint and/or grievance will immediately move to the next higher step in the process for review and decision.

Any complaint by a teacher, group of teachers, other school employees or group of employees about or involving the school system shall be reviewed in accordance with the following procedure:

Step One

A. An employee shall submit a written complaint to the principal or for personnel not based at a school site to the immediate supervisor within ten (10) working days of the date of the alleged complaint. If the complaint is not submitted within the time prescribed, the employee has no further right with respect to the claim or grievance.

B. Within five (5) working days of the receipt of a complaint, the principal and/or the immediate supervisor and the employee(s) shall meet to attempt to resolve the complaint. The principal or the immediate supervisor shall receive, investigate and consider information from all affected parties he/she feels necessary to resolve the complaint and to make a decision.

C. Within five (5) working days following the meeting between the principal or the immediate supervisor and the employee(s), the principal or the immediate supervisor shall mail or deliver his/her decision in writing to the employee(s). The principal or immediate supervisor is required to document the date the employee receives the written decision.

Step Two

A. If the employee (or group of employees) is not satisfied with the disposition of the grievance by the principal or the immediate supervisor, then within five (5) working days of receipt of the decision from the principal or the immediate supervisor, the employee(s) or the employee's representative may submit to the

Superintendent or designee a written request for a Step 2 review together with a copy of the written decision rendered in Step One. If the employee fails to request the review within the time limit set out above, the employee shall have no further right to proceed through the complaint/grievance process.

B. The Superintendent or designee shall within ten (10) working days provide a written notice to the employee(s) of the disposition of the grievance based upon the file presented to the Superintendent or designee. The date of receipt by the employee of the written notice of the disposition shall be documented in the file.

Step Three

A. If the employee is not satisfied with the written notice of disposition of the grievance by the Superintendent or designee, the employee(s) may, within five (5) working days of the date of receipt of the Superintendent's notice of disposition, request a full hearing, of the claim or grievance before the Superintendent or designee. If the employee fails to request a hearing within the time limit set out above, the employee shall have no further right to proceed through the complaint/grievance process.

B. The Superintendent or designee shall schedule the full hearing with the employee(s) within twenty (20) working days of the request for a hearing. The Superintendent or designee may receive at the hearing written statements of witnesses, other written materials and/or interview witnesses, if relevant to the claim or complaint. The hearing is an informal meeting or hearing controlled by the Superintendent or designee. The purpose of any such fair hearing is to resolve the complaint. The Superintendent or designee shall provide for the recording of the hearing and will maintain a transcript of the proceedings. Following the hearing, the Superintendent or designee shall make a written recommendation regarding the disposition of the grievance. The recommendation of the Superintendent or the designee will be provided to the employee not more than thirty (30) working days following the hearing. The Superintendent or designee's recommendation, together with a copy of the transcript of the hearing as well as the previous decisions, shall also be provided to the School Board within the same time frame set out above for disposition of the grievance.

Step Four

A. On the basis of the written recommendation and the transcript of the hearing before the Superintendent or designee provided to the School Board, the School Board shall dispose of the grievance. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the School Board. An employee or their representative may comment on the School Board's proposed disposition of the grievance. The School Board may vote to affirm, reverse or modify the recommendation. Absent a motion and second to modify or reverse the

recommendation, the Superintendent's recommendation shall stand. Notice of the School Board's decision shall be given to the employee(s) and to the individuals who rendered the Step One and Step Two decisions. The School Board's action shall be final.

General Matters

A. An employee is entitled to representation of his/her choice at all levels of the grievance process after Step One. The employee who chooses to have a representative shall provide advance written notice of the name of the representative to the Superintendent or designee.

B. *Working day* is defined as any day the Ouachita Parish School Board *Administrative Office* is open for business.

C. Nothing in this grievance policy shall be applicable to any job action taken against an employee, including, but not limited to, a recommendation for termination of employment. Any recommendation for termination shall be handled in accordance with any applicable law, such as the teachers' tenure law, the bus driver tenure law, etc. as well as in accordance with School Board policy and procedure for termination of classified employees.

D. The employee(s) or the administration may request an extension of time to comply with the mandates of this policy at any step. The maximum extension that can be granted is the applicable time limit for the step at which the grievance is in the process.

§319. Staff Development for Personnel Involved in Evaluation [Formerly §335]

A. The Ouachita Parish School Board 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 LEA 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 Board; and
6. An understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators.

§321. Evaluation Records Guidelines

A. Copies of evaluation results and any related documentation shall be retained by the Ouachita Parish School Board.

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
[Formerly §339]

A. The local personnel evaluation plan shall contain a copy of the job descriptions currently in use in the LEA. The LEA 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

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

B. The competency-based job description shall:

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

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

1. Position title;
2. Overview of position;
3. Position qualifications shall be at least the minimum requirements as stated in *Bulletin 746—Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than 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.

§325. Extenuating Circumstances

A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, Ouachita Parish School Board may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a request to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.

B. Evaluation results shall be invalidated for any teacher or administrator with 60 or more excused absences in a given academic year, due to approved leave, such as maternity leave, military leave, sick leave, or sabbatical leave.

C. For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district superintendents, or CEOs may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.

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

§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 Ouachita Parish School Board will submit an annual personnel evaluation report of the most recent academic year to the LDOE. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the 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 LDOE include, but are not limited to, the following items:

1. Individual-level teacher evaluation results, by teacher;
2. The number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;

3. The number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
4. The number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process;
5. The number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results; and
6. The number of evaluatees who received intensive assistance.

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

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

Chapter 9. General Provisions

§901. Louisiana Components of Effective Teaching

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

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

§905. Definitions

A. In order that consistency in terminology be maintained on a statewide basis, the LDOE has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all LEAs. If additional terms are necessary in establishing a

clear and concise understanding of evaluation procedures, they must be included in the Ouachita Parish School Board's local personnel evaluation plan.

1. *Accountability*—shared responsibility for actions relating to the education of children.
2. *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.
3. *Beginning Teacher*—any teacher in their first three years of the profession.
4. *Board*—state Board of Elementary and Secondary Education.
5. *Certified School Personnel*—those persons whose positions require certification.
6. *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.
7. *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.
8. *Common Assessment*—a state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.
9. *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.
10. *Competencies*—skills, knowledge, and abilities required to demonstrate a particular level of performance.
11. *Criteria*—demonstrable levels of performance upon which a judgment may be based.
12. *Department*—Louisiana Department of Education.
13. *Due Process*—fair and impartial treatment, including notice and an opportunity to be heard.
14. *Duties*—those actions normally required of a position as assigned and/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.
15. *Educational Leader*—a person who is certified to serve in any school or district leadership capacity with the exception of superintendent.
16. *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.
17. *Evaluatee*—teacher or administrator undergoing evaluation.

18. *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.
19. *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.
20. *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.
21. *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:
    a. the specific steps the teacher or administrator shall take to improve;
    b. the assistance, support, and resources to be provided by the LEA;
    c. an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and
    d. the action to be taken if improvement is not demonstrated.
22. *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.
23. *Local Board*—governing authority of the local education agency, parish/city school or local school system.
24. *Local Education Agency (LEA)*—city, parish, or other local public school system, including charter schools.
25. *Non-Tested Grades and Subjects (NTGS)*—grades and subjects for which a value-added score is not available for teachers or other certified personnel.
26. *Objective*—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
27. *Observation*—the process of gathering facts, noting occurrences, and documenting evidence of performance and delivering aligned, individualized feedback to the evaluatee.
28. *Observer*—one who gathers evidence to be used in the evaluation process through the observation of educator performance.
29. *Performance Expectations*—the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.
30. *Performance Standards*—the behaviors and actions upon which performance is evaluated.
31. *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.
32. *Pre-Observation Conference*—a discussion between the evaluatee and the evaluator which occurs prior to an 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.

33. *Professional Growth Plan*—a written plan developed to enhance the skills and performance of an evaluatee. The plan includes:

    a. specific goal(s);

    b. objective(s);

    c. action plans;

    d. timelines;

    e. opportunities for reflection; and

    f. evaluation criteria.

34. *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.
35. *Standard Certificate*—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.
36. *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.
37. *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.
38. *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, to clarify questions that may occur after reviewing of the lesson plan.
39. *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.
40. *Standard Certificate*—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.
41. *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.

42. *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.
43. *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.
44. *Teachers of Record*—educators who are responsible for a portion of a student's learning outcomes within a subject/course.
45. *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.

Note: The Plan is supplemented by all Louisiana Teacher Evaluation Laws, Policies and Procedures, including all revisions passed by the legislature or approved by BESE and the Louisiana Department of Education including but not limited to Bulletin 130, Regulations for the Evaluation and Assessment of School Personnel

STATEMENT OF ASSURANCE

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

_____ _____

Board President **Dr. Don Coker, Superintendent**

_____

Date

Ouachita Parish _____ _____

LEA **Todd Guice** **Date**

Personnel Director

APPENDIX

- **Annual Personnel Evaluation Plan**
- **Accountability Relationship Register**
- **Program Instruments Register**
- **Job Descriptions**(Alphabetical Order)

Principals
Assistant Principals
Alternative School Coordinator
School Administrative Assistants
Athletic Directors
Athletic Trainers
Counselors
Reading/Math Coordinators
Curriculum Coordinators
Teachers
Librarians
Graduation Coaches
JROTC Instructor
School Nurse

- **Educational Leader Observation Form**
- **Intensive Assistance Form**
- **Conference Form**

ATTACHMENTS

- **Louisiana Teacher Performance Evaluation Rubric**
- **COMPASS Observation Workbook**
- **Louisiana School Counseling Performance Evaluation Rubric**
- **Louisiana Leader Performance Evaluation Rubric**

Annual Personnel Evaluation Plan

1) Conference	Beginning of School Year
2) Professional Growth Plan	End of 1st Six Weeks; May
3) Observations	Two (2) minimum
4) Post Observation Conference	Two (2) minimum
5) Student Learning Targets	End of 1st Six Weeks; Report results in May
6) Evaluation	May

To be entered and/or completed on CIS:

Professional Growth Plan (not acknowledged)
Student Learning Targets (2)
Observations (2)
Final Evaluation

All employees **must have a copy of their signed job description and a copy filed in the principal's office. Documentation that employees review job descriptions annually is necessary and must be filed in principal's office.*

ACCOUNTABILITY RELATIONSHIP REGISTER

All certified and other professional personnel are informed each year as to who is responsible for their evaluation. They are evaluated according to the following:

EVALUATEE-EVALUATOR REGISTER

Evaluatee	Evaluator
Teachers	Principals
Librarians	Principals
Counselors	Principals/ Directors
Graduation Coach	Principals
Curriculum Coordinators	Principals
Reading/Math Coordinators	Principals/Director of Federal Programs
Athletic Directors	Principals
Athletic Trainers	Principals
JROTC Instructors	Principals
School Administrative Assistants	Principals
Assistant Principals	Principals
School Nurse	Principals
Principals	Superintendent or designee
Alternative School Coordinator	Superintendent or designee

PROGRAM INSTRUMENTS REGISTER

The Ouachita Parish School Board uses the listed instruments in the evaluation process.

Evaluatee/Observee	Evaluation Instrument	Observation Instrument
Principal and Assistant Principal	Louisiana Leader Performance Evaluation Rubric	Educational Leader Observation Form
Teacher and Librarian	Louisiana Teacher Performance Evaluation Notebook Rubric	COMPASS Observation
Counselor	Louisiana Counselor Performance Evaluation Rubric	
School Nurse	Local LEA Instrument	

Forms

Job Descriptions (Alphabetical Order)

Personnel Evaluation Plan — Certified and other Professional Personnel

Intensive Assistance — Certified and other Professional Personnel

OUACHITA PARISH SCHOOLS

Job Description

TITLE: **Agriscience/Agribusiness Teacher**

QUALIFICATIONS:

1. Bachelor degree in Vocational Agriculture
2. Louisiana teaching certificate
3. Additional criteria as the Board may establish

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: To plan and implement a program which creates an environment where all children can learn and develop optimally.

PERFORMANCE RESPONSIBILITIES

I. Maintains consistent school-wide disciplinary standards in keeping with Board policy.
2. Provides students with standards and holds them accountable for treatment of school property.
3. Provides each student with a proper room environment by organizing space, materials and/or equipment to facilitate learning.
4. Promotes a positive learning climate.
5. Manages routines and transitions in a timely manner.
6. Manages and/or adjusts allotted time for activities planned.
7. Establishes expectations for learner behavior.
8. Uses monitoring techniques to facilitate learning.
9. Insures student attention.
10. Any other duties assigned by supervisor.

INSTRUCTION

1. Specifies learner outcomes in clear, concise objectives that include activity/activities that develop objectives.
2. Identifies plans and accommodates individual differences.
3. Identifies and uses materials, other standard classroom materials to achieve lesson objectives.
4. States method(s) of evaluation to measure learned outcomes.
5. Participates in an Individual Education Plan (IEP), ITP, and/or IFSP as necessary.
6. Has daily lesson plans, which seek to meet curriculum guides/content standards/GLEs/comprehensive curriculum.
7. Sequences lesson to promote learning.
8. Adjusts lesson when appropriate.
9. Evidence of integration of technology within the lesson/unit.
10. Presents accurate subject matter at a developmentally appropriate level.
11. Relates relevant examples, unexpected situations, current events, and real-world experiences to the content as appropriate.
12. Answers questions correctly and/or directs students to additional sources (i.e. references, labs, learning centers, etc.).
13. Demonstrates ability to communicate effectively with students.

14. Stimulates and encourages higher order thinking at the appropriate developmental level.
15. Encourages student participation.
16. Consistently monitors ongoing performance of students.
17. Uses appropriate and effective assessment technique(s).
18. Provides timely feedback to students regarding their progress.
19. Provides evidence of student academic growth under his/her instruction.
20. Assigns homework in keeping with student & curriculum needs.

PROFESSIONALISM

1. Maintains good attendance.
2. Notifies principal of absences and provides substitute teacher with lesson plans.
3. Reports to work on time.
4. Reports to duty on time and is responsible for students at all times. Students are never left unattended.
5. Displays professional ethics on and off duty.
6. Adheres to parish dress code.
7. Assists the principal in day-to-day operation of the school.
8. Accepts and supports school administration decisions.
9. Practices school rules and policies.
10. Completes rep01ts, inventories and paper work including cumulative records as scheduled.
11. Assumes responsibility for implementation of emergency procedures.
12. Keeps grade book up-to-date and in compliance with Ouachita Parish policy.
13. Provides clear and timely information to parents/care givers and colleagues regarding classroom expectations through student progress reports and student learning.
14. Encourages parents/care givers to become active partners in their children's education and to become involved in school and classroom.
15. Seeks and maintains a positive attitude of promoting school and community relations.
16. Participates in and promotes harmonious working relationships with students, colleagues, parents and community members.
17. Attends and participates in school meetings and faculty meetings (i.e. grade level and subject area curriculum planning and evaluation) promptly and as required.
18. Implements School Improvement Plan.
19. Serves on task force and decision-making committees, when appropriate.
20. Cooperates with administrators in observation/evaluation/self-evaluation effo1ts.
21. Develops and implements an Individual Growth Plan annually based on the individual needs for CLU's, the School Improvement Plan and the previous year's observation and evaluation recommendations.
22. Keeps abreast of current educational trends through staff development and professional organizations.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal
   - Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: Twelve months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE:	**Alternative School Coordinator**
REPORTS TO:	Director of Child Welfare and Attendance
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	12 mos.

DOMAIN I: SCHOOL VISION

1. **Set ambitious data-driven goals and a vision for achievement; invest teachers, students, and other stakeholders in that vision.**
   - Use vision and analysis of multiple types of data to set goals; keep the school-wide goals present for staff and various stakeholders by referencing them in all meetings and planning sessions.
   - Actively engage stakeholders in the school's vision for achievement; share specific ways families and stakeholders can support student learning; consistently address staff or stakeholders who contradict the vision by displaying low or negative expectations.
   - Align resources: time, human and, when appropriate, fiscal to create and uphold systems that support the school's learning goals; develop systems to support schedules and calendars that maximize instructional time and ensure that staff have necessary materials, supplies, and equipment.

DOMAIN II: SCHOOL CULTURE

1. **Facilitate collaboration between teams of teachers.**
   - Facilitate effective and frequent collaboration between teams of teachers that improve implementation of the Common Core Standards; review student learning data to improve instruction and student achievement.
   - Maintain conditions for collaboration by ensuring teachers have clear expectations for collaborative time and clear incentives to collaborate.
2. **Provide opportunities for professional growth and develops a pipeline of teacher leaders.**
   - Improve teacher effectiveness by providing professional opportunities for growth and on-going support.
   - Use data gathered through observations and student assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness.
   - Develop a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid- and high-performing teachers and developing their leadership skills and creating opportunities for them to take on additional responsibilities.
3. **Create and uphold systems which result in a safe and orderly school environment.**
   - Ensure learning environment is conducive to learning; implement systems to ensure physical and social-emotional safety is maintained for students and adults.
   - Develop clear expectations for student and adult behaviors based on the school values and beliefs; identify clear positive and negative consequences.
   - Develop systems to ensure that every adult understands their role in implementing both positive and negative consequences and those consequences are consistently implemented.
   - Supervise facilities and equipment management and maintenance and ensure that the physical environment is safe.

DOMAIN III: INSTRUCTION

1. **Observe teachers and provide feedback on instruction regularly.**
   - Use the LEADS Teacher Rubric to complete or ensure a system is in place to complete formal and informal observations.

- Ensure observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is grounded in the Teacher LEADS Rubric data and focused on improving teacher effectiveness and student outcomes.
- Ensure that new and/or developing teachers receive additional formative observations.
- Complete a rigorous evaluation process based on a review of teacher practice using the Teacher LEADS Rubric and multiple measures of student outcomes.

2. **Ensure teachers set clear, measurable objectives aligned to the Common Core.**
   - Set annual student learning targets and ensure teachers set daily objectives that will support academic growth of students and that align with school level goals.
   - Ensure all teachers are using a curriculum scope and sequence and assessments that are Common Core aligned.
   - Support effective implementation of Common Core Standards by regularly assessing instructional practices and student outcomes.
   - Ensure teachers modify and differentiate instructional practices to support the learning of all students based on student learning data.
3. **Ensure teachers use assessments reflective of Common Core rigor.**
   - Support the selection of assessments and curricular materials aligned to the Common Core and analyze student performance on assessments to identify student learning gaps to determine interventions and areas for instructional improvement.

DOMAIN IV: ADMINISTRATION

1. Visit all school sites, as needed, and provide feedback to schools with alternative students (if needed).
2. Participate in follow-up interviews with alternative students at school sites, if needed.
3. Attend judicial hearings, F.I.N.S., etc. as needed.
4. Act as a liaison to the Sheriff's Office and District Attorney's office as needed.
5. Manage/coordinate paperwork for OPAL.
6. Manage the transfer of students to and from the sending school to OPAL.
7. Effectively assist OPAL teachers with instructional materials and activities.
8. Act in as the administrator in charge of OPAL.
9. Effectively monitor and maintain OPAL facility and equipment.
10. Perform such tasks and duties as assigned by the Superintendent or his designee.

DOMAIN V: STAFF DEVELOPMENT

1. Coordinate the training of OPAL personnel.
2. Meet with teachers, principals, and parents to discuss objectives of OPAL, as needed.

DOMAIN VI: SCHOOL AND COMMUNITY RELATIONS

1. Effectively facilitate communication between OPAL, school(s), and home(s).

DOMAIN VII: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time when appropriate.

DOMAIN VIII: SAFETY

1. Complete tasks in a safe manner as prescribed by the Director of Safety.

2. Maintain a neat and orderly work environment.
3. Dress appropriately for the job assigned and in compliance with state law and Board policy.
4. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.

DOMAIN IX: COMMUNICATION

1. Understand and interpret written and verbal instructions from immediate supervisor and give clear written and oral instructions to others as required.
2. Accurately compile data, summarize information and provide written reports when required.
3. Answer the telephone and receive visitors in a courteous and efficient manner.
4. Follow the chain of command for various administrative procedures.

DOMAIN X: PROFESSIONALISM

- Attend and constructively participate in meetings and professional development activities.
- Use active listening skills.
- Accept and recognize the value of the contribution of others.
- Exhibit a caring, positive attitude towards others.
- Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- Work and cooperate with entire staff.
- Seek, share, and respect ideas of others.
- Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel) as requested.
- Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation as requested.
- Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
- Adhere to high standards of professionalism and encourage professional growth.
- Develop leadership and responsibility in colleagues and students if applicable.
- Demonstrate skills to receive and give constructive feedback.
- Identify problems and issues and work collaboratively to contribute ideas and find solutions.
- Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- Use verbal and non-verbal communication in a respectful manner.
- Write and speak clearly and concisely for understanding.
- Represent the schools and district in a positive manner.
- Treat all stakeholders in a respectful and helpful manner.
- Cooperate with administration in the performance of additional duties.
- Cooperate with building and district staff in planning and evaluation.
- Complete tasks, reports, and documents accurately according to specified timelines and expectations.
- Minimize bias in self and others and accept responsibility for his/her own actions.
- Adhere to ethical, legal, and professional standards.
- Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
- Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and LEADSionately.
- Follow directives as assigned by supervisor.
- Use proper administrative procedures for making requests and resolving conflicts.

***Domain X denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

METHOD OF EVALUATION: District approved evaluation plan.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS: Type B / Level 2 certificate; Educational Leader Level 1 certificate (EDL1); Educational Leadership: Administration and Supervision; Master's degree

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Ouachita Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

_____ _____

Signature of Employee Date

_____ _____

Name of Employee (**PLEASE PRINT**) Last Four of SS#

_____ _____

Signature of Evaluator/Supervisor Date

OUACHITA PARISH SCHOOL BOARD
JOB DESCRIPTION

TITLE: **Assistant Principal** – ELEMENTARY SCHOOL (FLSA EXEMPT)

Qualifications: In accordance with the requirements of the Louisiana Department of Education

REPORT TO: Principal

PERFORMANCE RESPONSIBILITIES:

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

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

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

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

Domain II: School Culture Component A: Facilitates collaboration between teams of teachers

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

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

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

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

- The assistant principal ensures that the school building is clean and safe, all basic facilities are in working order and that the physical plant fosters major academic priorities and initiatives.
- The assistant principal consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs that is aligned with district and school priorities.

- The assistant principal utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

Domain III: Instruction Component A: Observes teachers and provides feedback on instruction regularly.

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

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

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

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

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

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

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

DOMAIN IV: PROFESSIONALISM

- Attend and constructively participate in meetings and professional development activities.
- Use active listening skills.
- Accept and recognize the value of the contribution of others.
- Exhibit a caring, positive attitude towards others.
- Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- Work and cooperate with entire staff.
- Seek, share, and respect ideas of others.
- Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel) as requested.
- Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation as requested.
- Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
- Adhere to high standards of professionalism and encourage professional growth.
- Develop leadership and responsibility in colleagues and students if applicable.
- Demonstrate skills to receive and give constructive feedback.
- Identify problems and issues and work collaboratively to contribute ideas and find solutions.
- Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.

- Use verbal and non-verbal communication in a respectful manner.
- Write and speak clearly and concisely for understanding.
- Represent the schools and district in a positive manner.
- Treat all stakeholders in a respectful and helpful manner.
- Cooperate with administration in the performance of additional duties.
- Cooperate with building and district staff in planning and evaluation.
- Complete tasks, reports, and documents accurately according to specified timelines and expectations.
- Minimize bias in self and others and accept responsibility for his/her own actions.
- Adhere to ethical, legal, and professional standards.
- Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
- Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and LEADSionately.
- Follow directives as assigned by supervisor.
- Use proper administrative procedures for making requests and resolving conflicts.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Principals and Assistant Principals shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of school-based administrators
   - Collaborate with those providing direct student instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,
   - Conduct school/class walk-throughs
   - Prepare and/or oversee preparation of class scheduling
   - Participate in the staffing of school via the recruitment, interview, and selection and/or assignment of personnel, subject to chief of staff's approval

2. Supervision

   - Supervision of Assistant Principals, teachers, and, and all others reporting to employee or for whose supervision employee is responsible, as applicable
   - Complete and/or assist in the preparation/implementation of employee observations, evaluations, IAPs, and other associated tasks and monitoring

3. Non-instructional Components

   - Maintain the campus in a clean condition through the oversight of janitorial/maintenance staff

- Maintain student discipline
- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, department and central office/principal meetings
- Establish school policies governing students and employees
- Attend training sessions
- Attend job fairs and related events
- Attend IEP, IAP or any other specialized meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires with recommendations to Personnel
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process for both students and employees
- Fulfill all duties required of the school as a member of the LHSAA or other athletic or professional associations
- Maintain positive parent and community contact and problem solving
- Represent the school at all functions and/or meetings at which a school representative is required.
- Any extra-curricular activities as determined by the supervisor./principal.

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

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 stated

Reports to: School principal

Supervises: All school personnel at school site

Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	Last Four of SS#
Signature of Evaluator/Supervisor	Date

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

OUACHITA PARISH SCHOOL BOARD
JOB DESCRIPTION

TITLE: Assistant Principal – HIGH SCHOOL (FLSA EXEMPT)

Qualifications: In accordance with the requirements of the Louisiana Department of Education

REPORT TO: Principal

PERFORMANCE RESPONSIBILITIES:

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

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

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

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

Domain II: School Culture Component A: Facilitates collaboration between teams of teachers

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

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

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

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

- The assistant principal ensures that the school building is clean and safe, all basic facilities are in working order and that the physical plant fosters major academic priorities and initiatives.
- The assistant principal consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs that is aligned with district and school priorities.

- The assistant principal utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

Domain III: Instruction Component A: Observes teachers and provides feedback on instruction regularly.

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

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

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

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

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

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

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

DOMAIN IV: PROFESSIONALISM

- Attend and constructively participate in meetings and professional development activities.
- Use active listening skills.
- Accept and recognize the value of the contribution of others.
- Exhibit a caring, positive attitude towards others.
- Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- Work and cooperate with entire staff.
- Seek, share, and respect ideas of others.
- Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel) as requested.
- Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation as requested.
- Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
- Adhere to high standards of professionalism and encourage professional growth.
- Develop leadership and responsibility in colleagues and students if applicable.
- Demonstrate skills to receive and give constructive feedback.
- Identify problems and issues and work collaboratively to contribute ideas and find solutions.
- Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- Use verbal and non-verbal communication in a respectful manner.

- Write and speak clearly and concisely for understanding.
- Represent the schools and district in a positive manner.
- Treat all stakeholders in a respectful and helpful manner.
- Cooperate with administration in the performance of additional duties.
- Cooperate with building and district staff in planning and evaluation.
- Complete tasks, reports, and documents accurately according to specified timelines and expectations.
- Minimize bias in self and others and accept responsibility for his/her own actions.
- Adhere to ethical, legal, and professional standards.
- Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
- Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and LEADSionately.
- Follow directives as assigned by supervisor.
- Use proper administrative procedures for making requests and resolving conflicts.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Principals and Assistant Principals shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of school-based administrators
   - Collaborate with those providing direct student instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,
   - Conduct school/class walk-throughs
   - Prepare and/or oversee preparation of class scheduling
   - Participate in the staffing of school via the recruitment, interview, and selection and/or assignment of personnel, subject to chief of staff's approval

2. Supervision

   - Supervision of Assistant Principals, teachers, and, and all others reporting to employee or for whose supervision employee is responsible, as applicable
   - Complete and/or assist in the preparation/implementation of employee observations, evaluations, IAPs, and other associated tasks and monitoring

3. Non-instructional Components

   - Maintain the campus in a clean condition through the oversight of janitorial/maintenance staff
   - Maintain student discipline
   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, department and central office/principal meetings

- Establish school policies governing students and employees
- Attend training sessions
- Attend job fairs and related events
- Attend IEP, IAP or any other specialized meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires with recommendations to Personnel
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process for both students and employees
- Fulfill all duties required of the school as a member of the LHSAA or other athletic or professional associations
- Maintain positive parent and community contact and problem solving
- Represent the school at all functions and/or meetings at which a school representative is required.
- Any extra-curricular activities as determined by the supervisor./principal.

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

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 stated

Reports to: School principal

Supervises: All school personnel at school site

_____ _____

Signature of Employee Date

_____ _____

Name of Employee (**PLEASE PRINT**) Last Four of SS#

_____ _____

Signature of Evaluator/Supervisor Date

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

OUACHITA PARISH SCHOOL BOARD
JOB DESCRIPTION

TITLE: **Assistant Principal** – MIDDLE SCHOOL **(FLSA EXEMPT)**

Qualifications: In accordance with the requirements of the Louisiana Department of Education

REPORT TO: Principal

PERFORMANCE RESPONSIBILITIES:

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

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

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

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

Domain II: School Culture Component A: Facilitates collaboration between teams of teachers

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

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

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

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

- The assistant principal ensures that the school building is clean and safe, all basic facilities are in working order and that the physical plant fosters major academic priorities and initiatives.
- The assistant principal consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs that is aligned with district and school priorities.

- The assistant principal utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

Domain III: Instruction Component A: Observes teachers and provides feedback on instruction regularly.

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

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

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

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

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

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

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

DOMAIN IV: PROFESSIONALISM

- Attend and constructively participate in meetings and professional development activities.
- Use active listening skills.
- Accept and recognize the value of the contribution of others.
- Exhibit a caring, positive attitude towards others.
- Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- Work and cooperate with entire staff.
- Seek, share, and respect ideas of others.
- Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel) as requested.
- Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation as requested.
- Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
- Adhere to high standards of professionalism and encourage professional growth.
- Develop leadership and responsibility in colleagues and students if applicable.
- Demonstrate skills to receive and give constructive feedback.
- Identify problems and issues and work collaboratively to contribute ideas and find solutions.

- Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- Use verbal and non-verbal communication in a respectful manner.
- Write and speak clearly and concisely for understanding.
- Represent the schools and district in a positive manner.
- Treat all stakeholders in a respectful and helpful manner.
- Cooperate with administration in the performance of additional duties.
- Cooperate with building and district staff in planning and evaluation.
- Complete tasks, reports, and documents accurately according to specified timelines and expectations.
- Minimize bias in self and others and accept responsibility for his/her own actions.
- Adhere to ethical, legal, and professional standards.
- Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
- Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and LEADSionately.
- Follow directives as assigned by supervisor.
- Use proper administrative procedures for making requests and resolving conflicts.

Domain 4 (Local):
Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Principals and Assistant Principals shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of school-based administrators
    - Collaborate with those providing direct student instruction as well as professionals providing ancillary services
    - Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,
    - Conduct school/class walk-throughs
    - Prepare and/or oversee preparation of class scheduling
    - Participate in the staffing of school via the recruitment, interview, and selection and/or assignment of personnel, subject to chief of staff's approval

2. Supervision

    - Supervision of Assistant Principals, teachers, and, and all others reporting to employee or for whose supervision employee is responsible, as applicable
    - Complete and/or assist in the preparation/implementation of employee observations, evaluations, IAPs, and other associated tasks and monitoring

3. Non-instructional Components

    - Maintain the campus in a clean condition through the oversight of janitorial/maintenance staff
    - Maintain student discipline

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, department and central office/principal meetings
- Establish school policies governing students and employees
- Attend training sessions
- Attend job fairs and related events
- Attend IEP, IAP or any other specialized meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires with recommendations to Personnel
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process for both students and employees
- Fulfill all duties required of the school as a member of the LHSAA or other athletic or professional associations
- Maintain positive parent and community contact and problem solving
- Represent the school at all functions and/or meetings at which a school representative is required.
- Any extra-curricular activities as determined by the supervisor./principal.

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

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: 10 Months

Reports to: School principal

Supervises: All school personnel at school site

_____ _____

Signature of Employee Date

_____ _____

Name of Employee (**PLEASE PRINT**) Last Four of SS#

_____ _____

Signature of Evaluator/Supervisor Date

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

OUACHITA PARISH SCHOOLS
Job Description

Position Title: Athletic Director

Location: Assigned School

Evaluated By: Principal

Supervises: Assistant Coaches

Qualifications: Bachelor's Degree: Louisiana Teacher Certification

Duties and Responsibilities:

1. Check eligibility of students who participate in athletics according to Louisiana High School Athletic Association (LHSAA) guidelines prior to their participation in any athletic contest including all other paperwork and requirements of the LHSAA.
2. Create and maintain a system of documentation of eligibility of students.
3. Model good sportsmanship for students.
4. Refrain use of profane and obscene language around athletes.
5. Schedule random drug testing of athletes according to OPSB policy.
6. Complete and submit required reports within specified timelines to assigned school, OPSB and LHSAA.
7. Ensure that all athletic offerings meet the standards of the LHSAA.
8. Maintain orderly conduct of athletes and ensure that athletes follow all local and state rules, LHSAA regulations and OPSB Policy.
10. Work with principal to ensure that a school contact person is present at all athletic events.
11. Schedule varsity contests and submit results to LHSAA.
12. Schedule required number of Freshmen and Junior Varsity athletic events.
13. Maintain accurate inventory of athletic equipment, uniforms, etc.
14. Maintain athletic facilities and grounds.
15. Maintain athletic gate receipt records and athletic budget.
16. Any other duties assigned by immediate Supervisor.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Supervisors and directors shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in supervisory positions
   - Collaborate with those providing and overseeing school-based instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curriculum, and plans to improve the quality of instruction
   - Conduct school/class walk throughs
   - Instructional Leadership Team meetings and other instructional related meanings

2. Supervision

   - Supervision of Principals, Assistant Principals, and others reporting to employee for whose supervision employee is responsible
   - Complete and/or assist in the preparation/implementation of employee pre- post-observations, evaluations, Intensive Assistance Plans, and other associated tasks and monitoring

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP/IAP meetings
   - Attend Central Office and Department meetings
   - Attend back-to-school and open-house events
   - Attend graduation as requested
   - Interview, employ, and complete necessary hires through recommendations
   - Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request
   - Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process

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

Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	Last Four SS#
Signature of Evaluator	Date

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE: **Athletic Trainer**

REPORTS TO: Principal

FLSA STATUS: Exempt

TERMS OF EMPLOYMENT: 182 Days

DOMAIN I: PLANNING

1. Make alternate plans when necessary for attending athletic events.
2. Prepare and submit accurate reports on time.
3. Document collaboration regularly with others (coaches, administrators, physicians, school nurse, students, parents, etc.).

DOMAIN IA: INSTRUCTIONAL CLASSROOM PLANNING

1. The teacher designs instructional outcomes that represent rigorous and important learning in the discipline.
2. The teacher designs instructional outcomes that are clear, written in the form of student learning, and suggest viable methods of assessment.
3. The teacher designs outcomes that reflect several different types of learning and opportunities for coordination.
4. The teacher designs outcomes that take into account the varying needs of groups of students.

DOMAIN II: MANAGEMENT

1. **The athletic trainer maintains an environment conducive to learning/treatment.**
   - Organize available space, materials, and/or equipment.*
   - Promote a positive training climate.
   - Maintain a safe and orderly environment supportive to training (example: materials and supplies are to be locked when not in use).
   - Maintain upkeep and recertification of training equipment as needed.
2. **The athletic trainer maximizes the amount of time available for instruction/treatment.**
   - Manage routines and transitions in a timely manner.*
   - Manage and/or adjust allotted time for planned treatment.
   - Develop routine activities for students who need treatment.
3. **The athletic trainer manages learner behavior to provide productive learning/treatment opportunities.**
   - Establish expectations for training room behavior.*
   - Use monitoring techniques to facilitate training/treatment.*
   - Consistently enforce training room rules and procedures.
   - Manage off-task behavior.

DOMAIN III: INSTRUCTION/TREATMENT

1. **The athletic trainer assesses student progress.**
   - Use training/treatment technique(s) effectively.*
   - Monitor on-going performance of students throughout injury.*
   - Provide timely feedback to coaches and parents regarding their progress.*
   - Keep and maintain necessary and required records on each individual athlete treated in the training room.
   - Teaches courses assigned by principal in which a proper certification is held to instruct the course.

DOMAIN IV: SCHOOL IMPROVEMENT

1. **The athletic trainer takes an active role in building level decision making.**
   - Participate and attend professional development opportunities to maintain certification.*
   - Serve on task forces and decision-making committees, concerning athletics.*
   - Perform such tasks and duties as assigned by the Superintendent his designee.
2. **The athletic trainer creates partnerships with parents/caregivers and colleagues.**
   - Provide clear and timely information to parents/caregivers and colleagues regarding treatment expectations, student progress, and ways they can assist learning/treatment.
   - Encourage parents/caregivers to become active partners in their children's education and to become involved in school, classroom, and athletics.
   - Seek community involvement in the athletic program.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

DOMAIN V: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time when appropriate.

DOMAIN VI: SAFETY

1. Complete tasks in a safe manner as prescribed by the Safety Department or by the employee's profession/craft.
2. Maintain a neat and orderly work environment.
3. Dress appropriately for the job assigned and in compliance with state law and Board policy GAMB Employee Dress Code.
4. Display employee ID tag at all times on duty.
5. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.
6. Comply with policies on GAMA Employee Tobacco Use, Drug-Free Workplace, and use of cell phones when on duty.

DOMAIN VII: COMMUNICATION

1. Understand and interpret written and verbal instructions from immediate supervisor and give clear written and oral instructions to others as required.
2. Accurately compile data, summarize information and provide written reports when required.
3. Answer the telephone and receive visitors in a courteous and efficient manner.
4. Follow the chain of command for various administrative procedures.

DOMAIN VIII: PROFESSIONALISM

1. Attend and constructively participate in meetings and professional development activities.
2. Use active listening skills.
3. Accept and recognize the value of the contribution of others.
4. Exhibit a caring, positive attitude towards others.
5. Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
6. Observe professional ethics as prescribed by the employee's profession/craft and in accordance with state law and board policy.
7. Work and cooperate with entire staff.
8. Seek, share, and respect ideas of others.
9. Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel).
10. Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation.
11. Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
12. Adhere to high standards of professionalism and encourage professional growth.
13. Develop leadership and responsibility in colleagues and students if applicable.
14. Demonstrate skills to receive and give constructive feedback.
15. Identify problems and issues and work collaboratively to contribute ideas and find solutions.
16. Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
17. Use verbal and non-verbal communication in a respectful manner.
18. Write and speak clearly and concisely for understanding.
19. Represent the schools and district in a positive manner.

20. Treat all stakeholders in a respectful and helpful manner.
21. Cooperate with administration in the performance of additional duties.
22. Cooperate with building and district staff in planning and evaluation.
23. Complete tasks, reports, and documents accurately according to specified timelines and expectations.
24. Minimize bias in self and others and accept responsibility for his/her own actions.
25. Adhere to ethical, legal, and professional standards.
26. Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
27. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and LEADSionately.
28. Follow directives as assigned by supervisor.
29. Use proper administrative procedures for making requests and resolving conflicts.

***Domain VIII denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

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

METHOD OF EVALUATION: State/District level evaluation.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS: CTTIE Certificate Athletic Trainer and appropriate certifications for that of an athletic trainer.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, walk, speak, hear and sometimes sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books and AV/VCR carts. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment described here is representative of which an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job the employee is frequently exposed to a noise level in the work environment which is moderate to loud.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Ouachita Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	Last Four SS#
Signature of Evaluator	Date

OUACHITA PARISH SCHOOL BOARD

JOB DESCRIPTION

TITLE: **Classroom Teacher:** Regular Education/Special Education

QUALIFICATIONS:

1. A valid Louisiana Teaching Certificate (Type C or Level 1)
2. A Bachelor's Degree in field
3. Additional criteria as the Board may establish

REPORTS TO: Principal
JOB GOAL: To plan and implement a program which creates an environment where students can learn and develop optimally.

PERFORMANCE RESPONSIBILITIES:

Domain I: Planning and Preparation-Setting Instructional Outcomes (1C)

1. Establishes instructional outcomes by identifying exactly what students will be expected to learn including rigor and expectations.
2. Writes instructional outcomes in the form of student learning targets.
3. Determines instructional activities and the resources needed to complete.
4. Determines instructional activities with suitability for diverse learners.
5. Plans for appropriate methods of assessment to determine a level of student attainment.
6. Differentiates for students of varied abilities.
7. Creates measureable outcomes central to the discipline and related to those in other disciplines.

THE CLASSROOM ENVIRONMENT:

Domain II: Managing Classroom Procedures (2C)

1. Establishes and monitors routines and procedures for the smooth operation of the classroom and the efficient use of time.
2. Instructional groups are used and managed effectively.
3. Non-instructional tasks are completed efficiently (lunch count, roll, administrative forms, etc.).
4. Transitions between activities and management of materials are done to maintain momentum and maximize instructional time.
5. Establishes efficient routines and teaches students to employ them effectively.

INSTRUCTION

Domain III: Using Questioning and Discussion Techniques (3B)

1. Uses questioning and discussion techniques to deepen student understanding.
2. Uses divergent as well as convergent questions framed in a way that they facilitate forming hypotheses, making connections, and challenging previously-held views.

3. Values student responses to questions by responding to them and using their ideas as a foundation for discussion.

4. Uses high quality questions to encourage students to make connections amongst concepts or events previously believed to be unrelated, and arrive at new understandings of complex material.

5. Poses questions for which they do not know the answers; thus, eliciting student responses, opening lines of communication, and promoting thinking by students.

6. Engages all students in important issues and in using their own language to deepen and extend their understanding.

7. Allows students to formulate questions used in class discussions.

8. Teaches students how to formulate high-level questions.

9. Promotes learning through discussion.

10. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlists the assistance of students to ensure the outcome.

Domain III: Engaging Students in Learning (3C)

1. Actively involves students in important and challenging content aligned with lesson objectives.

2. Develops student understanding through engagement activities.

3. Provides choice of work and assists students in making important contributions to the intellectual life of the class.

4. Creates activities and assignments that promote learning and are aligned to the goals of the lesson.

5. Creates activities and assignments that require student thinking that emphasize depth over breadth allowing students to exercise choice.

6. Group students of similar background and skill.

7. Uses instructional materials that are developmentally appropriate to the students' experience as well as the course content.

8. Allows time for reflection and closure in all lessons.

9. Facilitates instruction with students taking a major role in their learning.

ASSESSMENT

Domain III : Using Assessment in Instruction (3D)

1. Recognizes assessment to be an integral part of instruction.

2. Assesses and monitors student learning by eliciting evidence of student understanding using a variety of techniques.

3. Monitors student understanding offering timely and constructive feedback providing guidance to students in areas of needed improvement.

4. Circulates in the classroom to monitor student learning.

5. Creates questions or use techniques to ascertain the degree of understanding of every student.

6. Provides students with clear criteria for learning and teach the skills necessary for students to check their skills and assume responsibility for their learning.

7. Reflects on their craft and recognize the need for adjustments in instruction.

8. Engages students in self- or peer- assessment.

PROFESSIONAL RESPONSIBILITIES:

Professional Responsibilities

1. Exhibits regular attendance and punctuality.

2. Communicates effectively with students, staff, parents, and community.

3. Assumes outside classroom duties as related to school.

4. Assists in enforcing school/board rules and policies.

5. Ensures proper care of textbooks, teaching aids, and equipment.

6. Participates in professional development opportunities to further develop effectiveness.

7. Creates partnerships with parents/caregivers and colleagues.

8. Supports school programs and displays positive attitude.

9. Completes reports and records as assigned.

10. Projects well-groomed appearance.

11. Meets the criteria for a Professional Growth Plan following the guidelines in the Ouachita Parish Personnel Evaluation Program.

12. Perform all other duties or responsibilities not listed as delegated by the Principal of the school and OPSB policy.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
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- The teacher complies with all school level and Board rules and policies.
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- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
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Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

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2. Supervision

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- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
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4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
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Additional Events:

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- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
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- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
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TERMS OF EMPLOYMENT: **as stated**

EVALUATION: Performance in this position will be evaluated in accordance with the Board's policy by the Principal/Designee

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

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

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE: **Curriculum Coordinator**

REPORTS TO: Principal

FLSA STATUS: Exempt

TERMS OF EMPLOYMENT: As stated in contract

DOMAIN I: PERFORMANCE RESPONSIBILITIES

1. Provide the support necessary to develop competencies within leaders and teachers to improve content knowledge, data analysis to instructional alignment, and to create cultures of collaboration focusing on results in order to ensure that all students learn.
2. Analyze student performance data at the school level and align curriculum and professional development to meet the school goals.
3. Ensure the integrity and validity of all assessments administered and that all assessments are aligned with state assessments, GLE's, and the state standards for core classes.
4. Lead the school initiative to align standard and curriculum alignment vertically.
5. Analyze results of assessments and benchmark post-tests to determine student growth and identify strengths and weaknesses.
6. Provide job-embedded support and guidance at the school level.
7. Plan and implement professional development activities at the school level when necessary.
8. Provide professional development to teachers and administrators on the implementation of Differentiated Curriculum, state standards, and assessments designed to assess progress towards mastery of the standards.
9. Assist teachers in developing appropriate teacher-made student assessments to accurately reflect achievement of the objectives in the Curriculum.
10. Assist teachers with setting SLTs aligned to student achievement gains.
11. Assist administrators/teachers in collecting and interpreting data in the core curriculum focus areas.
12. Conduct walk-through observations with school administrators and provide actionable instructionally substantive feedback.
13. Serve as Trainer of Trainers (TOT) for curriculum related programs and strategies.
14. Attend workshops, in-services, and conferences to gain insight and knowledge on curriculum-related topics.
15. Serve as Trainer of Trainers (TOT) for district-led initiatives.
16. Collaborate with leadership teams to develop, evaluate (based on student data), and implement strategic plans aligned with the district vision; assist in the monitoring and management of the plan.
17. Participate in PLC's at the district and school level and ensure implementation of ongoing action-based research in order to better identify and share best teaching and leading practices across the district.
18. Seek out opportunities for professional development and make a systematic effort to conduct action research through the participation in district-level Professional Learning Communities (PLCs) to enhance and improve personal proficiency.
19. Serve as or assist Test Administrator.
20. Perform any other duties as assigned by immediate supervisor/designee.

DOMAIN II: KNOWLEDGE AND SKILLS

1. Demonstrated prior success in improving student achievement.
2. Knowledge and expertise in instruction and intervention strategies to increase literacy and language development.
3. Ability to interpret and use student assessment data to inform instruction.
4. Knowledge and expertise in Response to Intervention model.
5. Knowledge and expertise in working collaboratively with teachers and staff to improve instructional practice.
6. Ability to promote student motivation and engagement in learning.

7. Knowledge and expertise in classroom management.
8. Knowledge to facilitate instruction and monitor student progress.
9. Knowledge of the principles of Universal Design for Learning (assistive and other technologies) to support diverse learning needs.

DOMAIN III: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time when appropriate.

DOMAIN IV: SAFETY

1. Complete tasks in a safe manner as prescribed by the Safety Department or by the employee's profession/craft.
2. Maintain a neat and orderly work environment.
3. Dress appropriately for the job assigned and in compliance with state law and Board policy.
4. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.

DOMAIN V: COMMUNICATION

1. Understand and interpret written and verbal instructions from immediate supervisor and give clear written and oral instructions to others as required.
2. Accurately compile data, summarize information and provide written reports when required.
3. Answer the telephone and receive visitors in a courteous and efficient manner.
4. Follow the chain of command for various administrative procedures.

DOMAIN VI: PROFESSIONALISM

1. Attend and constructively participate in meetings and professional development activities.
2. Use active listening skills.
3. Accept and recognize the value of the contribution of others.
4. Exhibit a caring, positive attitude towards others.
5. Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
6. Observe professional ethics as prescribed by the employee's profession/craft and in accordance with state law and board policy.
7. Work and cooperate with entire staff.
8. Seek, share, and respect ideas of others.
9. Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel).
10. Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation.
11. Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
12. Adhere to high standards of professionalism and encourage professional growth.
13. Develop leadership and responsibility in colleagues and students if applicable.
14. Demonstrate skills to receive and give constructive feedback.
15. Identify problems and issues and work collaboratively to contribute ideas and find solutions.
16. Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
17. Use verbal and non-verbal communication in a respectful manner.
18. Write and speak clearly and concisely for understanding.
19. Represent the schools and district in a positive manner.

20. Treat all stakeholders in a respectful and helpful manner.
21. Cooperate with administration in the performance of additional duties.
22. Cooperate with building and district staff in planning and evaluation.
23. Complete tasks, reports, and documents accurately according to specified timelines and expectations.
24. Minimize bias in self and others and accept responsibility for his/her own actions.
25. Adhere to ethical, legal, and professional standards.
26. Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
27. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
28. Follow directives as assigned by supervisor.
29. Use proper administrative procedures for making requests and resolving conflicts.

Domain 4 (Local):

Professionalism/Performance/Competency:

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- The teacher supervises students at all times and timely assumes assigned duty posts.
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- The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.
- The teacher is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.

- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
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   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
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3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

***Domain VI denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

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METHOD OF EVALUATION: District level evaluation plan.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS: Must have valid Type A/Level 3 Louisiana teaching certificate; Minimum of five (5) years of successful teaching experience; Master's Degree.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Ouachita Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	Last Four SS#
Signature of Evaluator	Date

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE: **Elementary School Counselor**

Qualifications: Valid Louisiana Teaching Certificate

Louisiana Certification as a Guidance Counselor

REPORTS TO: Principal and/or Director over district counseling program

JOB GOAL: 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 environment opportunities in the process of self-understanding, planning, decision making, and coping with problems relative to student developmental needs and educational decisions.

PERFORMANCE RESPONSIBILITIES:

1. Supports the educational endeavors of the individual schools by abiding by the rules and regulations that apply to all professional personnel.

2. Develops annual calendar of recurring guidance and counseling activities.

3. Plans and assists in the orientation of new students and their parents to school environment and activities.

4. Provides guidance services that shall assist the teacher in getting the child to achieve his maximum potential.

5. Supervises the maintenance of confidential records on each student including standardized test scores, and reports of psychological evaluations.

6. Implements a standard procedure for referral of children from teacher to counselor and from counselor to appropriate outside agencies.

7. Compiles assessment (standardized test) data to assist school staff in formulating instructional procedures.

8. Administers individual evaluations, when needed.

9. Interprets test scores to students, parents, and teachers.

10. Assists students in evaluating their aptitudes, abilities, interests, and achievement in order to formulate appropriate vocational and educational plans.

11. Provides individual and small group counseling for students in order to facilitate personal-social growth and development.

12. Conducts guidance and counseling sessions designed to reinforce the holding power of the school and discourage students from dropping out.

13. Interprets the guidance program and explains guidance services to the community through utilization of the news media, contact with civic organizations, and communication with parents.

14. Engages in self-reflection and growth opportunities to support high levels of learning for all students.

15. Follows the specific instructional requirements established by the Ouachita Parish School Board, State Department of Education, and BESE in the various bulletins adopted by each.

16. Follows the appropriate chain of command when communicating concerns.

17. May serve as School Building Level Committee chairperson as assigned by Principal.

18. Performs all other duties as assigned or requested by Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal
   - Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: Nine (9) Months

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Louisiana Accountability System and of the board's policy on Evaluation of Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
Job Description

TITLE:	**Graduation Coach (High School)**
REPORTS TO:	Principal
QUALIFICATIONS:	Louisiana Teaching Certificate
SUPERVISES:	None
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	as stated

SUMMARY/JOB GOAL

A High School Graduation Coach is someone who is engaged in high school graduation assistance activities, including but not limited to working with students, school faculty and staff, parents, and guardians. The High School Graduation Coach will provide assistance to assigned high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The High School Graduation Coach shall work to improve graduation rates for all population subgroups within the school by performing the following duties and responsibilities.

- Utilize the components of a profile of characteristics of potential dropouts with the high probability of not graduating;
- Collaborate with feeder middle school(s) to utilize the components of a profile of characteristics of potential dropouts to identify middle school students with the high probability of not graduating;
- Monitor progress of students scoring significantly below proficiency levels;
- Conduct an analysis that focuses on data for individual students and subgroups such as: o State Standardized Tests: GEE
    - o National Standardized Tests: SAT and ACT
    - o Local Records: attendance records, behavior records, records of teacher conferences, grade retention records, and records of credits earned;
- Develop and implement individual intervention strategies to increase the likelihood that these students will stay in school and graduate;
- Work with students to develop a graduation and achievement plan to include the best

program to meet academic and post-secondary goals;

- Track the progress of individual and subpopulations of students as they progress toward graduation;
- Identify and link are social agencies with youth at risk of not graduating and their parents/guardians;
- Conduct quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate;
- Provide and/or submit reports to the Superintendent on the graduation status of seniors;
- Any other assigned duties

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

    - Fulfill duties traditionally expected of those in teaching profession
    - Lesson Plans
    - Instructional Duties (planning, collaboration meetings)
    - Collaborate with colleagues and departments
    - Grade Papers
    - Take and record attendance
    - Enter/Average Grades
    - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
    - School committees or task forces to contribute to school improvement initiatives
    - Educational or coaching best practices and techniques

2. Supervision

    - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
    - Supervision of Students prior to school and/or drop-off, when assigned
    - Supervision of Students in the classroom
    - Supervision of students between classes, during recess/intermission, during lunch, assemblies
    - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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EVAULATION: According to OPSB Policy

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
Job Description

TITLE: **JROTC Instructor**

SUPERVISES: None

JOB
To develop a plan and implement the JROTC program that creates an environment where all children can learn and develop optimally.

PERFORMANCE RESPONSIBILITIES

1. Assists with the planning and implementation of the JROTC projects.
2. Assists with the designing of instructional units and implements curricula to meet the defined needs of his/her schools.
3. Identifies and plans for individual differences.
4. Organizes available space, materials, and/or equipment to facilitate learning.
5. Promotes a positive learning climate.
6. Manages routine and transitions in a timely manner
7. Establishes expectations for learner behavior.
8. Uses monitoring techniques to facilitate learning.
9. Insures student attention.
10. Delivers instruction effectively.
11. Presents appropriate content.
12. Uses technique(s) which develop(s) lesson objective(s).
13. Adjusts lesson when appropriate.
14. Integrates technology into instruction.
15. Presents content at a developmentally appropriate level.
16. Presents accurate subject matter.
17. Answers questions correctly and/or directs students to additional resources (i.e. references, labs, learning centers, etc.)
18. Provides timely feedback regarding students' progress.
19. Provides evidence of student academic growth under his/her instruction.
20. Repo l is to duty on time and is responsible for students in your charge at all times. Students are never left unattended.
21. Attends school meetings and faculty meetings promptly and as required.
22. Reports job-related injuries within 48 hours of work accidents to the immediate supervisor.
23. Maintains consistent school-wide disciplinary standards in keeping with Board policy.
24. Maintains good attendance and reports to work on time.
25. Fosters good public relations.
26. Participates in harmonious working relationships with peers, parents and community members.
27. Displays professional ethics on and off duty.
28. Accepts and supports school administration decisions.
29. Adheres to the JROTC program dress code.
30. Develops and implements an Individual Growth Plan annually based on the individual CLU needs, the School Improvement Plan and the previous year's observation and evaluation recommendations.

31. Any other duties assigned by Supervisor.

PROFESSIONAL ETHICS

1. Maintains good attendance
2. Reports to work on time.

PROFESSIONAL DEVELOPMENT

The JROTC INSTRUCTOR will participate in the 5-step instructor-training plan as outlined by the JROTC School of Cadet Command.

- Initial Qualification Training (Prerequisite)
- JROTC Distance Learning Course (Completion within 6 months of certification)
- Resident Certification Course (Completion within 18 months of employment)
- Annual Instructor Certification Training
- Resident Recertification Course

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
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- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.

- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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.
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    - Fulfill duties traditionally expected of those in teaching profession
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    - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
    - School committees or task forces to contribute to school improvement initiatives
    - Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
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- Supervision of Students in the classroom
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- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

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- Awards Banquets
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- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
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  - Parade
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- Practices for Tea and Coronation
- Parent Meetings for Homecoming
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TERMS OF EMPLOYMENT: as stated

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

JOB DESCRIPTION

TITLE: **Librarian**

Qualifications:

1. Applicant must hold a valid Louisiana Teaching certificate
2. Louisiana certification as a Librarian, as specified in Louisiana Department of Education Bulletin 746.
3. Additional Criteria as the Board May Establish

REPORT TO: Principal

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 Ouachita Parish 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 COMPETENCY: Demonstrating Knowledge of Curriculum, Students and Literature, Developing a Culture of Lifelong Learning, and Collaborating in the Design of Instructional Experiences

- The librarian develops the library's collection by selecting resources that support and align with the curriculum and that reflect students' abilities, backgrounds, interests, and special needs.
- Librarian has knowledge of literature of all genres and works with groups and individuals to promote good books, reading for pleasure, and love of learning.
- Librarian collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and development of research skills and various literacies (e.g., information, media, and digital literacy).

Domain 2:

LIBRARY ENVIRONMENT COMPETENCY: Creating an Inviting Learning Environment, Managing Library Procedures, Organizing Physical Space

- Librarian maintains an inviting, flexible and attractive environment with expectations that students are curious, on task, and respectful.

- Library guidelines and procedures have been established in the areas of circulation, scheduling for the library, and use of materials and technology. The procedures provide access to the facility, its resources, and the expertise of the librarian.
- The library is organized for safety, ease of traffic flow, and learning for classes, small groups, and individuals in response to changing needs.

Domain 3:

INSTRUCTIONAL COMPETENCY: Teaching, Engaging, and Assessing in Instruction

- Librarian uses open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or use of information resources.
- Librarian guides students to resources—both fiction and nonfiction--that relate to content, prior knowledge, life experiences, and personal interests based on extensive knowledge of appropriate materials.
- Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.
- Librarian teaches or reminds students to critically evaluate resources for authority and validity, to use information in all formats, and to avoid plagiarism.
- Librarian provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups.

Domain 4:

PROFESSIONAL RESPONSIBILITY COMPETENCY: Developing and Maintaining Collections, Managing Library Budget, Maintaining Records, and Growing and Developing Professionally

- Soliciting input from stakeholders, the librarian assesses collection, purchases new resources, and weeds the collection to keep holdings current and meet the needs of the changing student and instructional needs.
- Using data effectively, librarian follows district, department and/or school guidelines for managing the budget and maintaining accurate financial records.
- Librarian advocates for a progressive and comprehensive program by requesting financial support for resources and other needs.
- Librarian maintains accurate and easily accessible records including a current catalog of resources, circulation records, and statistics of library use. Reports and orders required by the district are consistently completed and submitted on time.
- Librarian pursues professional development opportunities and contributes to the profession by sharing newly learned knowledge and practices and by seeking opportunities to lead professional development.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.

- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in teaching profession
- Lesson Plans
- Instructional Duties (planning, collaboration meetings)
- Collaborate with colleagues and departments
- Grade Papers
- Take and record attendance
- Enter/Average Grades
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
- School committees or task forces to contribute to school improvement initiatives
- Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
- Supervision of Students prior to school and/or drop-off, when assigned
- Supervision of Students in the classroom
- Supervision of students between classes, during recess/intermission, during lunch, assemblies
- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
    - Parade
    - Tea
    - Coronation
    - Practices for Tea and Coronation
    - Parent Meetings for Homecoming
    - Homecoming Election Signs

Position Responsibilities:

1. Supports the educational endeavors of the individual schools by abiding by the rules and regulations that apply to all teachers.
2. Maintains a written plan of instruction, which will include long range objectives, unit and daily planning.
3. Instructs students in library skills.
4. Identifies and plans for individual differences.
5. Instructs and assists with media production, equipment, and technology.
6. Maintains an environment conducive to learning.
7. Manages learner behavior to provide productive learning opportunities.
8. Designs and implements an effective building media program.
9. Encourages reading in all students on all levels through motivational activities.
10. Selects and requisitions books, audio-visual aids, and equipment in keeping with budgetary consideration, and needs of children and teachers served.
11. Designs and instructs methods of checking books in and out, shelving books, and entering and leaving the library.

12. Maintains a system of library records.

13. Prepares school library reports.

14. Introduces pupils to community libraries and develops a working relationship with the community library.

15. Trains student assistants to carry out routine jobs in the library.

16. Maintains a professional section in the library to serve as an aid for instructional use in the classroom and to promote professional growth among faculty members.

17. Assists teachers to implement the program as needed through positive teacher-librarian cooperation.

18. Participates in service training, faculty studies, and, when feasible, professional organizations in order to facilitate professional growth.

19. Exhibits competency in the following areas: poise and self-confidence, enthusiasm and optimism, punctuality, dependability, flexibility, willingness to implement recommendations, acceptable speech and grammar, effective communication with student, colleagues, and other adults, discreet handling of confidential information, unbiased attitude regarding race, sex, creed, religion or physical challenge.

20. Follows the specific instructional requirements established by the Ouachita Parish School Board, State Department of Education and BESE in the various bulletins adopted by each.

21. Follows chain of command when communicating concerns.

22. Performance all other duties not listed or delegated by the principal of the school.

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

Terms of Employment: as stated

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

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

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

TITLE: **Music Teacher/Band Director/Choir Director**

REPORTS TO: Principal or Designee

FLSA STATUS: Exempt

TERMS OF EMPLOYMENT: as stated on contract

DOMAIN I: PLANNING

1. Specify learner outcomes in clear, concise objectives.
2. Include activity/activities that develop objectives.
3. Identify and plan for individual differences.
4. Identify materials, other than standard classroom materials, as needed for the lesson.
5. State method(s) of evaluation to measure learner outcomes.
6. Plan, design, and implement therapy program that may stimulate growth and development in one or more areas of motor (fine and gross), language (communication), and social and practical knowledge skills as they pertain to music.
7. Develop music activities based on interests, abilities, and skills that will have a carry-over value in and out of school for worthy and acceptable use of free-time.
8. Develop materials which will enhance therapy sessions.
9. Maintain and update IEPs annually.
10. Maintain appropriate records for school use.
11. Assume bus, lunchroom, hall, and yard duty.
12. Prepare to follow emergency procedures which have been established by the school.

DOMAIN II: MANAGEMENT

1. Organize available space, materials, and/or equipment to facilitate learning.
2. Promote a positive learning climate.
3. Maintain a safe and orderly environment supportive of learning.
4. Consistently enforce school and classroom rules and procedures.
5. Manage routines and transitions in a timely manner.
6. Manage and/or adjust allotted time for activities planned.
7. Establish expectations for learner behavior.
8. Use monitoring techniques to facilitate learning.
9. Supervise students when on bus and/or school-sponsored activities.
10. Enforce disciplinary policy in the therapy session.

DOMAIN III: INSTRUCTION

1. Use technique(s) which develop(s) lesson objective(s).
2. Sequence lessons to promote learning.* (Introduction, Lesson Presentation, Guided Practice, Independent Practice, Closure)
3. Use available teaching material(s) to achieve lesson objective(s).
4. Adjust lesson when appropriate.
5. Integrate technology into instruction.
6. Present content at a developmentally appropriate level.
7. Present accurate subject matter.
8. Relate relevant examples, unexpected situations, and current events to the content.
9. Accommodate individual differences.

10. Demonstrate ability to communicate effectively with students.
11. Stimulate and encourage higher order thinking at the appropriate developmental levels.
12. Encourage student participation.
13. Use assessment technique(s) effectively.
14. Monitor ongoing performance of students.
15. Provide timely feedback to students regarding their progress.
16. Produce evidence of student academic growth under his/her instruction.
17. Administer diagnostic evaluation in areas of motor (fine and gross), language (communication), social, and practical knowledge skills as they pertain to music.

DOMAIN IV: SCHOOL IMPROVEMENT

1. Participate in grade-level and subject-area curriculum, planning, and evaluation.
2. Serve on task forces and decision-making committees, when appropriate.
3. Implement school improvement plan.
4. Participate in parent-teacher conferences.
5. Reinforce goals and objectives set by teachers and therapists of other disciplines.
6. Provide clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.
7. Encourage parents/caregivers to become active partners in their children's education and to become involved in school and classroom.
8. Report pupil progress to teacher, student, parent, and school authorities.
9. Perform such tasks and duties as assigned by the Superintendent or his designee.

DOMAIN V: PROFESSIONAL DEVELOPMENT AND ETHICS

1. Maintain an effective working relationship with feeder schools.
2. Maintain confidentiality of all student records in compliance with state/federal laws.
3. Submit accurate records and report in a timely manner.
4. Show effective long and short range planning.
5. Attend meetings directed by policy and/or immediate supervisor.
6. Is familiar with education practices and current research in the field of personnel and management.

DOMAIN VI: ATTENDANCE AND PUNCTUALITY

1. Adhere to district guidelines relative to attendance.
2. Regularly report to work on time and work additional hours when deemed necessary.
3. Contact supervisor when absent.
4. Clock in/out and utilize time when appropriate.

DOMAIN VII: SAFETY

1. Complete tasks in a safe manner as prescribed by the Safety Department or by the employee's profession/craft.
2. Maintain a neat and orderly work environment.
3. Dress appropriately for the job assigned and in compliance with state law and Board policy.
4. Report any unsafe conditions or any incidents of injury or damage immediately to the appropriate official.

DOMAIN VIII: COMMUNICATION

1. Understand and interpret written and verbal instructions from immediate supervisor and give clear written and oral instructions to others as required.
2. Accurately compile data, summarize information and provide written reports when required.
3. Answer the telephone and receive visitors in a courteous and efficient manner.
4. Follow the chain of command for various administrative procedures.

DOMAIN IX: PROFESSIONALISM

1. Attend and constructively participate in meetings and professional development activities.
2. Use active listening skills.
3. Accept and recognize the value of the contribution of others.
4. Exhibit a caring, positive attitude towards others.
5. Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
6. Observe professional ethics as prescribed by the employee's profession/craft and in accordance with state law and board policy.
7. Work and cooperate with entire staff.
8. Seek, share, and respect ideas of others.
9. Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel).
10. Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation.
11. Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
12. Adhere to high standards of professionalism and encourage professional growth.
13. Develop leadership and responsibility in colleagues and students if applicable.
14. Demonstrate skills to receive and give constructive feedback.
15. Identify problems and issues and work collaboratively to contribute ideas and find solutions.
16. Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
17. Use verbal and non-verbal communication in a respectful manner.
18. Write and speak clearly and concisely for understanding.
19. Represent the schools and district in a positive manner.
20. Treat all stakeholders in a respectful and helpful manner.
21. Cooperate with administration in the performance of additional duties.
22. Cooperate with building and district staff in planning and evaluation.
23. Complete tasks, reports, and documents accurately according to specified timelines and expectations.
24. Minimize bias in self and others and accept responsibility for his/her own actions.
25. Adhere to ethical, legal, and professional standards.
26. Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
27. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
28. Follow directives as assigned by supervisor.
29. Use proper administrative procedures for making requests and resolving conflicts.

**Domain IX denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.*

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.

- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in teaching profession
- Lesson Plans
- Instructional Duties (planning, collaboration meetings)
- Collaborate with colleagues and departments
- Grade Papers
- Take and record attendance
- Enter/Average Grades
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
- School committees or task forces to contribute to school improvement initiatives
- Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
- Supervision of Students prior to school and/or drop-off, when assigned
- Supervision of Students in the classroom
- Supervision of students between classes, during recess/intermission, during lunch, assemblies
- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
    - Parade
    - Tea
    - Coronation
    - Practices for Tea and Coronation
    - Parent Meetings for Homecoming
    - Homecoming Election Signs

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METHOD OF EVALUATION: State level evaluation.

OTHER DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

QUALIFICATION REQUIREMENTS: Bachelor degree from a university with accredited music therapy; Music certification; minimum requirements as stated in SDE Bulletin 746 (as revised); additional criteria as the Board may require; qualifications should not be established for the individual but rather for the position.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

Ouachita Parish School Board

JOB DESCRIPTION

TITLE: **Principal** (FLSA EXEMPT)

Qualifications: In accordance with the requirements of the Louisiana Department of Education

Reports to: Superintendent or designee

PERFORMANCE RESPONSIBILITIES:

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

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

Domain I: School Vision

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

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

Domain II: School Culture

Component A: Facilitates collaboration between teams of teachers

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

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

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

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

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

Domain III: Instruction

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

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

Component B: Ensures teachers set clear, measurable objectives aligned to Louisiana State Standards.

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

Component C: Ensures teachers use assessments reflective of Louisiana State Standards.

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

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

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

DOMAIN IV: PROFESSIONALISM

- Attend and constructively participate in meetings and professional development activities.
- Use active listening skills.
- Accept and recognize the value of the contribution of others.
- Exhibit a caring, positive attitude towards others.
- Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- Work and cooperate with entire staff.
- Seek, share, and respect ideas of others.
- Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel) as requested.
- Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation as requested.
- Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
- Adhere to high standards of professionalism and encourage professional growth.

- Develop leadership and responsibility in colleagues and students if applicable.
- Demonstrate skills to receive and give constructive feedback.
- Identify problems and issues and work collaboratively to contribute ideas and find solutions.
- Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- Use verbal and non-verbal communication in a respectful manner.
- Write and speak clearly and concisely for understanding.
- Represent the schools and district in a positive manner.
- Treat all stakeholders in a respectful and helpful manner.
- Cooperate with administration in the performance of additional duties.
- Cooperate with building and district staff in planning and evaluation.
- Complete tasks, reports, and documents accurately according to specified timelines and expectations.
- Minimize bias in self and others and accept responsibility for his/her own actions.
- Adhere to ethical, legal, and professional standards.
- Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
- Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
- Follow directives as assigned by supervisor.
- Use proper administrative procedures for making requests and resolving conflicts.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.

- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Principals and Assistant Principals shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of school-based administrators
   - Collaborate with those providing direct student instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,
   - Conduct school/class walk-throughs
   - Prepare and/or oversee preparation of class scheduling
   - Participate in the staffing of school via the recruitment, interview, and selection and/or assignment of personnel, subject to chief of staff's approval

2. Supervision

   - Supervision of Assistant Principals, teachers, and, and all others reporting to employee or for whose supervision employee is responsible, as applicable
   - Complete and/or assist in the preparation/implementation of employee observations, evaluations, IAPs, and other associated tasks and monitoring

3. Non-instructional Components

- Maintain the campus in a clean condition through the oversight of janitorial/maintenance staff
- Maintain student discipline
- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, department and central office/principal meetings
- Establish school policies governing students and employees
- Attend training sessions
- Attend job fairs and related events
- Attend IEP, IAP or any other specialized meetings
- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires with recommendations to Personnel
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process for both students and employees
- Fulfill all duties required of the school as a member of the LHSAA or other athletic or professional associations
- Maintain positive parent and community contact and problem solving
- Represent the school at all functions and/or meetings at which a school representative is required.
- Any extra-curricular activities as determined by the supervisor./principal.

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

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

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

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

OUACHITA PARISH SCHOOL BOARD

JOB DESCRIPTION

TITLE: **Reading Interventionist**

QUALIFICATIONS:

1. A valid Louisiana Teaching Certificate (Type C or Level 1)
2. A Bachelor's Degree in field
3. Additional criteria as the Board may establish

REPORTS TO: Principal

JOB GOAL: To implement a multi-sensory program for students identified with Characteristics of Dyslexia. To help students develop proficient reading skills that will contribute to their overall academic growth.

PERFORMANCE RESPONSIBILITIES:

Domain I: Planning and Preparation-Setting Instructional Outcomes (1C)

1. Establishes instructional outcomes by identifying exactly what students will be expected to learn including rigor and expectations.
2. Writes instructional outcomes in the form of student learning targets.
2. Determines instructional activities and the resources needed to complete.
3. Determines instructional activities with suitability for diverse learners.
4. Plans for appropriate methods of assessment to determine a level of student attainment.
5. Differentiates for students of varied abilities.
6. Creates measureable outcomes central to the discipline and related to those in other disciplines.

THE CLASSROOM ENVIRONMENT:

Domain II: Managing Classroom Procedures (2C)

7. Establishes and monitors routines and procedures for the smooth operation of the classroom and the efficient use of time.

8. Instructional groups are used and managed effectively.

9. Non-instructional tasks are completed efficiently (lunch count, roll, administrative forms, etc.).

10. Transitions between activities and management of materials are done to maintain momentum and maximize instructional time.

11. Establishes efficient routines and teaches students to employ them effectively.

INSTRUCTION

Domain III: Using Questioning and Discussion Techniques (3B)

12. Uses questioning and discussion techniques to deepen student understanding.

13. Uses divergent as well as convergent questions framed in a way that they facilitate forming hypotheses, making connections, and challenging previously-held views.

14. Values student responses to questions by responding to them and using their ideas as a foundation for discussion.

15. Uses high quality questions to encourage students to make connections amongst concepts or events previously believed to be unrelated, and arrive at new understandings of complex material.

16. Poses questions for which they do not know the answers; thus, eliciting student responses, opening lines of communication, and promoting thinking by students.

17. Engages all students in important issues and in using their own language to deepen and extend their understanding.

18. Allows students to formulate questions used in class discussions.

19. Teaches students how to formulate high-level questions.

20. Promotes learning through discussion.

21. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlists the assistance of students to ensure the outcome.

Domain III: Engaging Students in Learning (3C)

22. Actively involves students in important and challenging content aligned with lesson objectives.

23. Develops student understanding through engagement activities.

24. Provides choice of work and assists students in making important contributions to the intellectual life of the class.

25. Creates activities and assignments that promote learning and are aligned to the goals of the lesson.

26. Creates activities and assignments that require student thinking that emphasize depth over breadth allowing students to exercise choice.

27. Group students of similar background and skill.

28. Uses instructional materials that are developmentally appropriate to the students' experience as well as the course content.

29. Allows time for reflection and closure in all lessons.

30. Facilitates instruction with students taking a major role in their learning.

ASSESSMENT

Domain III : Using Assessment in Instruction (3D)

31. Recognizes assessment to be an integral part of instruction.

32. Assesses and monitors student learning by eliciting evidence of student understanding using a variety of techniques.

33. Monitors student understanding offering timely and constructive feedback providing guidance to students in areas of needed improvement.

34. Circulates in the classroom to monitor student learning.

35. Creates questions or use techniques to ascertain the degree of understanding of every student.

36. Provides students with clear criteria for learning and teach the skills necessary for students to check their skills and assume responsibility for their learning.

37. Reflects on their craft and recognize the need for adjustments in instruction.

38. Engages students in self- or peer- assessment.

PROFESSIONAL RESPONSIBILITIES:

Professional Responsibilities

39. Exhibits regular attendance and punctuality.

40. Reading Interventionist must see the students for 150 minutes every week.

41. Interventionist should split their schedules into 30-40 minute time slots and work with small groups at a time.

42. Must adhere to Bulleting 1903

43. Should work extensively with small groups or individually to help improve specific reading skills.

44. Communicates effectively with students, staff, parents, and community.

45. Assumes outside classroom duties as related to school.

46. Assists in enforcing school/board rules and policies.

47. Ensures proper care of textbooks, teaching aids, and equipment.

48. Participates in professional development opportunities to further develop effectiveness.

49. Creates partnerships with parents/caregivers and colleagues.

50. Supports school programs and displays positive attitude.

51. Completes reports and records as assigned.

52. Projects well-groomed appearance.

53. Meets the criteria for a Professional Growth Plan following the guidelines in the Ouachita Parish Personnel Evaluation Program.

54. Perform all other duties or responsibilities not listed as delegated by the Principal of the school and OPSB policy.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.

- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences
   - Attend back-to-school and open-house events
   - Attend graduation / graduation rehearsal
   - Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
   - Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: as stated

EVALUATION: Performance in this position will be evaluated in accordance with the Board's policy by the Principal/Designee

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

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

OUACHITA PARISH SCHOOLS
Job Description

TITLE: School Administrative Assistant

QUALIFICATIONS: Certification as a principal in the State of Louisiana

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: To assist in the facilitation of an effective learning community as a servant-leader to the school's administration.

PERFORMANCE RESPONSIBILITIES:

1. The Administrative Assistant supports the Principal to ensure the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. The Administrative Assistant supports the Principal to ensure the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. The Administrative Assistant supports the Principal to ensure the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The Administrative Assistant supports the Principal to ensure the success of cve l y student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The Administrative Assistant supports the Principal to ensure the success of every student by acting with integrity, fairness, and in an ethical manner.
6. The Administrative Assistant supports the Principal to ensure the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

PROFESSIONALISM

- Attend and constructively participate in meetings and professional development activities.
- Use active listening skills.
- Accept and recognize the value of the contribution of others.
- Exhibit a caring, positive attitude towards others.
- Maintain the confidentiality of all School Board business by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- Work and cooperate with entire staff.
- Seek, share, and respect ideas of others.
- Participate in professional activities on a local, state, and national level in assigned area (include for appropriate personnel) as requested.
- Participate in professional growth activities, such as participation in seminars, conferences, and workshops for improvement of knowledge and skills relating to best practices in the use of supplies, tools/equipment, and methods of operation as requested.
- Establish and maintain a harmonious working relationship with staff members, administrators, co-workers, teachers, parents, and the general public.
- Adhere to high standards of professionalism and encourage professional growth.
- Develop leadership and responsibility in colleagues and students if applicable.
- Demonstrate skills to receive and give constructive feedback.
- Identify problems and issues and work collaboratively to contribute ideas and find solutions.
- Maintain communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- Use verbal and non-verbal communication in a respectful manner.
- Write and speak clearly and concisely for understanding.
- Represent the schools and district in a positive manner.
- Treat all stakeholders in a respectful and helpful manner.
- Cooperate with administration in the performance of additional duties.

- Cooperate with building and district staff in planning and evaluation.
- Complete tasks, reports, and documents accurately according to specified timelines and expectations.
- Minimize bias in self and others and accept responsibility for his/her own actions.
- Adhere to ethical, legal, and professional standards.
- Adhere to Board policies and procedures and administrative rules, guidelines, and regulations.
- Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
- Follow directives as assigned by supervisor.
- Use proper administrative procedures for making requests and resolving conflicts.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.

- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Principals and Assistant Principals shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of school-based administrators
   - Collaborate with those providing direct student instruction as well as professionals providing ancillary services
   - Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,
   - Conduct school/class walk-throughs
   - Prepare and/or oversee preparation of class scheduling
   - Participate in the staffing of school via the recruitment, interview, and selection and/or assignment of personnel, subject to chief of staff's approval

2. Supervision

   - Supervision of Assistant Principals, teachers, and, and all others reporting to employee or for whose supervision employee is responsible, as applicable
   - Complete and/or assist in the preparation/implementation of employee observations, evaluations, IAPs, and other associated tasks and monitoring

3. Non-instructional Components

   - Maintain the campus in a clean condition through the oversight of janitorial/maintenance staff
   - Maintain student discipline
   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, department and central office/principal meetings
   - Establish school policies governing students and employees
   - Attend training sessions
   - Attend job fairs and related events
   - Attend IEP, IAP or any other specialized meetings

- Attend Central Office and Department meetings
- Attend back-to-school and open-house events
- Attend graduation
- Interview, employ, and complete necessary hires with recommendations to Personnel
- Attend PIP, Evaluation, Observation, IAP, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request
- Participate in the preparation of necessary disciplinary documents and corresponding disciplinary process for both students and employees
- Fulfill all duties required of the school as a member of the LHSAA or other athletic or professional associations
- Maintain positive parent and community contact and problem solving
- Represent the school at all functions and/or meetings at which a school representative is required.
- Any extra-curricular activities as determined by the supervisor./principal.

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

TERMS OF EMPLOYMENT: per contract

EVALUATION: Performance in this position will be observed and evaluated by the Ouachita Parish Employee Evaluation Plan.

REVIEWED AND AGREED TO:

DATE_____**PRINT NAME.**_____

EMPLOYEE SIGNATURE_____**Soc. Sec.#**_____

EVALUATOR SIGNATURE_____

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **School Nurse**

QUALIFICATIONS: Current Certified Louisiana Registered Nurse and/or a current Certified Louisiana Practical Nurse and two or more years of Experience in the practice of nursing.

REPORTS TO: Assigned location(s) Supervisor or designee

SUPERVISES: None

JOB GOAL:

PERFORMANCE RESPONSIBILITIES:

1. Serves as an advocate for the child.
2. Assess and evaluate the health and developmental status of pupils.
3. Maintains a comprehensive health history and health appraisal record system.
4. Interprets the health and developmental assessment to parents.
5. Refers the pupil and his or her parents or guardian to appropriate community resources.
6. Maintains communication with parents and all involved community practitioners and agencies.
7. Assists in the control of communicable diseases through early detection, exclusion and reporting.
8. Checks immunization status of each pupil and refers for insufficient level.
9. Interprets medical and nursing findings appropriate to the student's individual education plan.
10. Conducts in-service training and serves as a resource person.
11. Helps adolescents gain insight into such problems as school-age pregnancy, sexually transmissible diseases and drug abuse.
12. Participates in establishing or revising school district health policies.
13. Sets and maintains standards for emergency care.
14. Serves as liaison between parent, school and community in health matters.
15. Any other duties assigned by immediate Supervisor.

16. Document services provided to all students in the district provided electronic recording system.

17. Provide records of student care when requested for auditing and funding purposes.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
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- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
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- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
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- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
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- The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.
- The teacher is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.

- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
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- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

   - Fulfill duties traditionally expected of those in teaching profession
   - Lesson Plans
   - Instructional Duties (planning, collaboration meetings)
   - Collaborate with colleagues and departments
   - Grade Papers
   - Take and record attendance
   - Enter/Average Grades
   - Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
   - School committees or task forces to contribute to school improvement initiatives
   - Educational or coaching best practices and techniques

2. Supervision

   - Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
   - Supervision of Students prior to school and/or drop-off, when assigned
   - Supervision of Students in the classroom
   - Supervision of students between classes, during recess/intermission, during lunch, assemblies
   - Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

   - Attend meetings generally associated with the instruction of students
   - Attend faculty, staff, and department meetings
   - Attend training sessions
   - Attend IEP, IAP or any other specialized meetings
   - Attend parent-teacher conferences

- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
  - Parade
  - Tea
  - Coronation
  - Practices for Tea and Coronation
  - Parent Meetings for Homecoming
  - Homecoming Election Signs

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TERMS OF EMPLOYMENT: per contract

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
JOB DESCRIPTION

TITLE: **Secondary (Middle & High) School Counselor**

Qualifications: Valid Louisiana Teaching Certificate

Louisiana Certification as a Guidance Counselor

REPORTS TO: Principal and/or Director of district counseling program

JOB GOAL: 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 environment opportunities in the process of self-understanding, planning, decision making, and coping with problems relative to student developmental needs and vocational and educational decisions.

PERFORMANCE RESPONSIBILITIES:

1. Supports the educational endeavors of the individual schools by abiding by the rules and regulations that apply to all professional personnel.

2. Develops annual calendar of recurring guidance and counseling activities.

3. Plans and assists in the orientation of new students and their parents to school environment and activities.

4. Provides guidance services that shall assist the teacher in getting the child to achieve his maximum potential.

5. Supervises the maintenance of confidential records on each student including standardized test scores, scholarship applications, and reports of psychological evaluations.

6. Implements a standard procedure for referral of children from teacher to counselor and from counselor to appropriate outside agencies.

7. Coordinates the administration of all educational and vocational testing conducted in the school.

8. Compiles assessment (standardized test) data to assist school staff in formulating instructional procedures.

9. Administers individual evaluations, when needed.

10. Interprets test scores to students, parents, and teachers.

11. Assists students in evaluating their aptitudes, abilities, interests, and achievement in order to formulate appropriate vocational and educational plans.

12. Provides individual and small group counseling for students in order to facilitate personal-social growth and development.

13. Supervises the preparation and processing of college, scholarship, and employment applications.

14. Collects and disseminates occupational-educational information to individual students, their parents, and to classes involved in vocational exploration.

15. Conducts guidance and counseling sessions designed to reinforce the holding power of the school and discourage students from dropping out.

16. Interprets the guidance program and explains guidance services to the community through utilization of the news media, contact with civic organizations, and communication with parents.

17. Appraises effectiveness of the total school program by a periodic follow-up of both graduates and dropouts.

18. Engages in self-reflection and growth opportunities to support high levels of learning for all students.

19. Follows the specific instructional requirements established by the Ouachita Parish School Board, State Department of Education, and BESE in the various bulletins adopted by each.

20. Follows the appropriate chain of command when communicating concerns.

21. Performs all other duties as assigned or requested by Superintendent or designee.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.

- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.
- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
- The teacher adheres to all deadlines set by board policy, school rules, and central office and/or school-based administrators.
- The teacher exhibits positive personal behavior on or off campus and avoids improprieties or the appearance of improprieties.
- The teacher maintains confidentiality of all matters related to student and employee matters.
- The teacher assumes additional duties, assignments, and responsibilities as the Principal or other supervisory personnel may assign.

Teachers shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

1. Instructional Components

- Fulfill duties traditionally expected of those in teaching profession
- Lesson Plans
- Instructional Duties (planning, collaboration meetings)
- Collaborate with colleagues and departments
- Grade Papers
- Take and record attendance
- Enter/Average Grades
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher
- School committees or task forces to contribute to school improvement initiatives
- Educational or coaching best practices and techniques

2. Supervision

- Supervision of Students when students are on or off campus at a school related/sponsored event including overnight trips
- Supervision of Students prior to school and/or drop-off, when assigned
- Supervision of Students in the classroom
- Supervision of students between classes, during recess/intermission, during lunch, assemblies
- Supervision of Students after school and/or pick-up, when assigned

3. Non-instructional Components

- Attend meetings generally associated with the instruction of students
- Attend faculty, staff, and department meetings
- Attend training sessions
- Attend IEP, IAP or any other specialized meetings
- Attend parent-teacher conferences
- Attend back-to-school and open-house events
- Attend graduation / graduation rehearsal
- Attend PGP, PIP, Evaluation, Observation, and student discipline meetings/hearings
- Attend school board/committee meetings, upon request

4. Extracurricular and Club Activities

- Attend/work concessions/gates of no more than 15 athletic events per school year as requested by the principal or designee.
- Attend all meetings and functions of those activities, clubs, or groups of which the employee is a sponsor

Additional Events:

- Any sporting events gate / concession
- Dual Enrollment / FAFSA night
- Parent Orientation
- Awards Banquets
- Literacy Nights
- Test Prep Night
- Report Card pick up
- After school detention
- Fundraising events
- Dances/Proms
- Homecoming Activities
    - Parade
    - Tea
    - Coronation
    - Practices for Tea and Coronation
    - Parent Meetings for Homecoming
    - Homecoming Election Signs

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

TERMS OF EMPLOYMENT: As Contract States

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Louisiana Accountability System of the board's policy on Evaluation of Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
JOB DESCRIPTION

Title: **TITLE I COORDINATOR**

Qualifications: Louisiana Teaching Certificate; Master's Degree

Reports To: Assigned Principal; Director of Federal Programs

Supervises: None

JOB GOAL: A facilitator for coordination of activities in ESSA, Title I schools in reading and math for teachers, paraprofessionals, students, and parents.

1. The Reading/Math Coordinator shall be directly responsible to and work under the supervision of the Federal Director and the school principal.
2. The Reading/Math Coordinator is the liaison between the Central office, Media Center Supervisory Staff and school personnel.
3. The Reading/Math Coordinator shall foster positive relationships between school, community, and parents.
4. The Reading/Math Coordinator shall provide more effective technical service to schools in reading and math through the implementation of the School Improvement Plan (SIP)

Professional Expectations:

1. Recommend and demonstrate instructional techniques and procedures for Title I students in school-wide programs.
2. Assist in the orientation of all teachers/paraprofessionals of reading and math in Title I schools.
3. Confer regularly with principal, teachers, and paraprofessionals to provide effective implementation and evaluation of the Title I program.
4. Assist in the planning of Title I Professional Development.
5. Assist in the coordination of obtaining resource persons and volunteer workers.
6. Assist in the implementation of Parental Involvement activities.
7. Attend all District Title I staff meetings.
8. To be in compliance with the law, the Reading/Math Coordinators should not have duty responsibilities due to the flexibility of personal scheduling.
9. Keep accurate and up-to-date inventory of Title I resources.
10. Any other duties assigned by Supervisor(s).

TOP PRIORITIES FORA READINGI.MATH COORDINATOR:

1. Identify strengths & weaknesses through data analysis with the School Improvement Team (SIT).
2. Work with SIT to develop SIP in a timely manner.
3. Record keeping (Title I)
4. Assist teachers/paraprofessionals in instructional activities, professional growth, and selection of materials.
5. Assist in Parental Involvement activities
6. Coordination time with Title I Staff (Director, Supervisors, Reading/Math Coordinators, Principals, Teachers and paraprofessionals)

QUALIFICATIONS:

1. The person must possess a valid Louisiana Teaching Certificate.
2. The person must have a Master's Degree in education from an accredited institution.
3. The person must have a minimum of (5) years teaching experience.

Domain 4 (Local):

Professionalism/Performance/Competency:

- The teacher collaborates and communicates effectively and respectfully with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.
- The teacher maintains regular attendance and punctuality and notifies principal/designee of absences and late arrivals in a prompt manner, as per school/principal procedures.
- The teacher assumes outside classroom duties as related to the school.
- The teacher complies with all school level and Board rules and policies.
- The teacher ensures proper care of textbooks, teaching aids, electronics/computers and other equipment.
- The teacher sets clear expectations for student conduct and enforces such expectations in a fair and consistent manner.
- The teacher timely prepares and implements plans for effective instruction, classroom management, and control.
- The teacher maintains his/her assigned room and its environment in a manner conducive to learning.
- The teacher participates in activities to improve professional competence, including those activities required by principal and central office personnel.
- The teacher maintains current grade book, records, and reports as assigned.
- The teacher prepares and maintains lesson plans in a timely manner and in the form and substance required by the principal of the assigned school and Board policy.
- The teacher projects a well-groomed, professional appearance.
- The teacher supervises students at all times and timely assumes assigned duty posts.
- The teacher meets the criteria for a Professional Growth Plan following the appropriate format and guidelines.
- The teacher accepts and implements assistance and resources designed to improve or enhance performance.
- 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 is courteous to students, faculty and staff and the public.
- The teacher exhibits professional and ethical conduct.
- The teacher recognizes and respects the rights and property of students, other employees and the public.

- The teacher adheres to all policies relative to professional relationships and communications with students.
- The teacher exercises proper judgment and refrains from conduct which reduces or causes a loss of his/her effectiveness in the classroom.
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  - Parade
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  - Practices for Tea and Coronation
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Signature of Employee	Date
Name of Employee (**PLEASE PRINT**)	Last Four SS#
Signature of Evaluator	Date
Signature of Federal Director	Date

OUACHITA PARISH

INTENSIVE ASSISTANCE PLAN

An Intensive Assistance plan shall be developed by the evaluator and evaluatee when an evaluatee has received a rating of Ineffective. The Intensive Assistance plan is developed collaboratively by the evaluator and the evaluatee. The evaluatee shall be given multiple resources and opportunities to obtain support and feedback on performance. Failure to demonstrate successful improvement could result in a recommendation for termination.

Professional Employee: _____ Position: _____

*Level of Assistance (NUMBER OF ATTEMPTS) Circle One: Level 1 Level 2

Domain Select from Rubric	**Component** Select from Rubric	**Designated Activities**	**Completion Date**	**Procedures for Monitoring**	Evaluation of objectives w/ supporting statements

Action to be taken or recommendation to be made if improvement is not acceptable or not demonstrated:

The following signature(s) indicate that the reason for the conference has been clearly explained. It does not indicate agreement or disagreement with the outcome. I understand that I have a right to provide a written statement to provide additional documentation that will be attached to this report.

_____ _____

Teacher's Signature/Date
(Beginning of IAP and Outcome))

Supervisor's Signature/Date
(Beginning of IAP and Outcome)

To be completed at the end of the IAP by the Evaluator (check appropriate outcome):

_____1. Teacher has successfully completed Level 1 of the IAP. No further action is needed at this time.
_____2. Teacher has not successfully completed Level 1 IAP and will now be placed on a Level 2 IAP.
_____3. Teacher has successfully completed Level 2 IAP. No further action is needed at this time.
_____4. Teacher has not successfully completed Level 2 IAP. A plan/course of action will be determined by the administrator.

Teacher's Signature/Date
(Ending of IAP and Outcome))

Supervisor's Signature/Date
(Ending of IAP and Outcome)

_____ _____

Conference Form

Employee:_____ School

I. Conference Notations:

A. Date of Conference _____

B. Persons Present _____

C. Points Discussed _____

_____

_____

_____

_____

II. Administrator's Comments:

_____

_____

_____

_____

_____

III Employee's Comments:

_____

_____

_____

_____

_____

Signature of Administrator _____ Date _____

I have read and discussed the content of this special conference form. My signature denotes neither agreement nor disagreement. It does indicate that I have received a copy of this form.

Signature of Employee_____Date_____

Ouachita Parish Schools
Coaching Evaluation Form

Coach: _____ Observer:_____

Sport: _____

1=Unsatisfactory; 2 = Below Proficient; 3 = Proficient; 4 = Above Proficient; 5 = Exemplary

Component One = Administration

1. Knowledge of school, OPSB, and LHSAA guidelines, policies, and/or rules.	
2. Collection and maintenance of appropriate student records and/or files.	
3. Appropriate financial decisions are made with fund raising, deposits, expenditures.	
4. Assurance that equipment is inventoried, cared for, monitored, and appropriately utilized.	
5. Practices are scheduled, organized to meet need, and maintained despite obstacles.	
6. A positive atmosphere is fostered with administration, teachers, fellow coaches, the area/state coaches, parents and community.	
7. Appropriate attention is given to the cleanliness and general aesthetic of the athletic facilities under the care of the coach, inclusive of weight rooms, locker rooms, fields, courts, etc.	
8. A complete playing schedule is fulfilled. (Inclusive of Varsity, JV, Freshman, Jr. High --- as applicable to responsibility)	
9. A positive and safe environment is present for the student-athletes.	
10. Provides clear expectations to parents and student-athletes for participation in the sport, along with a clear understanding of consequences for negative actions.	
11. The coach and players conduct themselves in an appropriate manner while representing the school.	
12. There is an interest in the program, indicated by number of participants and numbers of supporting students and fans.	
13. The team believes in the program and the coach's leadership.	

Administration Component Total: /65

Component Two = Sport Skills

1. Knowledge of and presentation to students of fundamental skills for the sport.
2. An appropriate out-of-season and in-season conditioning program is implemented.
3. Student-athletes are prepared for their specific opponents.
4. Athletic instruction is differentiated to meet the individual needs of the student-athletes.
5. Attends meetings, sessions, clinics for professional development.

Sport Skill Component Total: /25

Component Three= Performance (10 possible points) (1-2 = Unsatisfactory; 3-4 = Below Prof.)

1. The team wins their competitions (winning percentage: 0-10% = 1; 11-20%=2, 21-30%=3; 31-40%=4; 41-50%=5; 51-60%=6; 61-70%=7; 71-80%=8; 81-90%=9; 91-100%=10)

Performance Component Total: /10

Comments: (if provided, comments should be indicated with component and number. For example, component 1, question 3 would be identified prior to the comment as 1:3)

TOTAL=_/100 **RATING:**_____

Rating Key:
1-20 Unsatisfactory
21-40 Below Proficient
41-60 Proficient
61-80 Above Proficient
81-100 Exemplary

(A comprehensive rating of below proficient or unsatisfactory is deemed as unacceptable. Further, a rating of below proficient or unsatisfactory in any of the three components shall also be considered as unacceptable)

Coach Signature_____ **Printed Name**_____

Soc. Sec.#_____ **Date**_____

Evaluator Signature_____ **Date**_____

*Signature acknowledges receipt of evaluation, not necessarily agreement with evaluation.

Nurse's Evaluation

Total_____ Average_____ Initial Evaluation _____ Follow-up _____

Rating Scale: (Check Only One):

_____4.60– 5.00 Exemplary
_____4.15– 4.59 Above Average
_____3.00– 4.14 *Satisfactory*
_____2.00– 2.99 *Needs Improvement*
_____1.00– 1.99 *Unsatisfactory*

Years of Experience:
0 – 3 Years _____
4+ Years _____

Ratings: To determine average, total all points and divide by number of scored items. N/A – not applicable or not observed.

____1. Weekly plans are made and discussed with immediate supervisor (Weekly plans).

____2. Prepares and/or assists with necessary schedules and in-service (Conducts in-service).

____3. Arranges for appropriate programs and activities (Makes referrals when necessary).

____4. Prepares alternatives and recommends assistance for students as needed (Assists school personnel).

____5. Communicates with parents and/or school personnel on program involvement (Coordinates with other school programs).

____6. Meets periodically and outlines goals and objectives with immediate supervisor (Confers with administrators).

____7. Is cognizant of potential problems and areas in need of improvement (Work toward improving needed areas).

____ 8. Assess and evaluates status of pupils (Diagnoses and evaluates selected students).

_____9. Attends professional meetings according to job assignment (Attends in-service/meetings).

_____10. Submits all reports accurately and punctually (Submits accurate and prompt reports).

_____11. Reviews program evaluation (Conducts program evaluations).

____12. Maintains current inventories (Maintains up-to-date inventory).

____13. Keeps abreast of current and innovative educational literature (Cognizant of current and innovative job-related literature).

_____14. Promotes professional standards and procedures according to job description (Conducts routine matters with minimum loss of time; maintains good public relations).

____ 15. Accepts appropriate assignments and performs duties delegated by super-ordinates.

____ 16. Reviews attendance of students.

____ 17. Maintains and up-dates all permanent and pertinent records.

____ 18 . Reports to work on time.

____ 19. Absences from work are reasonable and not excessive.

Professional Growth Plan must be attached. (See Appendix for Form)

Evaluation Statement:

Evaluator's Narrative Comments:

Nurse's Comments:

My signature indicates that a conference was held following the evaluation, but does not indicate that I agree or disagree with the findings.

Evaluator's Signature/Date	**Nurse's Signature/Date**	**Printed name/ Soc. Sec. #**

Nurse's Observation

Total_____ Average_____ Initial Observation _____ Follow-up _____

Rating Scale: (Check Only One):
_____4.60 - 5.00 *Exemplary*
_____4.15 – 4.59 *Above Average*
_____3.00 – 4.14 *Satisfactory*
_____2.00 – 2.99 *Needs Improvement*
_____1.00 – 1.99 *Unsatisfactory*

Years of Experience:
0 – 3 Years _____
4+ Years _____

Observer_____ **Activity**_____ **Date**

Ratings: To determine average, total all points and divide by number of scored items. N/A – not applicable or not observed.

_____ 1. Submits weekly plans
_____ 2. Conducts in-services
_____ 3. Makes referrals when necessary
_____ 4. Assists school personnel
_____ 5. Coordinates with other school programs
_____ 6. Confers with administrators
_____ 7. Works towards improving needed areas
_____ 8. Diagnoses and evaluates selected students
_____ 9. Attends in-services/meetings
_____ 10. Confers with parents
_____ 11. Submits accurate and prompt reports
_____ 12. Conducts program evaluations
_____ 13. Maintains up-to-date inventory
_____ 14. Keeps abreast of current and innovative job related literature
_____ 15. Conducts routine matters with minimum loss of time
_____ 16. Utilizes community resources
_____ 17. Maintains confidentiality of student information
_____ 18. Demonstrates good public relations
_____ 19. Arranges for the dissemination of program information
_____ 20. Other

Observation Statement:

Observer's Narrative Comments:

Nurse's Comments:

Observer's Signature/Date	**Observee's Signature/Soc. Sec. #**	**Post-Observation Conference Date**
_____	_____	_____

My signature indicates that a conference was held following the evaluation, but does not indicate that I agree or disagree with the findings.

OUACHITA PARISH SCHOOL SYSTEM

ADDITIONAL COMMENTS
(May use with any form)

Evaluatee_____ **Position**_____

Evaluator _____ **Position**_____

Evaluator Signature_____ Date_____ Evaluatee Signature_____
Date_____

The above signature indicates that I have read the Comments Form. It is not intended as an expression of agreement or disagreement

OUACHITA PARISH SCHOOLS

Building Bridges to the Future

Personnel Evaluation Plan

SUPPORT

OUACHITA PARISH SYSTEM
SUPPORT PERSONNEL EVALUATION PLAN

TABLE OF CONTENTS

Code of Ethics
SECTION 1.0 Philosophy of Personnel Evaluation
SECTION 2.0 Evaluation/Observation of Educational Support
SECTION 3.0 Procedures for Implementing Evaluation Plan
SECTION 4.0 Standards of Competent Performance
SECTION 5.0 Accountability Relationships
SECTION 6.0 Program Instruments Register
SECTION 8.0 Grievance Procedures and Complaints
SECTION 9.0 Statement of Assurance

APPENDIX

- Job Descriptions (Alphabetical Order)

- Evaluation Forms
- Observation Forms
- Conference Form

CODE OF ETHICS

Members of the Ouachita Parish Support Personnel Employee Group shall seek to establish an environment of standard professional practices and ethical conduct guided by the highest ideals for which the Ouachita Parish School System stands. Members will also exemplify loyalty and conscientiousness at all times and maintain dignity and poise under all circumstances.

SECTION 1.0 PHILOSOPHY OF PERSONNEL EVALUATION

The Ouachita Parish School Board respects the worth and dignity of its employees and supports their right to seek and experience work satisfaction, professional success, and job security. The Board also recognizes its responsibility to identify deficiencies in job performance, to encourage and assist personnel in need of help, and to initiate and implement continuing programs for employee improvement and development.

The philosophy of the Ouachita Parish School System is based upon assumption that personnel evaluation is a cooperative and continuous process. It is undertaken primarily to improve the quality of services and to facilitate the professional growth of individual staff members.

Further assumptions are as follows:

A. Individuals will seek and accept responsibility and are willing to hold themselves accountable.
B. Individuals will exercise self-direction and self-control in accomplishing objectives to which they are committed.
C. Creative solutions to organizational problems will bring about greater commitment to self-improvement and organizational purposes.
D. Employees participating in the process of setting and achieving goals and objectives will achieve greater job satisfaction and professional growth.

SECTION 2.0 EVALUATION/OBSERVATION OF EDUCATIONAL SUPPORT PERSONNEL

The purpose of the Educational Support Personnel Evaluation Plan for the Ouachita Parish School Board is to improve the level of job production and skill performance of the individual employee through a planned program. The evaluation of employees is based on the premise that all employees have a commitment and responsibility to continuing improvement in performance. Performance evaluations shall be based on an employee's job classification and the Board's standards for the work performed.

In addition to improving the effectiveness of the employee in the performance of his or her job, two additional purposes may be served through the Educational Support Personnel Evaluation Plan: (1) it may provide an opportunity for the supervisor and employee to mutually develop performance goals to further develop various aspects of the employee's performance; and (2) it
may help a supervisor to determine areas of an employee's performance that are unsatisfactory, and aid in a plan to help employee's correct deficiencies.

The Educational Support Personnel Evaluation Plan is to be used with all support personnel. In cases where an employee fails to meet the standards of competent performance, notice is given to the individual along with a plan by the evaluator to correct deficiencies. If habitual violations/deficiencies continue to exist, there is

justification for suspension or termination. ***Support Personnel can be terminated at any time without benefit of a hearing upon the recommendation of the Superintendent.***

Designated supervisors in each school or department who directly supervise employees will be responsible for the evaluation of the support personnel whom they supervise.

At any time between evaluation periods that deficiencies appear, additional evaluations may be performed.

SECTION 3.0 PROCEDURES FOR IMPLEMENTING EVALUATION PLAN

A. Orient all newly hired employees to the Board's evaluation program including general performance standards and job classification.
B. The supervisor conducts an evaluation followed by a conference with the employee and discusses each item on the evaluation. The positive should be first stressed, then deficiencies. If there is a disagreement, the employee should be given an explanation. The employee also has a right to explain her position.
C. Each employee should have a copy of the evaluation form prior to the evaluation. It is suggested that a self-evaluation is completed prior to the conference.
D. Identify the role of the evaluator and the employee in the evaluation process.
E. Discuss and establish the specific methods, materials and the procedures to be used in gathering data to demonstrate the employee's attainment of the performance standards.
F. Evaluations will be completed once a year or as needed based on written documentation (observations) of job performance.
G. Daily Observation forms are to be used as needed whenever documentation is necessary. Copies should be attached to the evaluation forms.
H. All evaluations shall be completed by May 30th (nine month employees) or June 30th (twelve month employees) of each year and filed in the employee's personnel file.
I. All support personnel shall receive a copy of their job description. A signed copy will be placed in the employee's personnel file.

It is the intent of the Ouachita Parish School System that the performance of every employee be evaluated fairly and on a periodic basis in an effort to improve the quality of services rendered by the employee in a particular position.

SECTION 4.0 STANDARDS OF COMPETENT PERFORMANCE

AREA: **PERFORMANCE FACTORS**

Definition: The competent employee demonstrates skills in job performance, job knowledge, shows ability to plan and organize work and completes assignments in a timely manner.

THE COMPETENT EMPLOYEE DEMONSTRATES SKILL IN:

Standard 1 Quality of work by:

a. Efficiently completing assigned job tasks with accuracy, thoroughness, and dependability.

b. Keeping work and work area clean, orderly, and sanitary.
c. Understanding specific work requirements, details, and their relationship to other jobs.
d. Making an effort to improve job skills through continued training.

Standard 2 Quantity of work by:

a. Completing an expected volume of assigned work with promptness.
b. Managing time, materials work area, and job priorities efficiently.

Standard 3 Operating and caring for equipment appropriately by:

a. Operating machines and equipment with appropriate speed, dexterity, and efficiency.
b. Exercising care to prevent damage and misuse of Board's property and equipment.
c. Being economical in the use of supplies, materials, and equipment.
d. Instructing others in proper care and use of equipment.
e. Giving appropriate and timely maintenance to equipment.

Standard 4 Following safety practices by:

a. Practicing safety precautions for self and others in carrying out job requirements.
b. Recognizing possible hazards and taking corrective measures.
c. Exercising care and avoiding unnecessary risks.

Standard 5 Adaptability by:

a. Responding with minimum direction to new demands and changing conditions.
b. Demonstrating versatility, self-confidence, and resourcefulness.
c. Substituting for a fellow employee when necessary.
d. Willingly accepting suggestions for improvement.
e. Adjusting to changes with a willing attitude.

Standard 6 Following Regulations by:

a. Adhering to job related Board, Parish, State, and Federal standards and regulations.
b. Working in accordance with Board agreements, policies, and procedures.

AREA: PERSONAL FACTORS

Definition: The competent employee is aware of the effect personal attributes have on the effectiveness and reputation of the Board work force.

THE COMPETENT EMPLOYEE DEMONSTRATES:

Standard 7 Appropriate appearance and attitude by:

a. Practicing good personal hygiene, being well-groomed, and appropriately attired for the area and assignment.
b. Using proper manner and language for the area and assignment.
c. Demonstrating enthusiasm and a positive outlook.

Standard 8 ***Positive human relations with others by:***

a. Maintaining a positive and appropriate relationship with others.
b. Maintaining a cooperative working relationship with fellow employees.
c. Maintaining a courteous, willing, and helpful manner when interacting with parents and board patrons.
d. Accepting constructive supervision cooperatively and willingly.

Standard 9 ***Initiative by:***

a. Making an effort to attain prescribed performance standards.
b. Performing work to be done without being told.
c. Being willing to take action beyond that required.
d. Demonstrating a willingness to seek solutions to problems.

Standard 10 ***Responsibility by:***

a. Adhering to hours and days of assigned work.
b. Being industrious and always willing to do a full share.
c. Accepting additional, reasonable duties as assigned.
d. Developing the ability to work independently with a minimum of supervision or when supervised.

Standard 11 ***Confidentiality by:***

a. Understanding and respecting the need for confidentiality of records and/or information.
b. Maintaining confidentiality at all times.

SECTION 5.0 ACCOUNTABILITY RELATIONSHIPS

Evaluatee	Evaluator
Payroll Coordinator	Business Director
Purchasing Agent	Business Director
School Accounting Auditor/Internal Control Officer	Business Director
Senior Accountant	Business Director
Paraprofessional	Principal and/or Immediate Supervisor
Computer Programmer/Analyst	Director of IT
Computer Operator	Director of IT
Computer Repair Technician	Director of IT
Purchasing Agent	Business Director
Receptionist	Immediate Supervisor
Special Projects Coordinator	Superintendent
Admin Assistant to Superintendent/Directors/Others	Superintendent/Directors/Supervisors
School Secretary	Principal
Clerical	Director and/or Immediate Supervisor
Accountant	Director Head and/or Immediate Supervisor
Insurance Clerk	Department of Business and/or Immediate Supervisor

Maintenance Worker	Maintenance Supervisor
Maintenance Supervisor	Superintendent or designee
Site Building Supervisor	Principal and/or Immediate Supervisor
Custodian/Maid	Building Supervisor and/or Immediate Supervisor
Production Specialist (Printer/Assistant Printer)	Director of Federal Programs
Mechanic/Master Craftsman	Immediate Supervisor
School Food Service Program Specialist	Director of Child Nutrition
Cafeteria Manager	Principal and/or Director of Child Nutrition
Cafeteria Assistant Manager	Principal and/or Director of Child Nutrition
Child Nutrition Program Area Manager	Director of Child Nutrition
CNP Technician	Principal and/or Director of Child Nutrition
Bus Driver	Principal and/or Director of Transportation
Bus Attendant/Aide	Principal, Director of Transportation and/or Director of SSS

SECTION 6.0 PROGRAM INSTRUMENTS REGISTER

The instruments to be used in the evaluation process for educational support personnel are:

Special Conference: To be used at any time the supervisor/evaluator feels that a special conference would be beneficial for improvement of job performance.

Education Support Personnel Evaluations To be used for the evaluation of job performance.

Daily Observation Form To be used when needed to site deficiencies/violations by the employee and also serves as documentation for annual evaluation.

JOB DESCRIPTIONS Describes duties and responsibilities of job.

SECTION 8.0

COMPLAINTS AND GRIEVANCES

Any employee of the Ouachita Parish School Board shall have the right to appeal the application of a policy and/or procedure affecting him/her. Complaints or grievances about any job action taken against an employee are excluded from this policy. The person(s) filing the grievance shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance. The primary purpose of this procedure is to secure, at the most immediate level possible, an equitable solution to the claim of the aggrieved employee(s).

If at any step of the procedure outlined below, the administration fails to comply with the timelines set forth therein, the complaint and/or grievance will immediately move to the next higher step in the process for review and decision.

Any complaint by a teacher, group of teachers, other school employees or group of employees about or involving the school system shall be reviewed in accordance with the following procedure:

Step One

A. An employee shall submit a written complaint to the principal or for personnel not based at a school site to the immediate supervisor within ten (10) working days of the date of the alleged complaint. If the complaint is not submitted within the time prescribed, the employee has no further right with respect to the claim or grievance.

B. Within five (5) working days of the receipt of a complaint, the principal and/or the immediate supervisor and the employee(s) shall meet to attempt to resolve the complaint. The principal or the immediate supervisor shall receive, investigate and consider information from all affected parties he/she feels necessary to resolve the complaint and to make a decision.

C. Within five (5) working days following the meeting between the principal or the immediate supervisor and the employee(s), the principal or the immediate supervisor shall mail or deliver his/her decision in writing to the employee(s). The principal or immediate supervisor is required to document the date the employee receives the written decision.

Step Two

A. If the employee (or group of employees) is not satisfied with the disposition of the grievance by the principal or the immediate supervisor, then within five (5) working days of receipt of the decision from the principal or the immediate supervisor, the employee(s) or the employee's representative may submit to the Superintendent or designee a written request for a Step 2 review together with a copy of the written decision rendered in Step One. If the employee fails to request the review within the time limit set out above, the employee shall have no further right to proceed through the complaint/grievance process.

B. The Superintendent or designee shall within ten (10) working days provide a written notice to the employee(s) of the disposition of the grievance based upon the file presented to the Superintendent or designee. The date of receipt by the employee of the written notice of the disposition shall be documented in the file.

Step Three

A. If the employee is not satisfied with the written notice of disposition of the grievance by the Superintendent or designee, the employee(s) may, within five (5) working days of the date of receipt of the Superintendent's notice of disposition, request a full hearing, of the claim or grievance before the Superintendent or designee. If the employee fails to request a hearing within the time limit set out above, the employee shall have no further right to proceed through the complaint/grievance process.

B. The Superintendent or designee shall schedule the full hearing with the employee(s) within twenty (20) working days of the request for a hearing. The Superintendent or designee may receive at the hearing written statements of witnesses, other written materials and/or interview witnesses, if relevant to the claim or complaint. The hearing is an informal meeting or hearing controlled by the Superintendent or designee. The purpose of any such fair hearing is to resolve the complaint. The Superintendent or designee shall provide for the recording of the hearing and will maintain a transcript of the proceedings. Following the hearing, the Superintendent or designee shall make a written recommendation regarding the disposition of

the grievance. The recommendation of the Superintendent or the designee will be provided to the employee not more than thirty (30) working days following the hearing. The Superintendent or designee's recommendation, together with a copy of the transcript of the hearing as well as the previous decisions, shall also be provided to the School Board within the same time frame set out above for disposition of the grievance.

Step Four

A. On the basis of the written recommendation and the transcript of the hearing before the Superintendent or designee provided to the School Board, the School Board shall dispose of the grievance. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the School Board. An employee or their representative may comment on the School Board's proposed disposition of the grievance. The School Board may vote to affirm, reverse or modify the recommendation. Absent a motion and second to modify or reverse the recommendation, the Superintendent's recommendation shall stand. Notice of the School Board's decision shall be given to the employee(s) and to the individuals who rendered the Step One and Step Two decisions. The School Board's action shall be final.

General Matters

A. An employee is entitled to representation of his/her choice at all levels of the grievance process after Step One. The employee who chooses to have a representative shall provide advance written notice of the name of the representative to the Superintendent or designee.

B. *Working day* is defined as any day the Ouachita Parish School Board *Administrative Office* is open for business.

C. Nothing in this grievance policy shall be applicable to any job action taken against an employee, including, but not limited to, a recommendation for termination of employment. Any recommendation for termination shall be handled in accordance with any applicable law, such as the teachers' tenure law, the bus driver tenure law, etc. as well as in accordance with School Board policy and procedure for termination of classified employees.

D. The employee(s) or the administration may request an extension of time to comply with the mandates of this policy at any step. The maximum extension that can be granted is the applicable time limit for the step at which the grievance is in the process.

SECTION 9.0 STATEMENT OF ASSURANCE

This is to assure that the Ouachita Parish School System will implement the provisions of the Evaluation Plan and Policies/Procedures for Support Personnel as submitted in this publication. We certify that revisions will be made as necessary.

Board President

Superintendent

Personnel Director

APPENDIX

- Job Descriptions(Alphabetical Order)
- Evaluation Forms
- Observation Forms
- Conference Form

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Accountant**

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) Four Year Degree from an accredited college or university.
3) Must pass a criminal background investigation and drug screen.
4) Must possess computer/data processing and typing skills.
5) Must possess a Business Degree with a minimum of 24 semester hours in accounting.
6) Must have at least two years of accounting experience.
7) Must possess personality traits which are conducive to working closely with all school system personnel and the public.

REPORTS TO: Director of Business

JOB SUMMARY:
Work involves the performance at routine and repetitive tasks in the preparation, matching, review, verification and /or processing of documents directly related to accounting for the receipt or disbursement of funds. Work is performed in any type of accounting activity such as appropriations, receiving accounts, accounts payable, payroll, budgeting, accounts receivable, cost accounting and/or trust accounts. An essential characteristic of assignment is the voluminous incident of numbers representing money which must be verified as accurate and balanced with other sums. Work is performed in accordance with standard Board policies and procedures, basic arithmetic and basic accounting principles. Work is reviewed on the basis of results of work and balances obtained.
Positions allocated in this class are distinguished from the general clerical classes by the principal assignment to clerical-accounting tasks.

PERFORMANCE RESPONSIBILITIES:
1) Is punctual in arriving at duty/assignment.
2) Establishes and maintains good rapport with all individuals in the job environment.
3) Uses time allotted to the assignment efficiently.
4) Remains calm and mature in his/her reactions.
5) Accepts change and responsibilities in a positive manner.
6) Is supportive of the school district's policies and procedures.
7) Reflects professionalism in speech and manner.
8) Maintains confidentiality of work related information.
9) Any other duties assigned by immediate Supervisor.

ESSENTIAL JOB FUNCTIONS:

1) Gathers, assembles, tabulates, summarizes and proofs fiscal and related statistical data for the preparation of various reports, lists, etc. Gathers data for budget preparation.
2) Prepares mathematical computations, verifies for mathematical accuracy and completeness.
3) Checks fiscal documents for completeness, accuracy and procedural correctness and examines and checks travel expense vouchers, invoices, payroll time sheets, etc. for accuracy and correctness.
4) Receives payments from designated sources, prepares and issues receipts for payments received.

5) Prepares checks and disburses funds to designated parties and audits and prepares vouchers for payment.
6) Uses typewriter, calculator, and computer terminal in the performance of assigned duties.
7) May also file, type, handle mail, prepare correspondence and perform other general accounting clerical duties as assigned.
8) Classifies by determining the accounts affected and the appropriate accounting entries to be made; enters or codes details of items to be paid.
9) Locates and corrects routine journalizing and posting errors; assists with journalism and posts adjusting and closing entries.
10) Calculates and/or verifies employee wages and salaries and prepares withholding and similar tax reports and other standard payroll related reports such as retirement, credit union deductions, etc.
11) Enters payroll work information necessary to process the payment of employers.
12) Balances accounts payable and authorize data processing to write checks.
13) Applies office guidelines, instructions and precedents to the types of transactions encountered.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

1) Work may involve other clerical-accounting assignments.
2) Performs any other duties as may be assigned.

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

TERMS OF EMPLOYMENT: Twelve (12) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

Ouachita Parish School Board

Job Description

Job Title: **Accounts Payable Specialist**
FLSA Status: Non - Exempt

Reports To: Purchasing Agent

Summary:

Plans and directs accounts payable activities within the school district.

Essential Duties and Responsibilities:

- Prepare various financial statements and reports.
- Handles district deposits and accounts payable expenditures
- Prepare all invoices and pay all payables in a timely manner.
- Prepare board reports for all expenditures through the accounts payable office.
- Review budgets and expenditures of individual schools with Business Manager.
- Maintain current accounts payable vendor files.
- Review financial statement with appropriate personnel.
- Post, print and mail all vendor checks; verify accuracy of checks.
- Conserves district resources.
- Observe safety and security procedures; report potentially unsafe conditions.
- Bank reconciliation of food service and activity accounts.
- Reconcile and facilitate all purchase-card (P-Card) related activities.
- Completes quarterly tax returns and payroll related vendor payments.
- Assist with audits.
- Perform additional tasks assigned by supervisor.

Supervisory Responsibilities:

This job has no supervisory responsibilities.

Necessary Skills:

- Ability to identify and resolve problems in a timely manner.
- Ability to maintain confidentiality.
- Ability to communicate well with others.
- Ability to follow policies and procedures.
- Ability to prioritize and plan work activities and use time efficiently.
- Ability to approach others in a tactful manner.
- Ability to follow instructions and respond to supervisor direction, take responsibility for own actions, and commit to long hours of work when necessary to reach goals.
- Ability to maintain a high level of ethical behavior and confidentiality when dealing with student, staff and/or parent information.
- Ability to meet challenges with resourcefulness and generate suggestions for improving work.

Technology Skills

Should have knowledge of basic accounting software and Microsoft Office suite.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit, use hands, and talk or hear. The employee is occasionally required to stand, walk, and reach with hands and arms. The employee must occasionally lift and/or move up to 25 pounds.

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TERMS OF EMPLOYMENT: as stated

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: Administrative Assistant to Superintendent/Directors/Supervisors/Coordinators

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) High School Diploma plus Certificate of Completion from Technical School or College.
3) Must pass a criminal background investigation.
4) Must possess computer/data processing and typing skills.
5) Must possess personality traits which are conducive to working closely with all school system personnel and the public.

REPORTS TO: Superintendent or designee

JOB SUMMARY:

To oversee the general operations of assigned office and/or responsibility including coordination and supervision of clerical duties, dissemination of requested information and to ensure accuracy of same.

ESSENTIAL JOB FUNCTIONS:

1) Coordinates, supervises, clarifies, approves and ensures accuracy of clerical work disseminated by the assigned supervisor's office.
2) Oversees the general operations of the assigned supervisor's office and/or job responsibility.
3) Work in a professional manner with co-workers and members of the public.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

Performs such other duties as may be assigned by Supervisor.

PHYSICAL DEMANDS:

1) Possesses physical skills and stamina to perform job responsibilities.
2) Work requires occasional standing.
3) Must tolerate constant periods of sitting throughout the day.
4) Must tolerate frequent periods of walking.
5) Must on occasions lift and carry file boxes, books, manuals, catalogues, files, records, etc .
6) Must be able to bend and stoop in performing job duties.

PROFESSIONAL ETHICS:

1) Adheres to established formal lines of communications through the chain of command.
2) Maintains good attendance.
3) Reports to work on time.
4) Adheres to parish dress code.
5) Promotes harmony among employees.
6) Accepts and supports administrative decisions.
7) Displays professional ethics on and off duty.
8) Maintains a positive attitude of promoting school and community relations.
9) Adheres to school rules and policies.
10) Participates in harmonious working relationship with peers, parents, and community members.
11) Maintains confidentiality in matters relating to students and staff.

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

TERMS OF EMPLOYMENT:

Twelve (12) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Employee#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Assistant Coordinator of Graphic Arts**

QUALIFICATIONS: Knowledge of all printing machinery and printing processes.
Knowledge of graphic design and related software.
Ability to operate all software associated with machinery and printing processes.
Ability to operate auxiliary production machines such as collators, folding, binding, and perforating machines.

REPORTS TO: Coordinator of Graphic Arts

SUPERVISES: Graphic Arts Department as assigned by the Coordinator of Graphic Arts

JOB GOAL: To produce printed materials for use within the Ouachita Parish School System.

PERFORMANCE RESPONSIBILITIES:

1. Must be able to work cooperatively with other staff members.
2. Oversee time, attendance, leave and daily responsibilities of the employees assigned to Graphic Arts with the oversight of the Coordinator of Graphic Arts.
3. Prepare and print instructional materials as requested by job request.
4. Must be able to set-up print job according to job specifications from work orders for printing materials, including but not limited to correct paper size and weight.
5. Print from a furnished original for quality production.
6. Set machinery for proper operation to ensure job specifications are met and high quality of finished product.
7. Operate auxiliary machines such as collator, folding, staplers, perforators and cutting machines.
8. Provide assistance in design of materials to be printed.
9. Complete job requests using any of the binding processes specified by customer.
10. Work collaboratively with schools and district personnel to meet their printing needs and requests.
11. Perform any other duties assigned by Coordinator of Graphic Arts.

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leaving duties incomplete, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

TERMS OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Assistant Production Specialist (Printer)**

QUALIFICATIONS: Knowledge of offset printing process.
Certificate of Completion from a Technical Institute in printing or related field and/or 2 years work experience with offset printing process.
Ability to operate auxiliary production machines such as collators, folding, binding, and perforating machines.

REPORTS TO: Coordinator of Graphic Arts

SUPERVISES: None

JOB GOAL: To produce printed materials for use with Title 1 and regular education students.

JOB DUTIES/RESPONSIBILITIES:

1. Must be able to work cooperatively with the Chief Pressman and other staff members.
2. Prepare and print instructional materials as requested by work order.
3. Must be able to set-up from work orders for printing materials with correct paper size and weight.
4. Print from a furnished original, burning electrostatic copies or Addressograph offset printing press using a camera for master quality production.
5. Operate machine to reproduce materials by photo-offset process including: applying chemical agents and securing plates in the machine. Set machine for proper operation to ensure high quality of finished product.
6. Operate auxiliary machines such as collator, folding, staplers, perforators and cutting machines.
7. Provide assistance in design of materials to be printed.
8. Complete materials for binding using any of the binding processes.
9. Perform other duties when needed as requested by the Title 1 Director as they pertain to Title 1 or regular education services.

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

TERMS OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: Building Supervisor/Assistant Building Supervisor

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) High school diploma preferred.
3) Satisfactory completion of two-hour asbestos awareness training course within 12 months of employment.
4) Must be able to read and understand job and products directions.
5) Must be dependable, honest, and reliable.
6) Must pass a criminal background check.
7) Must be able to produce a valid driver's license.

REPORTS TO: Principal, Assistant Principal or Building Supervisor

SUPERVISES: Custodial Staff

JOB GOAL: To maintain the physical school plant and grounds in a condition of operating excellence so that full educational use of them may be made at all times and provides students with a safe, attractive, comfortable, clean and efficient place in which to learn, play, and develop.

PERFORMANCE RESPONSIBILITIES:

1) Is punctual in arriving at duty/assignment
2) Establishes and maintains good rapport with all individuals in the job environment
3) Uses time allotted to the assignment efficiently
4) Remains calm and mature in his/her reactions
5) Accepts change and responsibilities in a positive manner
6) Is supportive of the school district's policies and procedures
7) Reflects professionalism in speech and manner in working with students, parents, faculty, and other staff members.

ESSENTIAL JOB FUNCTIONS:

1) Helps in selection, assignments, scheduling, and training of members of the custodial staff.
2) Plans and oversees routine maintenance and repair work, maintaining a high standard of safety, cleanliness and efficiency.
3) Monitors the time records of all custodial employees in the school.
4) Maintains an inventory and recommends purchase of suitable supplies, tools, and equipment far enough in advance so that they may be delivered in such time as will not hinder the custodian in his duties.
5) Evaluates the performance of the custodial staff.

6) Strives constantly to promote the safety, health, and comfort of the students and employees.
7) Assumes responsibility for the opening and closing of the building each school day and for determining, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
8) Reports promptly to the principal or assistant principal major repairs needed.
9) Keeps buildings and premises, including sidewalks, driveways, and play areas neat and clean at all times.
10) Regulates heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to ensure economical usage of fuel, water, and electricity.
11) Checks daily to ensure that all exit doors are open during the hours of building occupancy.
12) Sweeps classrooms and dusts furniture daily.
13) Cleans corridors as required.
14) Cleans and disinfects restrooms daily and cleans all sanitary fixtures and drinking fountains daily.
15) Washes all windows on both inside and outside as required.
16) Keep the grounds free from rubbish.
17) Performs such yard keeping chores as grass cutting, shrub trimming, as necessary, to maintain the school grounds in a safe and attractive condition.
18) Keep all floors in a clean condition.
19) Cleans all chalkboards as required.
20) Makes minor building repairs.
21) Maintains all motors and other mechanical equipment requiring scheduled servicing on a regular schedule.
22) Reports immediately to the principal or assistant principal any damage to school property.
23) Remains on the school premises during school hours, and during non-school hours, when the use of the building has been authorized and the person in charge of plant operations requires his/her attendance.
24) Supervises an ongoing program of general maintenance, upkeep, and repair.
25) Moves furniture or equipment within buildings as required for various activities and as directed by the person in charge of plant operations.
26) Complies with laws and procedures for the storage and disposal of trash, rubbish and hazardous materials.
27) Regularly monitors all electrical installations in the school to ensure their safe condition.
28) Routinely monitors fire extinguishers for proper working condition.
29) Changes air conditioner filters on a regularly scheduled basis.
30) Assistance to central office maintenance crew when on campus and also to the cafeteria staff.
31) Maintain records for pesticide spraying.
32) Performs such other duties as may be assigned by the Principal, Assistant Principal or Building Supervisor.

PHYSICAL DEMANDS:

1) Must be in good health.
2) Must possess physical skills and stamina to perform job responsibilities.

3) Must be able to perform tasks including the operation of equipment such as buffers, lawn mowers, weed-eaters, scrub and vacuum machines, tractors, hand tools, and hand trucks (dollies) etc.
4) Must be physically able to perform tasks including mopping, stooping, bending, crawling, balancing, carrying ladders, pulling, reaching up and down and heavy lifting (50 pounds and over).
5) Hours can be prolonged or irregular with some travel included.

ENVIRONMENTAL CONDITIONS:

The head custodian performs his duties both inside and outside. The custodian can be exposed to temperature variations of hot and cold. Biological and chemical exposures are present. Surface can be wet, slippery, and of a variety of inclines.

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TERMS OF EMPLOYMENT: Twelve (12) months; salary in accordance with current salary schedule.

ACCOUNTABILITY: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: Building Supervisor (Central Office Complex)

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) High school diploma preferred.
3) Satisfactory completion of two-hour asbestos awareness training course within 12 months of employment.
4) Must be able to read and understand job and products directions.
5) Must be dependable, honest, and reliable.
6) Must pass a criminal background check.
7) Must be able to produce a valid driver's license.
8) Must have a clean driving record.
9) If an OPSB vehicle is assigned, must be able to pass a drug test.

REPORTS TO: Superintendent or Designee

SUPERVISES: Custodial Staff

JOB GOAL: To maintain the physical plant and grounds of the Central Office Complex in a condition of operating excellence so that full educational use of them may be made at all times and provides employees and guests with a safe, attractive, comfortable, clean and efficient place in which to work and visit.

PERFORMANCE RESPONSIBILITIES:

1) Is punctual in arriving at duty/assignment
2) Establishes and maintains good rapport with all individuals in the job environment
3) Uses time allotted to the assignment efficiently
4) Remains calm and mature in his/her reactions
5) Accepts change and responsibilities in a positive manner
6) Is supportive of the school district's policies and procedures
7) Reflects professionalism in speech and manner in working with students, parents, faculty, and other staff members.
8) Oversees assigned areas as well as the entire Central Office Complex and custodial staff.
9) Supervises custodial staff to ensure that they are fulfilling their job responsibilities to the highest standards possible.

ESSENTIAL JOB FUNCTIONS:

1) Helps in selection, assignments, scheduling, and training of members of the custodial staff.
2) Plans and oversees routine maintenance and repair work, maintaining a high standard of safety, cleanliness and efficiency.
3) Monitors the time records of all custodial employees working at the Central Office Complex.
4) Maintains an inventory and recommends purchase of suitable supplies, tools, and equipment far enough in advance so that they may be delivered in such time as will not hinder the custodian in his duties.
5) Evaluates the performance of the custodial staff.
6) Organize the daily work schedule and assignments of the custodial staff.
7) After receiving daily/weekly/monthly event schedule from the OPSB Central Office Event Scheduler, the Building Supervisor shall oversee the set-up, operation and clean-up of meeting and event spaces throughout the Central Office Complex.
8) Strives constantly to promote the safety, health, and comfort of the all employees.

9) Assumes responsibility for the opening and closing of the building each day and for determining, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
10) Reports promptly to the Superintendent or designee major repairs needed.
11) Keeps buildings and premises, including sidewalks, driveways, and play areas neat and clean at all times.
12) Regulates heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to ensure economical usage of fuel, water, and electricity.
13) Checks daily to ensure that all exit doors are open during the hours of building occupancy.
14) Sweeps halls and offices
15) Dusts furniture daily/weekly.
16) Cleans corridors as required.
17) Cleans and disinfects restrooms daily and cleans all sanitary fixtures and drinking fountains daily.
18) Washes all windows on both inside and outside as required.
19) Keeps the grounds free from rubbish.
20) Performs such yard keeping chores as grass cutting, shrub trimming, as necessary, to maintain the Central Office Complex grounds in a safe and attractive condition.
21) Keep all floors in a clean condition.
22) Cleans all whiteboards as required.
23) Makes minor building repairs.
24) Maintains all motors and other mechanical equipment requiring scheduled servicing on a regular schedule.
25) Reports immediately to the Superintendent or designee any damage to Central Office property.
26) Remains on the school premises during regular operating hours, and during non-office hours, when the use of the building has been authorized and the person in charge of plant operations requires his/her attendance.
27) Supervises an ongoing program of general maintenance, upkeep, and repair.
28) Moves furniture or equipment within buildings as required for various activities and as directed by the person in charge of plant operations.
29) Complies with laws and procedures for the storage and disposal of trash, rubbish and hazardous materials.
30) Regularly monitors all electrical installations over the entire Central Office Complex to ensure their safe condition.
31) Routinely monitors fire extinguishers for proper working condition.
32) Changes air conditioner filters on a regularly scheduled basis.
33) Assistance to central office maintenance crew when on Central Office premises.
34) Maintain records for pesticide spraying.
35) Performs such other duties as may be assigned by the Superintendent or designee.

PHYSICAL DEMANDS:

1) Must be in good health.
2) Must possess physical skills and stamina to perform job responsibilities.
3) Must be able to perform tasks including the operation of equipment such as buffers, lawn mowers, weed-eaters, scrub and vacuum machines, tractors, hand tools, and hand trucks (dollies) etc.
4) Must be physically able to perform tasks including mopping, stooping, bending, crawling, balancing, carrying ladders, pulling, reaching up and down and heavy lifting (50 pounds and over).
5) Hours can be prolonged or irregular with some travel included.

ENVIRONMENTAL CONDITIONS:

The Building Supervisor performs his duties both inside and outside. The Building Supervisor can be exposed to temperature variations of hot and cold. Biological and chemical exposures are present. Surface can be wet, slippery, and of a variety of inclines.

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education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, an employee should be aware of the impropriety of certain practices such as leaving duties incomplete, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

TERMS OF EMPLOYMENT: Twelve (12) months; salary in accordance with assigned current salary schedule.

ACCOUNTABILITY: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

Ouachita Parish School Board
Job Description

TITLE: **Certified Nursing Assistant**
QUALIFICATIONS:

Required:
Must possess a high school diploma.
Must be a licensed Certified Nursing Assistant (CNA)

Preferred:
Must be Highly Qualified by means of:

a) passing score on the Paraprofessional Exam **or**
b) 48 semester credit hours with 6 hours in Math and 9 hours in English/Reading (3 of which has to be in English Comp) or
c) Associate of Arts, Associate of Science, **or** Associate of Applied Science degree from a state-approved or regionally accredited institution of higher education.

REPORTS TO: Principal, School Nurse, Classroom Teacher, or Administrator of Special Education
SUPERVISES: None
JOB GOAL: The CNA works to address special needs for students.

PERFORMANCE RESPONSIBILITIES:

1. Performs medical techniques prescribed by physicians and/or school nurses such as gastro-feedings, breathing treatments, and diapering.
2. Dispenses medication, charts blood pressure and weight, and administers first-aid as necessary.
3. Maintains medical records and charts.
4. Observes and assesses the health status of students and reports medical conditions to school nurse and/or parents.
5. Assesses feeding procedures, provides preventive measures, and feeds dependent students.
6. Assists students with personal hygiene and repositions students using orthopedic equipment.
7. Reinforces instruction with individual students or small groups and leads assigned student activities.
8. Files student work and maintains related records.
9. Supervises students at recess, school arrival and departure, and other school activity.
10. Escorts students between sites.
11. Perform other duties or responsibilities not listed as delegated by the principal, school nurse, teacher, or Special Education Administrator.

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TERMS OF EMPLOYMENT: Nine months (Salary according to the current paraprofessional salary schedule.)

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Ouachita Parish School Board's policy on Evaluation for Support Services Personnel.

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I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____

(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____

(Signature) (Printed Name)

Ouachita Parish School Board

Job Description

TITLE:	Child Nutrition Coordinator
QUALIFICATIONS:	1. Qualifications outlined in bulletin #746 2. Bachelor's Degree; Master's Degree Preferred 3. At least 5-7 years experience in school nutrition services 4. Ability to problem-solve effectively
REPORTS TO:	Director of Child Nutrition Services
SUPERVISES:	Staff designated by the Director of Child Nutrition Services
JOB GOAL:	To assist the Director in the overall operations of Child Nutrition Services, as well as manage the daily operations of Child Nutrition Feeding Programs.
TERM:	Twelve Months
SALARY:	TBD based on school nutrition experience.

RESPONSIBLITIES

1. Manage the daily operations of all Child Nutrition Programs (Breakfast, Lunch, Afterschool Snacks, Fresh Fruit and Vegetable, At Risk Supper, Summer Feeding).
2. Visit schools to provide direction and technical assistance in sanitation, safety, equipment, and food quantity and quality problems.
3. Review and analyze cafeteria menus for nutrient compliance.
4. Prepare proposals and grant applications.
5. Assist in developing annual bids.
6. Assist in preparing child nutrition budget.
7. Research and report on current trends to improve foodservice operations.
8. Coordinate audits of cafeteria financial records.
9. Assist in development/execution of in-service training.
10. Develop and implement strategies to achieve financial accountability.
11. Develop programs or strategies to improve employee turnover rates, and boost morale.
12. Assist in creating employee training materials, train employees as needed.

13. Accept all other responsibilities assigned by the Director of Child Nutrition Services.

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ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee: _____ _____
(Signature) (Printed name)

Employee ID#: _____ Date: _____

Evaluator: _____ _____
(Signature) (Printed name)

OUACHITA PARISH SCHOOL BOARD

JOB DESCRIPTION

TITLE:	Child Nutrition Program Area Manager
MINIMUM QUALIFICATIONS:	1. U.S. Citizen or authorized alien 2. High School Diploma or G.E.D. 3. Has passed LA Dept of Education Manager Training Courses and Exam. 3. At least five (5) successful years as a School Cafeteria Manager in the Ouachita Parish Child Nutrition Program. 4. Must be willing to train in all job-related areas. 5. Must have aptitude for training personnel. 6. Aptitude for work with personal computers and departmental software.
REPORTS TO:	Director of Child Nutrition Services
SUPERVISES:	N/A
JOB GOAL:	This position is responsible for training managers, assisting in the effective and efficient operation of the Child Nutrition Program.
TERM:	Twelve Months

PERFORMANCE RESPONSIBILITIES/PROFICIENCIES:

Will attend training programs in order to obtain annual continuing education hours as required by Federal/State Regulations.

Is responsible for supervising and monitoring the Summer Feeding Food Program.

Will assist the CNP Coordinator with the supervising and monitoring of the Fresh Fruit and Vegetable Program, After School Snack Program and the Child Adult Care Feeding Program (At-Risk Supper).

(School Visitation) *Assist in conducting on-site school reviews, prior to February 1st deadline each year. Cooperates with School Cafeteria Managers and Child Nutrition employees when performing the following duties.*

1. Assist with writing and evaluating menus for all nutrition programs provided by the department.
2. Check approved free and reduced forms for completeness, accuracy and check master list.
3. Trains new managers and works with any managers having difficulty by providing ongoing training.
4. Troubleshoots and keeps Director and CNP Coordinator informed of any problems in schools requiring attention.
5. Check collection procedures and daily deposits.
6. Provides technical assistance to computerized schools and trains new personnel in the Point of Service, Newton, and Edison software and any other software programs used by the department.
7. Meet with managers to discuss possible problems; observe preparation techniques, checking for sanitary food handling, safe working procedures/conditions, and proper uniforms.
8. Check equipment for cleanliness, correct operating procedures, and needed repairs.
9. Check food storage freezers and coolers for the following: temperature log, thermometer, dates and inventory numbers on all food/supply items, proper storage, and cleanliness.
10. Check pantry for the following: proper storage, dates and inventory numbers, items used first-in-first-out, overstocking, cleanliness, pest control procedures.
11. Check records (SFS6's, 7's and inventory) for accuracy.
12. Review sanitarian reports for infractions and corrections. Verifies the report is posted properly.
13. Observe breakfast and lunch serving procedures checking the following: correct portion sizes, proper temperature, food components, appearance of food, proper handling of food, preservation of sample plate, point of service accountability.
14. Assist the Director with manager training and assist in school site computer training.
15. Operate School Food Service computers in schools and/or fill in during the extended absence of cafeteria manager as assigned by Director.
16. Other duties as assigned by Director.

PHYSICAL DEMANDS:

1. Possesses physical skills and stamina to perform job responsibilities.
2. Work requires occasional standing.
3. Must tolerate constant periods of sitting throughout the day.
4. Must tolerate frequent periods of walking.
5. Travel to and from all school sites.

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

TERMS OF EMPLOYMENT: Twelve months; salary in accordance with current salary schedule

ACCOUNTABILITY: Performance of this job will be evaluated in accordance with provisions of the Ouachita Parish School Board's policy on Evaluation for Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee _____ _____
(Signature) (Printed Name)

Employee ID Number: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Clerical(Secretary)**

MINIMUM QUALIFICATIONS:
1) U.S. Citizen or authorized alien.
2) High School Diploma plus Certificate of Completion from Technical School or College.
3) Must pass a criminal background investigation .
4) Must possess computer/data processing and typing skills.
5) Must possess personality traits which are conducive to working closely with all school personnel and the public.

REPORTS TO: Supervisor in charge

JOB SUMMARY:
Performs secretarial work involving the smooth flow of correspondence and attention to administrative action matters in office operations. Work is performed in accordance with accepted standards and techniques for secretarial assignments and with strict confidentiality. Must possess high levels of accuracy in work and must be able to work well within deadlines. Excellent interpersonal communication skills are essential. Must be able to manage several projects simultaneously. Secretarial routines and practices are associated with an efficient, productive and well-managed office.

PERFORMANCE RESPONSIBILITIES:
1) Is punctual in arriving at duty/assignment.
2) Establishes and maintains good rapport with all individuals in the job environment.
3) Uses time allotted to the assignment efficiently.
4) Remains calm and mature in his/her reactions.
5) Accepts change and responsibilities in a positive manner.
6) Is supportive of the school district's policies and procedures.
7) Reflects professionalism in speech and manner.
8) Maintains confidentiality of work related information.

ESSENTIAL JOB FUNCTIONS:
1) Maintains general office files, simple account records and a variety of other office records.
2) Answers telephone or acts as office receptionist, routes visitors and calls, secures and gives out information to the public in reference to departmental services, policies or regulations.
3) Sorts and routes incoming mail.
4) Keeps inventory and equipment and furnishings in office.
5) Arranges for appointments when necessary and handles routine matters personally.
6) Drafts letters for Supervisor.
7) Takes dictation and transcribes office correspondence and memoranda.
8) Enters and deletes information applicable for computer use.
9) Answers complaints.
10) Places and receives telephone calls and records messages for Supervisor.

ADDITIONAL DUTIES AND RESPONSIBILITIES:
1) Assists co-workers, answers routine questions.
2) Performs such other duties as may be assigned.

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TERMS OF EMPLOYMENT: Twelve (12) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE:	Child Nutrition Program (CNP) Technician
QUALIFICATIONS:	1. U.S. Citizen or authorized alien 2. Ability to read and write English language 3. Ability to work simple math problems 4. High School Diploma, GED preferred, but not required
REPORTS TO:	School Cafeteria Manager, Principal, and Director of Child Nutrition
SUPERVISES:	N/A
JOB GOAL:	To provide students with appetizing, nutritional meals in a sanitary pleasant environment that promotes positive learning.
TERM:	Nine Months

ESSENTIAL JOB FUNCTIONS:

1. Gives and receives information.
2. Determines when an independent decision can be made.
3. Follows local, state and federal policies and procedures.
4. Uses and cleans equipment.
5. Practices regular equipment maintenance.
6. Uses standardized recipes.
7. Prepares meals using correct food preparation techniques.
8. Checks food quality during preparation.
9. Receives and stores deliveries.
10. Promotes positive feelings about Child Nutrition Program in students, faculty, administrators and others.
11. Uses safe working procedures; corrects and/or reports unsafe working conditions.
12. Adheres to established personal hygiene techniques.
13. Uses acceptable sanitation techniques in food handling.
14. Uses established sanitation techniques for cleaning the facility.
15. Serves correct portions and reports amounts of foods used and leftover.
16. Maintains and documents correct holding temperatures of food.
17. Utilizes food-merchandising techniques.
18. Dresses for work according to the OPSB Child Nutrition Dress Code.
19. Reports to the Cafeteria Manager in a timely manner as outlined in the OPSB Child Nutrition Call-In Procedure and OPSB Personnel Policy Manual.
20. Provides instructions to other technicians or substitutes as instructed by the School Cafeteria Manager.

21. Will attend training programs in order to obtain annual continuing education hours as required by Federal/State Regulations.
22. Any other related duties as assigned by Director of Child Nutrition, Principal, or School Cafeteria Manager.

WORK ENVIRONMENT:

The CNP Technician is required to work in an environment that is hot and humid, on hard floors, has drastic temperature changes (when entering and exiting walk-in refrigerators and freezers), has high noise level, and will have contact with water, detergents and sanitizers.

EQUIPMENT USED:

The CNP Technician must have the ability to use and clean institutional food service equipment including ovens, steam tables, warming cabinets, ranges and cook tops, slicers, refrigerators, freezers, choppers, microwave ovens, cashier stations, mixers, and dish machines.

PHYSICAL DEMANDS:

The CNP Technician must have the ability to lift and carry cans, bowls, pans, and cases up to 25 pounds; ability to lift cans, bowls, pans, and cases up to 50 pounds with assistance; ability to stand or walk up to 71/2 hours per day; ability to push or pull equipment such as food carts and mop buckets; ability to reach above head when placing pans in shelves of ovens, refrigerators and storerooms; ability to mop and sweep; and ability to bend and squat when lifting.

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By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, an employee should be aware of the impropriety of certain practices such as leaving duties incomplete, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

TERMS OF EMPLOYMENT:

As stated

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Ouachita Parish School Board's policy on Evaluation for Support Services Personnel.

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I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee: _____ _____
(Signature) (Printed Name)

Employee ID#: _____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: Computer Operations Specialist

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) High School Diploma plus Certificate of Completion from Technical School or College.
3) Must pass a criminal background investigation.
4) Must possess computer/data processing and typing skills.
5) Must possess personality traits which are conducive to working closely with all school system personnel and the public.

REPORTS TO: Director of Informational Technology

JOB SUMMARY:
To oversee the general operations of assigned office and/or responsibility including coordination and supervision of clerical duties, dissemination of requested information and to ensure accuracy of same.

ESSENTIAL JOB FUNCTIONS:

1) Works with Computer Programmer Analysts and other district and/or school personnel to maintain accurate data in Student Information System including but not limited to updating student records, updating personnel records, scheduling classes, running report cards and other reports as needed.
2) Works with Computer Programmer Analysts and other district personnel to run payrolls, print payroll checks, print tax documents.
3) Works with Network/Systems Administrators and Tech Support to manage Active Directory/email accounts including but not limited to account creation and password changes.
4) Coordinates, supervises, clarifies, approves and ensures accuracy of clerical work disseminated by the Director of Informational Technology.
5) Work in a professional manner with co-workers and members of the public.

ADDITIONAL DUTIES AND RESPONSIBILITIES:
Performs such other duties as may be assigned by Director of IT.

PHYSICAL DEMANDS:

1) Possesses physical skills and stamina to perform job responsibilities.
2) Work requires occasional standing.
3) Must tolerate constant periods of sitting throughout the day.
4) Must tolerate frequent periods of walking.
5) Must on occasions lift and carry file boxes, books, manuals, catalogues, files, records, etc.
6) Must be able to bend and stoop in performing job duties.

PROFESSIONAL ETHICS:

1) Adheres to established formal lines of communications through the chain of command.
2) Maintains good attendance.
3) Reports to work on time.
4) Adheres to parish dress code.
5) Promotes harmony among employees.
6) Accepts and supports administrative decisions.
7) Displays professional ethics on and off duty.
8) Maintains a positive attitude of promoting school and community relations.
9) Adheres to school rules and policies.
10) Participates in harmonious working relationship with peers, parents, and community members.
11) Maintains confidentiality in matters relating to students and staff.

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TERMS OF EMPLOYMENT:
Twelve (12) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Support Services Personnel.
The Superintendent reserves the right to review, revise, update or change the job and any/all duties due to changes in job content, organizational structure, or state or federal laws subject to Board approval.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Employee#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Computer Repair Technician**

QUALIFICATIONS:

- Must have a high school diploma or equivalent.
- Must have related training in computer systems from a vocational technical school or comparable.

REPORTS TO: Director of Informational Technology or designee
SUPERVISES: None
JOB GOAL: To oversee, monitor, and maintain the operation of computer based system components within the school system.

PERFORMANCE RESPONSIBILITIES:

1. Deliver, install, and maintain computer based system components (hardware and software) throughout the school district.
2. Repairs computers, monitors, hard drives, printers and other related hardware.
3. Cleans and maintains all computer hardware.
4. Diagnoses and corrects malfunction of hardware and/or software.
5. Performs preventive maintenance on computer based system components.
6. Provides in-service to personnel on correct operation and simple maintenance of computer based system components.
7. Monitors the use of software.
8. Maintains appropriate records, files and inventory.
9. Assists with the storage of computer related materials when necessary.
10. Performs other duties as assigned by the Supervisor.

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TERMS OF EMPLOYMENT: Twelve (12) months

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: Coordinator of Graphic Arts

QUALIFICATIONS: Knowledge of all printing machinery and printing processes.
Knowledge of graphic design and related software.
Ability to operate all software associated with machinery and printing processes.
Ability to operate auxiliary production machines such as collators, folding, binding, and perforating machines.

REPORTS TO: Superintendent or designee

SUPERVISES: Graphic Arts Department

JOB GOAL: To produce printed materials for use within the Ouachita Parish School System.

PERFORMANCE RESPONSIBILITIES:

1. Must be able to work cooperatively with customers and other staff members.
2. Oversee time, attendance, leave and daily responsibilities of the employees assigned to Graphic Arts.
3. Prepare and print instructional materials as requested by job request.
4. Must be able to set-up print job according to job specifications from work orders for printing materials, including but not limited to correct paper size and weight.
5. Print from a furnished original for quality production.
6. Set machinery for proper operation to ensure job specifications are met and high quality of finished product.
7. Operate auxiliary machines such as collator, folding, staplers, perforators and cutting machines.
8. Design and provide assistance in design of materials to be printed.
9. Complete job requests using any of the binding processes specified by customer.
10. Work collaboratively with schools and district personnel to meet their printing needs and requests.
11. Assist the Director of Business in the development of a Graphic Arts Budget and bill/invoice jobs completed by the Graphic Arts Department.
12. Perform any other duties assigned by Superintendent or designee.

While the operation of the Ouachita Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, an employee should be aware of the impropriety of certain practices such as

leaving duties incomplete, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

TERMS OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

Ouachita Parish School Board

Job Description

Title: **Custodial Supervisor**

Reports To: **Chief Financial Officer**

Purpose Statement

The job of Custodial Supervisor was established for the purpose/s of directing district custodial services in order to promote efficient practices that result in clean and attractive facilities. The Custodial Supervisor also oversees District Warehouse operations.

This job is distinguished from similar jobs by the following characteristics: Incumbents in this class must have previous experience in the custodial field including familiarity with cleaning methods, materials and equipment used in custodial work. Incumbents must be able to provide leadership, training and supervision and are responsible for the evaluation of all custodial staff.

Essential Functions

- Assists in the preparation of preliminary budgets for the purpose of recommending new and replacement equipment purchase.
- Assists with inventory planning and control for the purpose of promoting efficient practices.
- Oversees operations of OPSB warehouse
- Conducts meetings as needed for the purpose of disseminating information to custodians.
- Coordinates sanitary disposal services for the purpose of meeting the needs of the district.
- Develops standards for the purchase of custodial supplies and equipment in coordination with the purchasing department for the purpose of ensuring quality control and standardizing district services.
- Develops work schedules and coordinates workloads for custodians for the purpose of ensuring efficient services.
- Assists Chief of Staff & Personnel Supervisor with custodial staffing across the district.

- Evaluates custodial employees with input from administrators and other staff for the purpose of promoting professional growth and ensuring adherence to district employment standards.
- Keeps records of operations in conformance with District and State policies for the purpose of developing and submitting reports as required.
- Maintains liaison with state and local agencies for the purpose of complying with rules and regulations regarding hazardous materials including conducting inventories and meeting posting requirements.
- Monitors and inspects custodial work for the purpose of ensuring adherence to established district cleaning standards.
- Monitors safe working practices and safety programs for the purpose of ensuring efficient practices and promoting proper working habits.
- Participates in the recruitment and selection of personnel for the purpose of making recommendations for hiring quality staff.
- Prepares accident and injury reports as needed for the purpose of following district procedures.
- Provides training and supervision for district custodial staff for the purpose of promoting efficient practices.
- Repairs custodial equipment as needed for the purpose of ensuring employees have the necessary equipment to complete job requirements.
- Reports safety hazards and repair needs to appropriate personnel for the purpose of ensuring safe facilities.
- Researches and tests new custodial methods, supplies and equipment for the purpose of improving custodial services.
- Works cooperatively with administration, other staff and custodial staff in evaluating site needs, developing custodial cleaning schedules and recommending equipment and supply needs for the purpose of providing efficient services.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based

competencies required to satisfactorily perform the functions of the job include: analyze operating problems effectively and develop effective courses of action; supervise and train personnel; effectively coordinate complex schedules and assignments; detect safety, repair and/or replacement needs for facilities and grounds; test and inspect hazardous materials; use a personal computer for basic data entry/retrieval and correspondence.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: methods, equipment and materials used in custodial services and activities; principles and practices of supervision and training; modern cleaning methods used in cleaning and maintaining school facilities; proper methods of storing equipment, materials, and supplies including cleaning agents; safety practices and procedures; concepts of grammar and punctuation; local, and state building and safety codes; characteristics of hazardous materials including identification, storage, applications and disposal; fire and safety codes including California Occupational Safety and Health Administration (OSHA).

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of processes. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job- related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: organize, coordinate and oversee custodial operations and activities; train, assign and review the work of others; supervise and evaluate personnel; observe and assure compliance with health and safety practices and procedures; plan and organize work; communicate effectively both orally and in writing; lift, carry, push, guide, pull objects up to 50 pounds individually or more than 50 pounds with assistance; maintain records and prepare reports; establish and maintain effective relationships with others.

RESPONSIBILITY

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a department, large work unit, and/or across several small work units; and supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and some fine finger dexterity. Generally, the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

Experience:	Job related experience with increasing levels of responsibility as desired.
Certificates & Licenses:	Valid Driver's License as needed to perform job
Clearances:	Background check and fingerprint clearance

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ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee _____ _____

(Signature) (Printed Name)

EIN#:_____ Date: _____

Evaluator _____ _____

(Signature) (Printed Name)

Ouachita Parish School Board
Job Description

TITLE: **Custodian/Maid**

MINIMUM QUALIFICATIONS:

1. U.S. Citizen or authorized alien.
2. High school diploma or its equivalent preferred but not required.
3. Satisfactory completion of two-hour asbestos awareness training course within 12 months of employment.
4. Must be able to read and understand job and product directions.
5. Must be dependable, honest, and reliable.
6. Must pass a criminal background check.

REPORTS TO: Building Supervisor, Principal, Assistant Principal or designated supervisor

SUPERVISES: None unless otherwise noted

JOB GOAL: To provide students with a safe, attractive, comfortable, clean and efficient place in which to learn, play, and develop.

PERFORMANCE RESPONSIBILITIES:

1. Is punctual in arriving at duty/assignment.
2. Establishes and maintains good rapport with all individuals in the job environment.
3. Uses time allotted to the assignment efficiently.
4. Remains calm and mature in his/her reactions.
5. Accepts change and responsibilities in a positive manner.
6. Is supportive of the school district's policies and procedures.
7. Reflects professionalism in speech and manner in working with students, parents, faculty, and other staff members.

ESSENTIAL JOB FUNCTIONS:

1. Keeps buildings and premises, including sidewalks, driveways, and play areas neat and clean at all times.
2. Regulates heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to ensure economical usage of fuel, water, and electricity.
3. Checks daily to ensure that all exit doors are open during the hours of building occupancy.
4. Sweeps classrooms daily and dusts furniture.
5. Cleans corridors as required.
6. Cleans and disinfects restrooms daily and cleans all sanitary fixtures and drinking fountains daily.
7. Washes all windows on both inside and outside as required.

8. Keeps the grounds free from rubbish.
9. Performs such yard keeping chores as grass cutting, shrub trimming, and the like, as necessary, to maintain the school grounds in a safe and attractive condition.
10. Keeps all floors in a clean and attractive condition and in a good state of preservation.
11. Cleans all chalkboards as required.
12. Makes minor building repairs.
13. Reports promptly to the head custodian, principal or assistant principal repairs needed.
14. Maintains on a regular schedule all motors and other mechanical equipment requiring scheduled servicing.
15. Reports immediately to the head custodian, principal or assistant principal any damage to school property.
16. Remains on the school premises during school hours, and during non-school hours, when the use of the building has been authorized and the person in charge of plant operations requires his/her attendance.
17. Conducts an ongoing program of general maintenance, upkeep, and repair.
18. Moves furniture or equipment within buildings as required for various activities and as directed by the person in charge of plant operations.
19. Complies with laws and procedures for the storage and disposal of trash, rubbish and hazardous materials.
20. Regularly monitors all electrical installations in the school to ensure their safe condition.
21. Routinely monitors fire extinguishers for proper working condition.
22. Provides assistance to central office maintenance personnel when on campus.
23. Assists cafeteria staff.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

Performs such other duties as may be assigned by the Building Supervisor, Principal, Assistant Principal or designated supervisor.

PHYSICAL DEMANDS:

1. Must be in good health.
2. Must possess physical skills and stamina to perform job responsibilities.
3. Must be able to perform tasks including the operation of equipment such as buffers, lawn mowers, weed-eaters, scrub and vacuum machines, tractors, hand tools, and hand trucks (dollies) etc.
4. Must be physically able to perform tasks including mopping, stooping, bending, crawling, balancing, carrying ladders, pulling, reaching up and down and heavy lifting (50 pounds and over).
5. Hours can be prolonged or irregular with some travel included.

ENVIRONMENTAL CONDITIONS:

The custodian/maid performs his duties both inside and outside. The custodian/maid can be exposed to temperature variations of hot and cold. Biological and chemical exposures are present. Surface can be wet, slippery, and a variety of inclines.

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TERMS OF EMPLOYMENT: Determined at time of hire

ACCOUNTABILITY: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Support Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **FOOD SERVICE MANAGER**

QUALIFICATIONS: High School Diploma from accredited high school or GED required.
LDOE or District certification required.
Minimum of (1) year of bid and purchasing experience required.
Minimum of (1) year of food service operations experience preferred.
Technical or Associates Degree in Business preferred.

REPORTS TO: Director of Child Nutrition

JOB SUMMARY: Provide purchasing support to the Child Nutrition Department for all food, supplies, equipment, garbage, pest control, etc.

PERFORMANCE RESPONSIBILITIES:

- Utilize sound purchasing practices and adhere to strict code of ethics.
- Learn and apply policies, practices and terminology used in purchasing for a school district.
- Operate a variety of office equipment.
- Perform clerical support duties such as typing, duplications, and filing.
- Learn and utilize purchasing and POS software, MS Word, Excel and PowerPoint.
- Financial and statistical record-keeping techniques.
- Make arithmetical calculations quickly and accurately.
- Understand and follow oral and written directions in English.
- Establish and maintain cooperative and effective working relationships with others.
- Meet schedules and time lines.
- Maintain records and prepare reports.
- Communicate effectively both orally and in writing.
- Meet District standards of professional conduct and performance as outlined in handbook.

ESSENTIAL JOB FUNCTIONS:

1. Evaluate bid responses, alternatives and award bids.
2. Monitor purchases and distributes direct ship purchases.
3. Develop annual contracts for large volume items.
4. Analyze and communicate district bidding and purchasing procedures to vendors.
5. Make selections when purchasing furniture and office equipment.
6. Maintain sound relations with vendors and works with them to improve value of items purchased while seeking to develop new and improved sources of supply.
7. Assure that supplier delivers as contracted, state questions or problems with materials and arbitrates discrepancies.
8. Demonstrate effective communication skills and diplomacy with all levels of personnel.
9. Prepare requisitions for food service based on needs projections and menus months in advance.

10. Supervise bid documents creation and subsequent spreadsheet comparisons.
11. Coordinate the evaluation and testing of new products and services.
12. Maintain nutrition facts and meal contribution for all approved food items for bid.
13. Review and submit produce and paper supply orders to vendors.
14. Process add-ons and shorts.
15. Order and coordinate delivery of all small and large equipment for food service sites.
16. Assist and attend all manager meetings, in-services and food shows.
17. Design and post elementary menus on District website.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

1) Serve as substitute kitchen operator at all levels as needed.
2) Complete produce, supply and small equipment orders in absence of a trained manager.
3) Perform other tasks as assigned by the Supervisor of Child Nutrition.

WORKING CONDITIONS:
Environment: Office environment; constant interruptions.

Physical Abilities: Hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting light objects.

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TERMS OF EMPLOYMENT:
As stated

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Support Services personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

Ouachita Parish School Board

Job Description

TITLE: **Insurance Clerk**

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien
2) Business Degree from an accredited college or university
3) Must have knowledge of computer/data processing.
4) Must have at least two years of responsible clerical experience and working knowledge of general accounting principles.

REPORTS TO: Director of Business

JOB SUMMARY: This is important and varied clerical work entailing responsibility for the independent performance of duties which requires the exercise of judgment in making decisions in accordance with policies and practices of the department served and the laws or regulations controlling its operation.

ESSENTIAL JOB FUNCTIONS:

1) Gathers, assembles, tabulates, summarizes and proofs fiscal and related statistical data for the preparation of various reports, lists, etc.
2) Prepares mathematical computations, verifies for mathematical accuracy and completeness.
3) Uses typewriter, calculator, and computer terminal in the performance of assigned duties.
4) May also file, type, handle mail, prepare correspondence and perform other general accounting clerical duties as assigned.
5) Processes death and disability claims.
6) Enrolls new employees, processes all changes and terminations of employees then routes to payroll for the correct deduction to be made.
7) Processes worker's compensation claims, proofing all checks received, and coordinates with payroll each employee's sick days in relation to the workers compensation pay.
8) Reconciles state billing monthly.
9) Any other duties assigned by immediate Supervisor.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

Performs such other office duties as may be assigned.

PHYSICAL DEMANDS:

1) Possesses physical skills and stamina to perform job responsibilities.
2) Work requires occasional standing.
3) Must tolerate constant periods of sitting.
4) Must on occasions lift and carry file boxes, books, manuals, catalogues, files, records, etc.

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

TERMS OF EMPLOYMENT: 12 months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Ouachita Parish School Board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Maintenance Supervisor**

QUALIFICATIONS: Must possess a high school diploma or a G.E.D.
Must possess a current driver's license.

REPORTS TO: Superintendent or designee

SUPERVISES: Maintenance Workers

TERM OF EMPLOYMENT: Twelve (12 months)

JOB GOAL: The maintenance supervisor is directly responsible to remodel all physical plant facilities and grounds of the school system in accordance with local and state codes or regulations and the objectives and philosophy of the school system so as to assure the maximum service-ability to the system at all times.

PERFORMANCE RESPONSIBILITIES:

1. Consult daily with Assistant Superintendent of Operations to determine needs and discuss daily work schedule and set priorities when actual work can be accomplished as documented by daily plans kept on file.
2. Maintain an effective program to insure immediate correction of all safety hazards for the protection of all personnel and students as documented by daily plan kept on file.
3. Attend and participate in in-service workshops for the purpose of improving safety and performance of all maintenance personnel conducted by the Assistant Superintendent of Operations and/or Safety Officer as documented by records kept on file.
4. Submit to the Assistant Superintendent of Operations in advance, vacation schedules as evidenced by records kept on file.
5. Participate in the plans for all schools in the area of civil defense to maintain buildings during times of disaster as documented by the distribution of a parish plan.
6. Responsible to maintain and upkeep all equipment issued to maintenance personnel according to manufacturers' specifications and/or orders from the Central Office. Malicious, willful misuse or neglect of school board equipment and property, or neglect resulting in damage or loss will result in disciplinary action involving suspension and/or termination, and/or reimbursement for loss of public property.
7. Accountable for turning in invoice records and conservable use of all supplies issued to personnel for maintenance work or need.
8. Responsible at all times to protect, examine, and take care of all items necessary during periods of cold and/or inclement weather.

9. Responsible to be on twenty-four hour call during an emergency deemed necessary by Assistant Superintendent of Operations.
10. Perform all other duties as assigned by the Assistant Superintendent of Operations even if the duty does not correspond with work category as documented by records on file.
11. Responsible at all times to protect, examine, and take care of all items necessary during periods of cold and/or inclement weather.
12. Perform all duties as assigned by the Superintendent of Operations even if the duty does not correspond with the work category as documented by records on file.

PHYSICAL DEMANDS:

1) Must be in good health.
2) Possesses physical skills and stamina to perform job responsibilities.
3) Ability to climb ladders or to position oneself in the inspection of buildings, grounds, and other structures and facilities.

ENVIRONMENTAL CONDITIONS:

The supervisor performs his duties both inside and outside. The supervisor can be exposed to temperature variations of hot and cold. Surfaces can be wet, slippery, and of a variety of inclines.

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

TERMS OF EMPLOYMENT:

Twelve (12) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Maintenance Worker/Master Craftsman**

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) High School Diploma or its equivalent
3) Must pass a general physical examination.
4) Must pass a criminal background investigation.
5) Willingness to take random alcohol and drug abuse testing if your job responsibilities involve driving a parish vehicle that requires a CDL license. (Must possess a valid Louisiana Driver's License.)
6) Working knowledge of the principles and practices applied in the installation, maintenance, and repair of school buildings and equipment.
7) Knowledge of the principles and practices applied in the safe efficient use of tools, materials, and equipment.
8) Working knowledge of occupational hazards and safety precautions of multiple trades/crafts.
9) Ability to understand, and carry out, oral and written instructions.

REPORTS TO: Maintenance Supervisor

JOB GOAL: To maintain present, and add enhancement to, school sites and facilities to provide a pleasant and safe environment for the well-being of students, employees and others to promote a positive learning environment for students.

JOB SUMMARY:

Work in, or around school sites and facilities to help keep them in a good state or repair by performing minor painting, carpentry, roofing, electrical, plumbing, mechanical, masonry, air-conditioning or other repairs. Routine work involving responsibility to perform assignments promptly and efficiently as directed. Work involves both light and heavy physical labor in a wide variety of activities. Assignments are received orally or in writing, and may be accompanied by rough sketches. Work will be closely monitored, supervised, and inspected.

ESSENTIAL JOB SKILLS:

1) Performs such minor interior repairs as installing and replacing locks, replacing window panes, adjusting doors, replacing faucets or washers, repairing toilets, clearing clogged drains, tightening pipe joints, hanging and repairing blinds, making and installing screens, replacing broken tiles, painting, repairing or replacing woodwork, repairing walls, and making minor repairs to furniture.
2) Connects and repairs appliances, water heaters, air-conditioning units, kitchen equipment, and radiators, cleans, oils and performs operating maintenance on small motors, fans, blowers, pumps and similar items.

3) Performs such exterior repairs as tack welding, patching roof leaks, repairing or replacing gutters, steps, decking, guard rails, ramps, installing or repairing fences, installing or repairing concrete/asphalt walks and drives.
4) Operating trucks, tractors and other heavy equipment.
5) Receives and transmits radio, telephone or written messages.
6) Keeps up with, and maintains, all School Board owned tools and equipment assigned to, or used by him/her.
7) Assists in the loading and unloading of supplies and equipment at the warehouse or at school sites.
8) Any other tasks assigned by immediate Supervisor.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

Other related duties as assigned by the Maintenance Supervisor.

PHYSICAL DEMANDS:

1) Must be in good health.
2) Possesses physical skills and stamina to perform job responsibilities.
3) Ability to climb ladders or to position oneself in the inspection of buildings, grounds, and other structures and facilities.

ENVIRONMENTAL CONDITIONS:

The Maintenance Worker/Master Craftsman performs his duties both inside and outside. The worker can be exposed to temperature variations of hot and cold. Surfaces can be wet, slippery, and of a variety of inclines.

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

TERMS OF EMPLOYMENT:

Twelve (12) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Maintenance Worker/Master Craftsman/Child Nutrition Program**

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) High School Diploma or its equivalent
3) Willingness to take random alcohol and drug abuse testing if your job responsibilities involve driving a parish vehicle that requires a CDL license. (Must possess a valid Louisiana Driver's License.)
4) Must pass a criminal background investigation and drug screen.
5) Willingness to take random alcohol and drug abuse testing if your job involves driving a parish vehicle.
6) Working knowledge of the principles and practices applied in the installation, maintenance, and repair of school buildings and equipment.
7) Knowledge of the principles and practices applied in the safe efficient use of tools, materials, and equipment.
8) Working knowledge of occupational hazards and safety precautions of multiple trades/crafts.
9) Ability to understand, and carry out, oral and written instructions.

REPORTS TO: Director of Child Nutrition

JOB GOAL: To maintain present kitchen facilities to provide a pleasant and safe environment for the preparation of meals for students and staff of the Ouachita Parish School System.

JOB SUMMARY:

Work in, or around school sites and facilities to help keep school kitchens in a good state or repair by performing day to day repairs, preventive maintenance, and summer maintenance repairs. Routine work involving responsibility to perform assignments promptly and efficiently as directed. Work involves both light and heavy physical labor in a wide variety of activities. Assignments are received orally or in writing, and may be accompanied by rough sketches. Work will be closely monitored, supervised, and inspected.

ESSENTIAL JOB SKILLS:

1. Maintain and repair kitchen appliances, refrigerators, freezers, and various kinds food preparation equipment. Must determine priorities when two or more pieces of equipment are down.
2. Maintain and repair cafeteria tables and fans.
3. Train cafeteria personnel on proper use, cleaning and maintenance of equipment.
4. Order needed parts according to established purchasing procedures.
5. Preventive maintenance of equipment to include methodical summer preventive maintenance in all kitchens and the Central Warehouse.
6. Exchange and transfer of equipment from one location to another for most effective use.
7. Advise Child Nutrition Program Director if equipment needing repair is under warranty.

8. Advise Child Nutrition Program Director if help is needed from School Board Maintenance Department, or from outside agency.
9. Work with such outside agency as a representative of the Child Nutrition Program.
10. Maintain supply of frequently needed parts.
11. Clean steamer boilers twice a year.
12. Assist with gas line pressure checks.
13. Operate truck and other heavy equipment as needed to perform job.
14. Keep up with, and maintains, all School Board owned tools and equipment assigned to, or used by employee.
15. Assists in the loading and unloading of supplies and equipment at the warehouse or at school sites.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

Other related duties as assigned by the Director of Child Nutrition.

CERTIFICATION REQUIREMENTS

CFC Certified – Class 1 & 2
Plumbing Background – desirable

PHYSICAL DEMANDS:

4) Must be in good health.
5) Possesses physical skills and stamina to perform job responsibilities.
6) Ability to climb ladders or to position oneself in the inspection of roofs and other physical plant facilities where CNP equipment may be located.

ENVIRONMENTAL CONDITIONS:

The Maintenance Worker/Master Craftsman/Child Nutrition Program performs his duties both inside and outside. The worker can be exposed to temperature variations of hot and cold. Surfaces can be wet, slippery, and of a variety of inclines. Must be able to lift equipment or supplies up to 25 pounds alone; lift equipment or supplies up to 50 pounds with assistance. Will be on feet up to 8 hours per day on hard surfaces.

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TERMS OF EMPLOYMENT: As Stated

ACCOUNTABILITY:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

JOB TITLE: **Mechanic**

Qualifications required:

- High School Diploma or its equivalent.
- Two years of experience in maintenance and repair of vehicles and/or other mechanical and/or motorized equipment.
- Working knowledge of the use and care of tools and equipment necessary for repair and maintenance of vehicles and/or other mechanical and/or motorized equipment.
- Ability to understand and carry out oral and written instructions.

Preferred: Possession of a valid Louisiana Commercial Driver's License.

REPORTS TO: Director of Transportation

JOB GOAL: Diagnosis, maintenance, and repair of a variety of mechanical and motorized equipment belonging to the Ouachita Parish School System to ensure proper, efficient, and safe operation/use.

Performance Responsibilities

1. Inspects, troubleshoots, and repairs vehicles and/or other mechanical and/or motorized equipment.
2. Rebuilds and/or repairs carburetors, transmissions, and differentials; performs engine tune-ups.
3. Rebuilds and repairs electrical systems, power trains, steering, and performs complete engine overhauls when required.
4. Inspects tires for wear and repairs or replaces, as needed.
5. Performs minor body and paint work, including repair of floors and seats.
6. Performs routine maintenance on vehicles and other power equipment, including oil changes, lubrication, and electrical checks.
7. Diagnoses mechanical problems and perform appropriate repairs.
8. Repairs and maintains power equipment.
9. Completes all forms needed for the efficient and economical operation of the Vehicle Repair Department.
10. Reports all accidents to Supervisors.
11. Provides road service repairs when required or transports vehicle to garage by use of wrecker.
12. Cleans and maintains shop and tools to ensure safe working conditions.
13. Operates and uses a cell phone and computer.
14. Responsible to be on twenty-four hour call to respond to emergencies and accidents as deemed necessary by Supervisor.
15. Performs all duties assigned by Supervisor.

Physical Demands:

1. Must possess physical skills and stamina to perform job responsibilities.
2. Must be physically able to perform tasks including stooping, bending, kneeling, crawling, climbing, pushing, pulling, walking, standing, reaching up and down, carrying, lifting (50 pounds and over), and coordinated lifting with others.
3. Hours can be prolonged or irregular with some travel included.

Environmental Demands:

The mechanic performs her/his duties inside and outside. One can be expected to be exposed to variations of hot and cold. Biological and chemical exposure may be present. Surfaces may be wet, slippery, and inclines may vary.

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Terms of Employment:
Twelve (12) months per year; salary in accordance with current salary schedule.

Accountability:
Performance of this job will be evaluated in accordance with provisions of the School Board's policy on Evaluation of Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

Ouachita Parish School Board
Job Description

TITLE: **Paraprofessional (Special Ed. /Title I/Pre-K)**

QUALIFICATIONS: Must possess a high school diploma

Must be Highly Qualified by means of:

a) passing score on the Paraprofessional Exam **or**
b) 48 semester credit hours with 6 hours in Math and 9 hours in English/Reading (3 of which has to be in English Comp) or
c) Associate of Arts, Associate of Science, or Associate of Applied Science degree from a state-approved or regionally accredited institution of higher education.
d) Must possess effective written and oral self-expressive skills
e) Satisfactory Completion of Red Cross First Aid Course including CPR within 60 days of employment

REPORTS TO: Classroom Teacher and/or Principal

SUPERVISES: None.

JOB GOAL: The paraprofessional will perform his/her duties under the direct supervision of a teacher. The role of the instructional paraprofessional is to assist the teacher with teaching related activities. The instructional paraprofessional will assist and support the teacher by carrying out delegated activities and assignments. In addition to routine duties, the instructional paraprofessional will work in the classroom in direct involvement with children when the planning has been properly done by the teacher.

PERFORMANCE RESPONSIBILITIES:

1. The paraprofessional performs routine classroom tasks with small groups and/or individual students under the planning and direction of a teacher.
2. The paraprofessional is to confer with the classroom teacher in regard to major decisions relative to the students' assignments or problems of a disciplinary nature. All conferences with parents are solely the responsibility of the classroom teacher.
3. The paraprofessional assists the classroom teacher specifically in activities related to the course of instruction; in grading students' activities related to the course of instruction; in monitoring behaviors; in distributing and collecting instructional materials; and in maintaining neatness in the classroom.
4. The paraprofessional assists the teaching staff in providing for the students' needs, including playground duty, escorting students to and from the cafeteria, gymnasium, library, vocational training area, bathroom, etc.
5. The paraprofessional is expected to attend in-service training sessions as provided.

6. The paraprofessional is employed for the specific purpose of assisting students.
7. The paraprofessional will perform non-complex medical procedures as outlined in Louisiana R.S. 17:436 (SEE ATTACHED) or any other provision of state or federal law.
8. Perform other duties or responsibilities not listed as delegated by the principal, Supervisor of LA 4/Title I Pre-K Director of Federal Programs, or Special Education Director in accordance with program regulations.

PHYSICAL DEMANDS: This position requires bending, crouching, pushing, pulling, and carrying in excess of fifty (50) pounds for the purpose of handling and assisting students.

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TERMS OF EMPLOYMENT: as stated

ACCOUNTABILITY: Performance of this job will be evaluated in accordance with provisions of the Ouachita Parish School Board's policy on Evaluation for Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement; should I become incapable of performing my duties, I understand that it is my responsibility to inform my supervisor.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL SYSTEM
JOB DESCRIPTION

JOB TITLE: **PAYROLL COORDINATOR**

QUALIFICATIONS: Two year program in accounting or business, 5 years professional experience

REPORTS TO: Director of Business

SUPERVISES: Clerical and other assigned staff

JOB GOAL: Supervises the payroll process and related reports

MAJOR DUTIES AND RESPONSIBILITIES

- Supervises subordinate staff assigned portions of the daily accountability of payroll, corrects errors, and makes adjustments where necessary.
- Totals and balances all payrolls for depositing taxes and paying elective payroll deductions.
- Prepares payment vouchers for insurance funds, charity and credit union payments, etc., and completes Employee Quarterly and Federal Tax Return (941 Form) for federal authorities.
- Reviews and adjusts all changes and assures that all payrolls (regular, PIP, substitute) are processed as scheduled and funds transferred to cover payment.
- Corrects and verifies retirement reports as well as retirement and workers' compensation exception reports.
- Maintains current information on hospitalization, retirement, group life insurance, and other benefits provided by the school division.
- Verifies accuracy of W-2's before mailing.
- Answers court interrogations, as well as IRS and state questions, involving garnishment proceedings against employees.
- Prepares and transmits all federal and state taxes in a timely manner to avoid any interest and penalties associated with late or incorrect payments.
- Maintains and keeps up to date on all knowledge of federal and state laws, regulations and reporting requirements regarding payroll and payroll processing.
- Answers employee payroll questions.
- Performs other duties as assigned.

REQUIREMENTS OF WORK

Graduation from a two-year program in accounting or business administration or a related field from an accredited college or technical institution. Five years of experience in payroll; or any equivalent combination of acceptable experience which provides the following knowledge, abilities, and skills.

Payroll Coordinator

- Thorough knowledge of payroll processes, procedures, practices, and reporting requirements.
- Thorough knowledge of all employee benefits and deductions available to school board employees.
- Considerable knowledge of federal and state laws and school board regulations and codes regarding payroll.
- Ability to maintain complex records and complete federal and state reporting procedures.
- Ability to plan, assign, and supervise the work of subordinate employees.
- Ability to establish and maintain effective working relationships with others.
- Ability to communicate effectively, orally and in writing.
- Ability to make arithmetical computations rapidly and accurately.

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The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **Production Specialist (Printer)**

QUALIFICATIONS: Knowledge of offset printing process.
Certificate of Completion from a Technical Institute in printing or related field and/or 2 years work experience with offset printing process.
Ability to operate auxiliary production machines such as collators, folding, binding, and perforating machines.

REPORTS TO: Coordinator of Graphic Arts

SUPERVISES: None

JOB GOAL: To produce printed materials for use with Title 1 and regular education students.

PERFORMANCE RESPONSIBILITIES:

13. Must be able to work cooperatively with other staff members.
14. Prepare and print instructional materials as requested by work order.
15. Must be able to set-up from work orders for printing materials with correct paper size and weight.
16. Print from a furnished original, burning electrostatic copies or Addressograph offset printing press using a camera for master quality production.
17. Operate machine to reproduce materials by photo-offset process including: applying chemical agents and securing plates in the machine. Set machine for proper operation to ensure high quality of finished product.
18. Operate auxiliary machines such as collator, folding, staplers, perforators and cutting machines.
19. Provide assistance in design of materials to be printed.
20. Complete materials for binding using any of the binding processes.
21. Perform other duties when needed as requested by the Title 1 Director as they pertain to Title 1 or regular education services.

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TERMS OF EMPLOYMENT: Twelve (12) months

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Support Services Personnel.

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

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Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **PROGRAM SPECIALIST**

QUALIFICATIONS: High School Diploma from accredited high school or GED required.
Minimum of (1) year of business or finance experience required.
Associate Degree in Business preferred.

REPORTS TO: Director of Child Nutrition

JOB SUMMARY: Perform administrative and finance support activities (i.e. accounts payable) for food service operations to assist the Supervisor of Child Nutrition. Assist in development, implementation and executive management of programs and policies for the Child Nutrition Department.

PERFORMANCE RESPONSIBILITIES:

- Use diplomacy and discretion, when giving out information and referring and directing callers and visitors.
- Make decisions, take appropriate actions, and determine work priorities.
- Utilize sound finance practices and adhere to strict code of ethics.
- Learn, follow, apply, interpret, and explain instructions and/or guidelines.
- Operate a variety of office equipment.
- Perform clerical support duties such as typing, duplications, and filing.
- Understand and follow oral and written directions in English.
- Establish and maintain cooperative and effective working relationships with others.
- Meet schedules and deadlines.
- Compose routine correspondence, maintain records and prepare reports.
- Communicate effectively both orally and in writing.
- Make arithmetical calculations quickly and accurately.
- Learn and utilize finance software, MS Word and Excel.
- Financial and statistical record-keeping techniques.
- Maintain high level of accuracy in preparing and entering financial information.
- Maintain confidentiality concerning not only financial files, but all aspects of the program.
- Meet District standards of professional conduct and performance as outlined in handbook.

ADMINISTRATIVE JOB FUNCTIONS:

1. Coordinate office management activities for the Supervisor of Child Nutrition.
2. Open, sort, and distribute incoming correspondence, including faxes and email; and makes preliminary assessment of their importance.
3. Greet visitors, in person or on the telephone, and determine which are priority matters to be answered and/or referred to Supervisor and/or staff accordingly.
4. Research, compile, assimilate, and prepare confidential and sensitive documents.
5. Maintain continuity among work teams by documenting and communicating actions, irregularities and continuing needs.
6. Compose letters and memoranda.

7. Act as liaison between the Supervisor, CNP staff or others, by transmitting directives, instructions and assignments and following up on the status of assignments.
8. Produce a variety of documents, charts, and graphs in final form. Updates Supervisor on status of issues before scheduled meetings.
9. Prepare agenda and sign-in sheets and collect materials for meetings, speeches, and conferences takes minutes and keeps records of proceedings.
10. Review, proofread, and edit documents prepared for the Supervisor's signature.
11. Coordinate and facilitate the Supervisor's calendar to arrange appointments, meetings, and conferences.
12. Recommend actions to be taken on office expenditures such as equipment and supply needs.
13. Assist with the establishment, revision and maintenance of office procedures and policies.
14. Prepare purchase requisitions, reports, memos, letters, financial statements and other documents, using word processing, spreadsheets, databases or presentation software.
15. Establish and maintain various filing and records management systems.
16. Make travel arrangements; prepare itineraries; prepare, compile and maintain travel reimbursement and records.

FINANCE SUPPORT FUNCTIONS:

1. Enter requisitions and submit for approval.
2. a. Receive and verify (sort and match) invoices and requisitions for food service operations.
   b. Reconcile invoices with recap; adjust if necessary.
3. Verify that transactions comply with financial policies and procedures.
4. Code batched invoices for data entry.
5. Submit invoice to Supervisor of Child Nutrition for approval.
6. Enter invoices after approval is obtained into financial software program.
7. Separate and organize each invoice by vendor.
8. Edit and post invoices.
9. Run checks and file invoices.
10. Submit invoices, remittance sheets and check copies to accountant.
11. Prepare checks for mailing.
12. Prepare requisitions for office supplies and equipment.
13. Obtain purchase order numbers for orders.
14. Maintain current and previous years' files.
15. Coordinate dish machine repairs, extra garbage pick-ups, grease disposal and hood cleanings and inspections.
16. Participate in internal audits.
17. Print transfers for food and supplies from warehouse to food service sites for manual pickups.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

1. Schedule all meetings and trainings for cafeteria managers and Central Office staff.
2. Assist and attend all manager meetings, in-services and food shows.
3. Contribute to team effort by accomplishing related task as needed:
   a. Assist with lunch application sorting, processing and filing, as needed.
   b. Assist with departmental purchases, as needed.
4. Perform other tasks as assigned by the Supervisor of Child Nutrition.

SKILLS

The skills required to be successful Program Specialist in the Child Nutrition Department include being extremely efficient, organized and resourceful. This position requires flexibility and the ability to function well in a fast-paced environment. Additionally, this person will need to have great interpersonal skills to deal with many personalities. Strong decision making skills, verbal and written communication skills and attention to detail are also all important traits for this position

WORKING CONDITIONS:

Environment: Office environment; constant interruptions.

Physical Abilities: Hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting light objects.

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TERMS OF EMPLOYMENT: 12-month employee; salary in accordance with Senior Clerk salary schedule.

ACCOUNTABILITY: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Support Services Personnel.

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

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(Signature) (Printed Name)

Last 4 of SS#:_____ Date: _____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL SYSTEM
JOB DESCRIPTION

Job Title: **Purchasing Agent**

Department: Purchasing

Reports To: Business Director

FLSA Status: Exempt

Summary: Responsible for purchasing all supplies and equipment for the district and for the implementation of effective bidding practices.

Qualifications: Bachelor's Degree; three years of professional experience.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Reviews, processes, and approves all purchase requisitions; compiles specifications of supplies or equipment in conjunction with other system staff, prepares advertisements; opens bidding process; reviews price and availability quotes submitted in sealed bids or over the telephone; establishes contracts; and purchases supplies and equipment including: audiovisual equipment and supplies, instructional materials, teaching and school supplies, refrigerant supplies and gasoline, contract services for garbage collections, office machine maintenance, and related services.
- Plans bidding process according to school year inventory cycles and availability of funds in general fund and other funds.
- Corresponds with vendors; checks on delivery status of orders; corresponds with vendors on supply and equipment availability, price, bids, order delivery, and shipment dates, and problems in contract compliance.
- Maintains records on laws and regulations, vendors and bidders, state commodity contracts files, current catalogs and price lists, contract and related vendor correspondence files.
- Supervises purchasing clerks who assists in processing of requisitions and bids and in the maintenance of records and files.
- Prepares periodic reports and analyses as required.
- Performs other duties as assigned.

Supervisory Responsibilities: Staff of the Purchasing Department

Financial Responsibilities: Responsible for overseeing the cost centers assigned to this position.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies.

- **Adaptability** - Manages competing demands; changes approach to best fit situation; able to deal with frequent changes, delays or unexpected events.

- **Dependability** - Follows instructions; responds to management directions; takes responsibility for own actions; commits to work when necessary to reach goals; completes tasks on time.

- **Honesty** - Straightforward; acts with integrity; truthful; refuses to steal, cheat or deceive.

- **Decision Making** - Identifies goals; weighs pros and cons; chooses best alternative; displays willingness to make decisions; exhibits sound and accurate judgment; explains reasoning for decisions; includes appropriate people.

- **Cooperation** - Exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a team above own interests; asks for and offers help when needed.

- **Self-Discipline** - Acts responsibly; works hard to reach goals; does quality work; reacts well under pressure; follows through on commitments.

- **Self-Motivation** - Sets and achieves personally challenging goals; demonstrates persistence and overcomes obstacles; measures self against standard of excellence.

- **Good Hygiene/Personal Appearance** - Wears attire appropriate to the circumstances; practices personal grooming that is appropriate to the work environment.

- **Courteousness** - Shows understanding; takes an interest in what people say and why they think and act as they do; approaches others in a tactful manner; treats others with respect and consideration regardless of their status or position.

- **Effective Communication** - Speaks well; listens well; gives and understands instructions; communicates in ways appropriate to the situation and audience.

- **Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations.

- **Project Management** - Coordinates projects; Completes projects on time and budget; Manages project team activities.

- **Delegation** - Delegates work assignments; Matches the responsibility to the person.

Language Skills: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations; write reports, business correspondence, and procedure manuals; effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume; apply concepts of basic algebra.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills: To perform this job successfully, an individual should have knowledge of: Search Engines such as Google and Bing Internet software; Excel Spreadsheet software and Word Processing software.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job and are not meant to be all inclusive.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Unless reasonable accommodations can be made while performing this job the staff member shall: Sit, stand and walk for required periods of time; communicate effectively in English using proper grammar and vocabulary; prefer being able to talk or hear but American Sign Language or Braille may also be considered as acceptable forms of communication. While performing the duties of this job, the employee is regularly required to reach with arms and hands and to use hands and fingers to handle objects and operate tools, computers and/or controls. The employee is frequently required to sit. The employee is occasionally required to stand and walk. The employee must use strength to lift items needed to perform the functions of the job and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, depth perception and ability to adjust focus.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is occasionally exposed to: outside weather conditions, a variety of childhood and adult diseases and illnesses, heated/air conditioned and ventilated facilities, a building in which a variety of chemical substances are used for cleaning, instruction and/or operation of equipment. The noise level in the work environment is usually quiet, but may also be noisy at times. This job does require public contact, both on the telephone and in person, under sometimes stressful conditions.

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Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: **Receptionist**

QUALIFICATIONS:

Minimum:

1) U.S. Citizen or authorized alien.
2) High School Diploma.
3) Must pass a criminal background investigation and drug screen
4) Must possess personality traits which are conducive to working closely with all school personnel and the public.

REPORTS TO: Supervisor in Charge

JOB SUMMARY:

Performs work involving the smooth flow of correspondence and attention to administrative action matters in office operations. Work is performed in accordance with accepted standards and with strict confidentiality. Must possess high levels of accuracy in work. Excellent interpersonal communication skills are essential. Must be able to manage several tasks simultaneously. Routines and practices are associated with an efficient, productive and well-managed office.

PERFORMANCE RESPONSIBILITIES:

1) Is punctual in arriving at duty/assignment.
2) Establishes and maintains good rapport with all individuals in the job environment.
3) Uses time allotted to the assignment efficiently.
4) Remains calm and mature in his/her reactions.
5) Accepts change and responsibilities in a positive manner.
6) Is supportive of the school district's policies and procedures.
7) Reflects professionalism in speech and manner.
8) Maintains confidentiality of work related information.

ESSENTIAL JOB FUNCTIONS:

1) Maintains general office files and a variety of other office records.
2) Answers telephone, routes visitors and calls, secures and gives out information to the public in reference to departmental services, policies or regulations.
3) Sorts and routes incoming mail.
4) Keeps inventory of equipment and furnishings in office.
5) Arranges for appointments when necessary and handles routine matters personally.
6) Enters and deletes information applicable for computer use.
7) Answers complaints.
8) Places and receives telephone calls and records messages.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

1) Assists co-workers, answers routine questions.
2) Performs such other duties as may be assigned.

PHYSICAL DEMANDS:

1) Possesses physical skills and stamina to perform job responsibilities.
2) Work requires occasional standing.
3) Must tolerate constant periods of sitting throughout the day.
4) Must tolerate frequent periods of walking.
5) Must on occasions lift and carry file boxes, books, manuals, catalogues, files, records, etc.
6) Must be able to bend and stoop in performing job duties.
7) Must tolerate horizontal, overhead, and low level reaching in performing work such as retrieving manuals, picking up objects, filing, typing, shredding, and computer runs.
8) Must handle numerous duties:
    A. Fine Motor Skills
        1. Typing
        2. Copying
        3. Adding Machine
        4. Computer
        5. Filing
        6. Binding
        7. Writing out forms
    B. Grasping
        1. Manuals
        2. Boxes
        3. Journals

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TERMS OF EMPLOYMENT:

As stated

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL SYSTEM
JOB DESCRIPTION

Job Title: School Accounting & Internal Control Officer

Department: School Accounting

Reports to: Director of Business/Supervisor

FLSA Status: Exempt

Summary: Assists in establishing school accounting procedures; Conducts audits to monitor for procedural compliance; implements corrective action plans; and provides training and assistance to bookkeeping staff.
Qualifications: Bachelor's degree in Accounting or Finance, with two or more years of accounting experience
Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Performs analysis and testing of all Ouachita Parish School System (LPSS) audit areas
- Prepares reports documenting audit findings, providing conclusions and recommendations in the report and submits these to the Executive Director and CFO
- Investigates and audits compliance with school board policy and other laws governing LPSS
- Serves as a resource for information regarding laws, policies, and procedures with respect to the handling of funds and property and with respect to governmental ethics
- Participates in reviews and discussions concerning audit findings, conclusions, and recommendations with the departments and schools involved in the audit
- Follows up with departments and schools to monitor the status of the implementation of corrective action and identifies any additional needs or problems
- Provides information and assistance to external auditors to facilitate the audit's timely and efficient completion; assists auditors in data collection from departments and schools to ensure the acquisition of required information
- Provides training and assistance to bookkeeping staff on a regular basis
- Evaluates bookkeeping practices for efficiency, accuracy, and compliance with policies and laws
- Conducts special projects assigned by the Executive Director and CFO.
- Performs monthly reviews of schools' general ledgers and supporting schedules/reconciliations for reasonableness of account balances and transactions. Identifies any reconciliations that must be prepared by schools as a result of such reviews.
- Performs other duties as assigned.

Supervisory Responsibilities: Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws while supervising assigned staff.
Financial Responsibilities: Responsible for overseeing the cost centers assigned to this position.
Competencies: To perform the job successfully, an individual should demonstrate the following competencies.

- **Adaptability** - Manages competing demands; changes approach to best fit situation; able to deal with frequent changes, delays or unexpected events.

- **Dependability** - Follows instructions; responds to management directions; takes responsibility for own actions; commits to work when necessary to reach goals; completes tasks on time.

- **Honesty** - Straightforward; acts with integrity; truthful; refuses to steal, cheat or deceive.

- **Decision Making** - Identifies goals; weighs pros and cons; chooses best alternative; displays willingness to make decisions; exhibits sound and accurate judgment; explains reasoning for decisions; includes appropriate people.

- **Cooperation** - Exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a team above own interests; asks for and offers help when needed.

- **Self-Discipline** - Acts responsibly; works hard to reach goals; does quality work; reacts well under pressure; follows through on commitments.

- **Self-Motivation** - Sets and achieves personally challenging goals; demonstrates persistence and overcomes obstacles; measures self against standard of excellence.

- **Good Hygiene/Personal Appearance** - Wears attire appropriate to the circumstances; practices personal grooming that is appropriate to the work environment.

- **Courteousness** - Shows understanding; takes an interest in what people say and why they think and act as they do; approaches others in a tactful manner; treats others with respect and consideration regardless of their status or position.

- **Effective Communication** - Speaks well; listens well; gives and understands instructions; communicates in ways appropriate to the situation and audience.

- **Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations.

- **Project Management** - Coordinates projects; Completes projects on time and budget; Manages project team activities.

- **Delegation** - Delegates work assignments; Matches the responsibility to the person.

Language Skills: Ability to follow oral and written directions and to adhere to federal guidelines and board policies and procedures. Ability to communicate effectively, both orally and in writing. Possession of a valid driver's license.

Financial Skills: Considerable knowledge of accounting and business administration principles, procedures, and processes. Thorough knowledge of accounting and auditing procedures. Thorough knowledge of purchasing and requisition procedures. Ability to prepare professional accounting and audit reports. Ability to conduct physical audits and inventories. Ability to keep accurate records of all work performed

Mathematical Skills: Ability to calculate figures and amounts.

Reasoning Ability: Three years of experience in warehouse operations, automated inventory control, and stock locators, including some supervisory experience.

Computer Skills: To perform this job successfully, an individual should have knowledge of basic technological functions such as Microsoft Excel Spreadsheet software and Microsoft Word Processing software.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally required to sit; stand; and walk. The employee must occasionally lift and/or move objects under 15 pounds. Must have oral/aural communication as well as able to read printed material in fonts of all sizes. Must be able to have a personal computer. Employee will have frequent travel within the parish and occasional travel outside the parish.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS
Job Description

TITLE: **School Bookkeeper**

QUALIFICATIONS:

I. High school diploma or equivalent.
2. Acceptable scores on the basic knowledge and technology exam.
3. Demonstrates competence in use of computer and office machines.
4. Additional criteria as the Board may establish.

REPORTS TO: Principal

SUPERVISES: **None**

JOB GOAL: To perform assigned duties efficiently and in a manner which will facilitate the smooth functioning of the school and its programs.

PRIMARY PERFORMANCE RESPONSIBILITIES:

I. Maintains the following records:
   a. Financial Records
   - Cash Receipts Journal
   - Cash Disbursement Journal
   - Checks and Deposits
   - Financial Statements

OTHER DUTIES MAY INCLUDE:

1. Maintains the following records:
   a. Student:
      - Gains and Losses
      - Attendance/Absentees/Excuses
      - Permanent Records
      - Cumulative Records
   b. Employees
      - Attendance
      - Personnel files
   c. School Reports
      - Lunch Reports
      - Student Attendance Reports
      - Staff Attendance Reports
      - Student Progress Reports/Report Cards
2. Receives and distributes mail.
3. Types correspondence and handbook materials, as requested by the principal.
4. Maintains a school filing system.
5. Duplicates office materials.
6. Conducts proper office equipment maintenance and reports the need for repair.
7. Has a working knowledge of office computer skills, including Webpams.
8. Greets visitors/answers phone in a friendly manner and directs them according to need

9. Purchases office supplies according to procedures.
10. Processes requisitions and purchase orders according to procedures.
11. Maintains a current substitute list, and secures subs as directed by the principal.
12. Participates in the Parish Crisis plan and emergency procedures established at each school.
13. Performs other duties as assigned by the proper authority.
14. Reports job-related injuries within 48 hours of work accident to the immediate supervisor. "Job-related injuries" include, but are not limited to, any accident or illness which involves loss of consciousness, restriction of work or motion, or medical treatment.

PROFESSIONAL ETHICS:

1. Adheres to established formal lines of communications through the chain of command.
2. Maintains good attendance.
3. Reports to work on time.
4. Adheres to the parish dress code.
5. Promotes harmony among: teachers; students; teacher and students.
6. Accepts and supports administrative decisions.
7. Displays professional ethics on and off duty.
8. Maintains a positive attitude of promoting school and community relations.
9. Adheres to school rules and policies.
10. Participates in harmonious working relationship with peers, parents and community members.
11. Maintains confidentiality in matters relating to students and staff.
12. Any other duties assigned by immediate supervisor.

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TERMS OFEMPLOYMENT: AS STATED

EVALUATION: Performance in this position will be evaluated at least once annually in accordance with Board policy.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: School Bus Attendant/Aide

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) High School Diploma or its equivalent
3) Minimum Age – 21 Years
4) Must pass a general physical examination
5) Must pass a criminal background investigation and drug screen.
6) Satisfactory Completion of Red Cross First Aid Course including CPR within 60 days of employment.
7) Must possess personality traits which are conducive to working closely with all school personnel and the public.

REPORTS TO: Bus Driver, Principal of Assigned School, Director of Transportation or designee

JOB GOAL: To provide assistance to the bus operator in providing safe transportation of special education students from their homes to their assigned schools and back home.

JOB SUMMARY:
This work requires the school bus attendant to be punctual and present on the bus at all times when on designated route, to assist the bus operator in furnishing safe transportation to and from school for the special education students that are assigned to their bus.

ESSENTIAL JOB FUNCTIONS:

1) Presence is required on bus at all times when students are being transported.
2) Supervises special education students at all times while in transit.
3) Ensures that all protective safety devices are in use and fastened properly.
4) Assists students on and off the bus at designated stops, when necessary, to assure safe entrances and exits to and from the bus.
5) Occupies a seat on the bus from which to easily assist the riders.
6) Secures a certified substitute school bus attendant as needed.
7) Attends all training sessions as required by the Transportation Department.
8) Arranges for a substitute bus attendant in the absence of the regularly assigned attendant.
9) Performs all other duties commensurate with the fulfillment of responsibilities of a school bus attendant as assigned by the Bus Driver, Principal, Supervisor of Transportation or Administrator of Special Education.

PHYSICAL DEMANDS:

1) Possesses physical skills and stamina to perform job responsibilities.
2) Must be able to assist special students in boarding and exiting the bus.
3) Must be able to assist wheelchair bound students while on the bus.
4) Has the ability to help position students for seat buckles.
5) Some lifting will be required to assist physically challenged students.

6) Some pushing, pulling, and reaching are expected.
7) Able to assist, restrain, and comfort a physically challenged student to ensure safety for him and others while on the school bus.

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TERMS OF EMPLOYMENT: Nine (9) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: School Bus Driver

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien
2) High School Diploma or its equivalent
3) Minimum Age – 21 Years
4) CDL Physical examination required, including TB test
5) Must pass a criminal background investigation and drug screen.
6) CDL License
7) Acceptable Driving Record (MVR)
8) Successful completion of Psycho-physical examination.
9) Successfully pass post-employment random alcohol and/substance abuse testing.
10) Successful completion of 40 hours of pre-in service training including SBD, DDC, and First Aid Course including CPR
    a. 10 hours behind the wheel training
    b. 30 hours of classroom training
11) Successful completion of 8 hours of annual in-service and re-certification by the Ouachita Parish School Board and the Louisiana Department of Education.
12) Must possess personality traits which are conducive to working closely with all school personnel and the public.

REPORTS TO: Director of Transportation or designee and/or the Principal of Assigned School

JOB GOAL: To provide safe transportation, in a timely manner, to all eligible students both from home to School and back home.

JOB SUMMARY:

Basic requirements and performance responsibilities for all driving personnel (Regular, Substitute and Activity School bus Drivers) have been established by the State Department of Education and the Ouachita Parish School Board. In addition to initial requirements, it is mandatory that all driving personnel obtain re-certification annually. All policies, rules and regulations must be adhered to in order that students may be transported to and from school safely.

ESSENTIAL JOB FUNCTIONS:

1) Reports regularly and punctually within the time frame established by the Transportation Department.
2) Safely transports his/her assigned students at each of his/her respective schools.
3) Notifies the Transportation Department and the principal or designated person of impending absences, tardiness, or mechanical failure and reason.
4) Secures substitute driver and/or rental bus when needed.
5) Ensures that other drivers (in the event of breakdown) cover route if rental bus is not available.

6) Reports rental of bus to Transportation Department for insurance purposes.
7) Completes accurately and timely all reports or other papers requested by the Transportation Department of School Board.
8) Conducts two pre-trip inspections daily, keeping trip sheet on bus ready for reference upon request.
9) Submits monthly pre-trip inspections' sheets in a timely manner.
10) Accepts and runs additional routes as directed by the Transportation Department.
11) Maintains a mechanically safe, neat, and clean vehicle in accordance with federal, state and local regulations.
12) Accurately records and reports mileage whenever requested to do so or when there is a change in route.
13) Notifies parents of any schedule change, such as time and stop location.
14) Demonstrates a thorough knowledge of state and local traffic laws and local ordinances governing motor vehicle operations.
15) Notifies Transportation Department immediately of all accidents or incidents.
16) Attends and actively participates in all meetings or in-service training programs as per mandatory requirements.
17) Maintains an acceptable driving record in private as well as in the school bus.
18) Establish proper techniques of passenger management and follow discipline procedures as established by the Louisiana Department of Education (See School Board Behavior Report).
19) Maintain good public relations with students, parents, and school administrators.
20) Conform to Louisiana law concerning the safety and welfare of assigned pupils.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

Performs all other duties commensurate with the fulfillment of responsibilities of a school bus driver as assigned by the Ouachita Parish School Board and the Supervisor of Transportation.

PHYSICAL DEMANDS:

1) Must be in good health.
2) Must have physical strength adequate to maneuver the bus and assist passengers.
3) Job requires long periods of sitting in the same position.
4) Good hearing, color discrimination and depth perception are necessary.
5) The ability to work appropriately with others in close proximity is a must.

MENTAL ABILITIES:

1) Must be mentally alert at all times while operating the bus.
2) Total concentration required while driving, loading, and unloading students.

ENVIRONMENTAL CONCERNS:

Must be able to perform job responsibilities in both good and inclement weather conditions.

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appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, an employee should be aware of the impropriety of certain practices such as leaving duties incomplete, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

TERMS OF EMPLOYMENT: Nine (9) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE:	School Cafeteria Manager
MINIMUM QUALIFICATIONS:	1. U.S. Citizen or authorized alien 2. High School Diploma or G.E.D. 3. Has passed LA Dept of Education Manager Training Courses and Exam. 3. At least one (1) year of successful food service experience is preferred 4. Familiar with skills in duties of CNP technicians
REPORTS TO:	Principals, CN Coordinator and Director of Child Nutrition Services
SUPERVISES:	Cafeteria Technicians
JOB GOAL:	To provide students with appetizing, nutritional meals in a sanitary pleasant environment that promotes positive learning.
TERM:	185 Days

ESSENTIAL JOB FUNCTIONS:

1. Gives and receives information.
2. Solves problems alone and in a group setting.
3. Determines when an independent decision can be made.
4. Follows local, state and federal policies and procedures.
5. Will attend training programs in order to obtain annual continuing education hours as required by Federal/State Regulations.
6. Dresses for work according to the OPSB CN Dress Code.
7. Reports to the Principal/CNP Office in a timely manner as outlined in the OPSB CN Call-In Procedure and OPSB Personnel Policy Manual.
8. Maintains food budget.
9. Determines when equipment needs repair.
10. Determines small equipment needs.
11. Schedules regular equipment maintenance.
12. Plans menu item substitution (with permission of Child Nutrition Director/Supervisor).
13. Follows menus as written by the Child Nutrition Central Office.
14. Provides standardized recipes in the correct amounts for the preparation of those menus to CNP Technicians.
15. Completes job performance evaluations.
16. Gives feedback to others on performance and encourages the use of feedback.
17. Increases or reduces standardized recipes.

18. Determines ingredient substitution when necessary.
19. Plans advance preparation.
20. Develops written production, work and cleaning schedules.
21. Plans serving counter arrangement.
22. Checks food quality during preparation.
23. Utilizes food-merchandising techniques.
24. Receives and responds to complaints about food and service.
25. Promotes positive feelings about Child Nutrition in students, faculty, administrators and others.
26. Estimates and orders food and supplies.
27. Supervises the receiving and storage of all food and supply deliveries.
28. Does monthly physical inventories of food and equipment, and maintains inventory reports.
29. Determines amounts of food items to be issued and monitors the issuance of these items from storeroom.
30. Reports information about personnel to Principal/Director of Child Nutrition.
31. Maintains timely reports documenting foods used and participation (SFS-6, SFS-7, SFS-7a, and other reports) as required.
32. Train and monitor employees on Point of Service, ensuring that they follow all state and federal guidelines.
33. Handles money; makes deposits daily.
34. Protects food, supplies, equipment, and money from theft.
35. Practices safe working habits; corrects and/or reports and follows through on unsafe working conditions; enforces safety rules.
36. Performs basic first aid; maintains first aid kit.
37. Ensures annual federal professional standard requirements are met for self and employees.
38. Monitors sanitation techniques; corrects unacceptable personal hygiene and sanitation practices.
39. Any other related duties as assigned by Child Nutrition Director/Supervisor or Principal.

WORK ENVIRONMENT:

The School Cafeteria Manager is required to work in an environment that is hot and humid, on hard floors, has drastic temperature changes (when entering and exiting walk-in refrigerators and freezers), has high noise level, and will have contact with water, detergents and sanitizers.

EQUIPMENT USED:

The School Cafeteria Manager must have the ability to use and clean institutional food service equipment including ovens, steam pressure cookers, steam tables, warming cabinets, ranges and cook tops, slicers, disposers, refrigerators, freezers, choppers, cashier stations, mixers, and dish machines. The School Cafeteria Manager must have the ability to use various computer equipment including desktop computers and printers.

PHYSICAL DEMANDS:
The School Cafeteria Manager must have the ability to lift and carry cans, bowls, pans, and cases up to 25 pounds; ability to lift cans, bowls, pans, and cases up to 50 pounds with assistance; ability to stand or walk up to 7 hours per day; ability to push or pull equipment such as food carts and mop buckets; ability to reach above head when placing pans in shelves of ovens, refrigerators and storerooms; ability to mop and sweep; ability to bend and squat when lifting; ability to provide transportation to workshops and meeting sites.

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ACCOUNTABILITY:
Performance of this job will be evaluated in accordance with provisions of the Ouachita Parish School Board's policy on Evaluation for Support Services Personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee: _____ _____
(Signature) (Printed Name)

Last 4 of SS#: _____ Date: _____

Evaluator: _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: **School Secretary/Bookkeeper**

QUALIFICATIONS:
Minimum:

1) U.S. Citizen or authorized alien.
2) High School Diploma.
3) Must pass a criminal background investigation and drug screen.
4) Must possess computer/data processing and typing skills.
5) Must possess personality traits which are conducive to working closely with all school personnel and the public.
6) Satisfactory Completion of Red Cross First Aid Course including CPR within 60 days of employment.

Preferred: Certificate of Completion from Technical School or College.

REPORTS TO: School Principal

JOB SUMMARY:

Performs secretarial work involving the smooth flow of correspondence and attention to administrative action matters in office operations. Work is performed in accordance with accepted standards and techniques for secretarial assignments and with strict confidentiality. Must possess high levels of accuracy in work and must be able to work well within deadlines. Excellent interpersonal communication skills are essential. Must be able to manage several projects simultaneously. Secretarial routines and practices are associated with an efficient, productive and well-managed school.

PERFORMANCE RESPONSIBILITIES:

1) Is punctual in arriving at duty/assignment
2) Establishes and maintains good rapport with all individuals in the job environment
3) Uses time allotted to the assignment efficiently
4) Remains calm and mature in his/her reactions
5) Accepts change and responsibilities in a positive manner
6) Is supportive of the school district's policies and procedures
7) Reflects professionalism in speech and manner
8) Maintains confidentiality of work related information

ESSENTIAL JOB FUNCTIONS:

1) Secretary to the Principal and school administration.
2) Answers telephone or acts as school receptionist, routes visitors and calls, secures and gives out information to the public in reference to school policies and procedures.

3) Sorts and routes incoming mail.
4) Receives and verifies all incoming shipments of merchandise.
5) Arranges for appointments when necessary and handles routine matters personally.
6) Drafts letters for Principal.
7) Takes dictation and transcribes office correspondence and memoranda.
8) Enters and deletes information applicable for computer use.
9) Answers complaints relating to the school.
10) Places and receives telephone calls and records messages for Principal.
11) Receives, records and accounts for all school monies.
12) Remits payments for school invoices and verification and approval by Principal.
13) Reconciles bank statements with journal entries.
14) Maintains accurate records of budget and inventories of supplies and equipment.
15) Prepares financial statements, schedules, and ledgers for school.
16) Makes bank deposits.
17) Maintains a regular filing system, as well as confidential administrative files.
18) Operates office machines.
19) Schedules meetings and conferences with Principal when necessary.
20) Assists with obtaining transportation for field trips as applicable.
21) Coordinates obtaining of substitutes when necessary.
22) Collects money for lost or damaged books.
23) Maintains, prepares and sends transcripts of students' cumulative record.
24) Registers new students.
25) Prepares required forms for student withdrawal.
26) Prepares required information and reports concerning students who have been suspended.
27) Prepares and types purchase orders as required.
28) Makes personnel folders on new employees.
29) Keeps daily record of teacher absentee and substitutes filling each position for monthly absentee report.
30) Keeps accurate drop list.
31) Handles all student insurance claims.
32) Prepares cumulative cards on each new student.
33) Maintains birth certificate numbers and health records.
34) Performs such other duties as may be assigned by Principal.

PHYSICAL DEMANDS:

1) Possesses physical skills and stamina to perform job responsibilities.
2) Work requires occasional standing.
3) Must tolerate constant periods of sitting throughout the day.
4) Must tolerate frequent periods of walking.
5) Must on occasions lift and carry file boxes, books, manuals, catalogues, files, records, etc.
6) Must be able to bend and stoop in performing job duties.
7) Must tolerate horizontal, overhead, and low level reaching in performing work such as retrieving manuals, picking up objects, filing, typing, shredding, and computer runs.
8) Must handle numerous duties:

A. Fine Motor Skills
   1. Typing
   2. Copying
   3. Adding Machine
   4. Computer
   5. Filing
   6. Binding
   7. Writing out forms

B. Grasping
   1. Manuals
   2. Boxes
   3. Journals

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TERMS OF EMPLOYMENT: as stated.

ACCOUNTABILITY:

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

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

POSITION: Senior Accountant (Special Projects)

POSITION STATEMENT AND REQUIREMENTS:

This position is a full time, non-exempt, 12- month assignment. This position is classified as a professional staff position. The Special Projects Accountant reports directly to the Business Director.

This position requires a post-secondary degree with a major in accounting and an advanced degree or certification, with extensive knowledge of generally accepted accounting principles and a minimum of 5 years of prior experience in progressive and extensive general ledger accounting responsibilities in government. Must be able to apply knowledge of accounting principles to daily transactions and for financial reporting purposes.

Skills require self-motivation and autonomy to plan and accomplish areas of responsibility with minimum oversight. Strong organizational, problem-solving, and analytical skills are necessary with the ability to manage multiple priorities and workflow. Must present a high level of professionalism in appearance, performance and interpersonal skills. Extensive use of Microsoft Office Suite, including Excel with use of advance functions, database-driven accounting systems, and specialized state data management software, is essential to success in this position.

PRIMARY AREAS OF RESPONSIBILITY:

I. Management and Accounting of Special Project Funds:

- Establish written procedures in areas needed to ensure the proper processing and classification of general ledger transactions in accordance with generally accepted accounting principles, industry best practices, and grant and special project rules and regulations.
- Maintain an understanding of all school board funding sources and uses of each for school board operations for the efficient blending of grant and special project funds.
- Perform monthly routines that provide for an adequate review of the general ledger to ensure accurate classification with timely adjustments being made for

all transactions that conform with generally accepted accounting principles and Bulletin 1929, *Louisiana Accounting Uniform Government Handbook.*

- Assist in preparation of special project budgets and maintain records of expenditures in an organized and efficient manner according to required document retention timelines.
- File grant reimbursement claims accurate and timely within the deadlines established by state and grantor agencies.
- Review grant program expenditures prior to procurement or payment for compliance with federal and state grant program rules and regulations regarding procurements and to verify sufficient justification for each expenditure is obtained.
- Be intentional with communication, oral and written, with appropriate business office and administrative department staff regarding the classification and coding of expenditure items and related funding sources as well as communicating proper processes and procedures.
- Prepare and post journal entries timely and accurately.
- Review journal entries posted by other department staff for accuracy, purpose as well as adequate supporting documentation.
- Focus on the consistent and accurate recording and reporting of general ledger transactions over the value of the transaction or its materiality.
- Assists with accounts payable functions including but not limited to verifying proper general ledger and budget unit coding of invoices, expense reports, check requests, and purchase requisitions.
- Identify and report assets that qualify as capital assets to the capital asset manager to be added to the School Board's asset inventory system, primarily focusing on uncommon assets such as construction renovations, capital repairs that extend the life of assets, infrastructure, right-of ways, software, etc.
- Identify and report expenditures that qualify as debt in accordance with generally accepted accounting principles (i.e. bonds, capital leases, etc.), and cause for the maintenance of such schedules as appropriate for auditing and reporting purposes.
- Develop, analyze, and prepare periodic financial statements or reports as requested.

- Review the Business Department Accounting and Operations Manual annually and make recommendations for improvements to operating procedures to ultimately provide documentation for all functions performed in the business department and to improve overall internal controls throughout the department.
-

II. Assist in Preparing, Amending and Monitoring Budgets

- Assist in the preparation, review, and amendment of budgets for all grant programs and special project funds, including construction and other funds as assigned.
- Communicate orally and in writing to appropriate business office staff, management, and grant program directors regarding the allocation of budgets and proper coding to funding sources, budget units and accounts in accordance with LAUGH and grant program guidelines.
- Monitors budgets and various district funding allotments throughout the fiscal year.
- Prepare and provide management with updated budget and expenditure reports routinely, no less than quarterly, and as requested.
- Assist in the preparation of the budget document for recommendation to the Finance Committee and final approval by the School Board.

III. Independent Audit and Financial Reporting Activities:

- Coordinate independent and state oversight audit functions regarding grants and special project funds with the School Board's independent auditor.
- Assist in the preparation of information to be provided for the Comprehensive Annual Financial Report (CAFR) of the School Board, including annual financial report note disclosures (i.e., capital asset reconciliations and summary schedules, debt schedules, etc.), and statistical report information
- Participate in audit exit conferences and assist in the development and fulfillment of corrective action plans to resolve audit deficiencies, as needed.

- Identify all activities in the general ledger that would require identification in the CAFR, and reporting in and prepare all supporting schedules.
- Assist in the preparation of interim budget and financial reports to the Finance Committee, School Board and/or cognizant agencies.
- Make financial presentations in the absence of the Business Director upon his/her request or incapacitation.

IV. Professional Development:

- Maintain membership and actively participate in professional organizations, Louisiana Association of School Business Officials and Louisiana Government Finance Officers Association.
- Participate in professional development opportunities to stay current on changes in GAAP and new accounting pronouncements that impact government financial reporting.
- Receive continuing education credits annually to maintain an active CPA license or certification as a LASBO Certified Louisiana School Business Specialist. Evidence of continuing education shall be submitted annually to the Business Director by January 31st each year for the previous calendar year.

V. General Responsibilities:

- Plan and prioritize the timely completion of assignments. Maintain work schedule for the timely completion of daily, monthly, periodic and annual job assignments.
- Keep the Business Director informed of any significant problem that may arise and any activity that is not conducted in accordance with established procedures or good sound business practices at the time it becomes known.
- Maintain ethics in all dealings with department and administrative staff, vendors, and associates.

- Abide by all policies of the School Board - ethics, leave, code of conduct, internet use, social media, etc.
- Perform all duties and functions in accordance with prescribed business department procedures assigned by the Business Director.
- Be able to work extended time occasionally to meet critical deadlines during peak work periods in the annual accounting cycle.

The Business Director may assign or reassign duties and responsibilities to this job at any time due to reasonable accommodation or other reasons.

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I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL SYSTEM
JOB DESCRIPTION

Job Title: Special Projects Coordinator

Summary: Ensures that all physical facilities, equipment and grounds are planned, designed and maintained in a consistent manner.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Coordinates the planning of renovation and/or construction projects with architects, engineers and staff members.
- Coordinates the inspection of projects involving renovation and/or construction insuring that plans and specifications are followed.
- Directs the architects/engineers in the preparation of bid documents, contract documents, and plans and specifications.
- Represents the Ouachita Parish School Board's interests as they relate to contractual relationships in the building programs
- Serves as the school board's designated person on all asbestos work as required by AHERA. As the designated person, he/she will ensure that the following actions are properly performed:
    - Inspections, re-inspections, and periodic surveillance are conducted.
    - Management plans are developed and submitted to the state and updated.
    - Workers and building occupants, or their legal guardians, are informed at least once every year about inspections, response actions, and post-response activities.
    - Response actions are developed and implemented (including operation and maintenance.)
    - Custodial and maintenance employees are trained.
    - Short term workers who may come in contact with asbestos in a school are given information regarding locations of asbestos-containing building materials.
    - Warning labels are posted as needed.
    - The potential for conflict of interest that may arise between accredited personnel to be hired by the school is considered.
    - Management plans are available for inspection, properly updated and proper notification of management plan availability has been provided.
- Plans, directs, organizes, and coordinates functions of the building maintenance, automotive maintenance, and repair division.
- Establishes and coordinates training performance criteria and guidelines for cleaning program, scheduling, supplies and equipment associated with custodial services.

- Supervises and evaluates maintenance employees to include recommending the employment of new personnel, scheduling and prioritizing work to be done, approving leave requests, and completing necessary personnel forms.
- Evaluates all school buildings and grounds to insure safety, cleanliness, preventive maintenance, and energy conservation.
- Maintains all building climate control systems and maintenance of HVAC systems.
- Prepares and monitors the maintenance budget, maintaining cost records for all repairs and purchasing materials and tools in compliance with budgetary and purchasing regulations
- Assures that adequate inventory of spare parts, supplies, and equipment is maintained.
- Performs other duties as assigned.

Supervisory Responsibilities: Responsible for overall supervision of building maintenance, automotive maintenance, facilities/site renovation and construction planning/project execution. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws while supervising assigned staff.

Financial Responsibilities: Overall responsibility for budget development and staffing that includes hiring, operating unit budget responsibility. Incumbents contribute to Policy development and regulatory compliance. Incumbent should regularly review budget versus actual activity and budget and provide assurance that financial activity is appropriate and correct.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies.

- **Adaptability** - Manages competing demands; changes approach to best fit situation; able to deal with frequent changes, delays or unexpected events.

- **Dependability** - Follows instructions; responds to management directions; takes responsibility for own actions; commits to work when necessary to reach goals; completes tasks on time.

- **Honesty** - Straightforward; acts with integrity; truthful; refuses to steal, cheat or deceive.

- **Decision Making** - Identifies goals; weighs pros and cons; chooses best alternative; displays willingness to make decisions; exhibits sound and accurate judgment; explains reasoning for decisions; includes appropriate people.

- **Cooperation** - Exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a team above own interests; asks for and offers help when needed.

- **Self-Discipline** - Acts responsibly; works hard to reach goals; does quality work; reacts well under pressure; follows through on commitments.

- **Self-Motivation** - Sets and achieves personally challenging goals; demonstrates persistence and overcomes obstacles; measures self against standard of excellence.

- **Good Hygiene/Personal Appearance** - Wears attire appropriate to the circumstances; practices personal grooming that is appropriate to the work environment.

- **Courteousness** - Shows understanding; takes an interest in what people say and why they think and act as they do; approaches others in a tactful manner; treats others with respect and consideration regardless of their status or position.

- **Effective Communication** - Speaks well; listens well; gives and understands instructions; communicates in ways appropriate to the situation and audience.

- **Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations.

- **Project Management** - Coordinates projects; Completes projects on time and budget; Manages project team activities.

- **Delegation** - Delegates work assignments; Matches the responsibility to the person.

Language Skills: Exceptional ability to read and interpret documents. Exceptional ability to write routine reports and correspondence and to speak effectively before groups of customers or employees of organization.

Financial Skills: Participates in policy development, program acquisition, equipment or other expenditures that will impact organization performance. Involved in processing the accuracy of financial transactions and reporting the compliance with internal controls.

Mathematical Skills: Ability to calculate figures and amounts, plan budgets, read spreadsheets, comprehend data and able to apply concepts of basic algebra and geometry.

Reasoning Ability: Ability to define problems, collect data, establish facts, and draw valid conclusions.

Computer Skills: To perform this job successfully, an individual should have knowledge of basic technological functions such as Microsoft Excel Spreadsheet software and Microsoft Word Processing software.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally required to sit; stand; walk; reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD

Job Description

TITLE: Title II Program/Accounting Specialist

MINIMUM QUALIFICATIONS:

1) U.S. Citizen or authorized alien.
2) Four Year Degree from an accredited college or university.
3) Must pass a criminal background investigation and drug screen.
4) Must possess computer/data processing and typing skills.
5) Must possess a Business Degree with a minimum of 24 semester hours in accounting.
6) Must have at least two years accounting experience.
7) Must possess personality traits which are conducive to working closely with all school system personnel and the public.

REPORTS TO: Director of Title II

JOB SUMMARY:

Work involves the performance at routine and repetitive tasks in the preparation, matching, review, verification and/or processing of documents directly related to accounting for the expenditures in Title II funds. Work also involves booking travel for district and school personnel on an individual or group basis. Such travel involves in-state as well as out-of-state. This job will work closely with district, public school and non-public school personnel in Ouachita Parish. Work is performed in accordance with standard Board policies and procedures, as well as guidelines set for by the Federal Government. Work is reviewed on the basis of results of work and balances obtained. This position is distinguished from the general clerical classes by the principal assignment to clerical-accounting tasks.

PERFORMANCE RESPONSIBILITIES:

1) Is punctual in arriving at duty/assignment.
2) Establishes and maintains good rapport with all individuals in the job environment.
3) Uses time allotted to the assignment efficiently.
4) Remains calm and mature in his/her reactions.
5) Accepts change and responsibilities in a positive manner.
6) Is supportive of the school district's policies and procedures.
7) Reflects professionalism in speech and manner.
8) Maintains confidentiality of work related information.

ESSENTIAL JOB FUNCTIONS:

1) Monitor district and school budgets for Title IIA Funding
2) Review and approve district and school professional development based on budget availability
3) Collect, review, approve and code pre-travel/post-travel for district and school in-state and out-of-state travel utilizing Title IIA Funding
4) Book travel for out-of-town professional development for district and school personnel utilizing Title IIA Funding
5) Send out implementation forms for those utilizing Title IIA Funds for professional development on-site or professional development involving travel
6) Monitor and collection of redelivery documentation for professional development attended by district and school personnel
7) Update PD calendar
8) Assist Title II Coordinators in facilitating PD
9) Review and code Stipend forms for on-site PD utilizing Title IIA Funds
10) Review, collect, and code documentation for substitute billing utilizing Title IIA funds
11) Review, collect and code documentation for credit card billing for the Director of Title II
12) Review, collect and code documentation for travel associated with JAG travel
13) Process monthly mileage for Title II Coordinators and Director of Title II
14) Order office supplies
15) Review and approve expenditure reports submitted for Title IIA by Grant Accounting
16) Review current budget and make amendments to budget if necessary
17) Plan for future PD (local, in-state and out-of-state)
18) Collect implementation for all professional development utilizing Title IIA funds
19) Plan and budget for yearly Title IIA funds allocated to Ouachita Parish, which includes rollover funds and 2nd allocation
20) Any other duties assigned by the Director of Title II and Middle Schools.

PHYSICAL DEMANDS:

1) Possesses physical skills and stamina to perform job responsibilities
2) Work requires occasional standing.
3) Must tolerate constant periods of sitting throughout the day.
4) Must tolerate frequent periods of walking.
5) Must on occasions lift and carry file boxes, books, manuals, catalogues, files, records, etc.

6) Must be able to bend and stoop in performing job duties.
7) Must tolerate horizontal, overhead, and low level reaching in performing work such as retrieving files, picking up objects, filing, shredding.
8) Must handle numerous duties:
    a. Fine Motor Skills
        i. Typing
        ii. Copying
        iii. Adding Machine
        iv. Computer
        v. Filing
        vi. Writing out forms
    b. Grasping
        i. Binders
        ii. Boxes
        iii. Files

TERMS OF EMPLOYMENT:

Twelve (12) months per year; salary in accordance with current salary schedule.

ACCOUNTABILITY:

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

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

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Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOL BOARD
Job Description

TITLE: WAREHOUSE INVENTORY/CARRIER/TRUCK DRIVER
Including Textbooks & Graphic Arts

QUALIFICATIONS: High School Diploma from accredited high school or GED required.
Valid Louisiana driver's license required.
*Warehouse truck driver must have Class B Chauffer License

Inventory and delivery experience preferred.

REPORTS TO: Supervisor of Custodial Services

JOB SUMMARY: Performs a variety of shipping/receiving activities, maintain required inventory levels; ensure specifications, quantity and quality of orders are correct; verify stock and identify losses; maintain an organized warehouse layout; and transport orders over designated routes.

PERFORMANCE RESPONSIBILITIES:

- Utilize sound inventory practices and adhere to strict code of ethics.
- Learn and apply policies, practices and terminology used in shipping and receiving for a school district.
- Operate a variety of office equipment.
- Operate heavy equipment (i.e. forklift).
- Learn and utilize computer inventory software.
- Make arithmetical calculations quickly and accurately.
- Understand and follow oral and written directions in English.
- Establish and maintain cooperative and effective working relationships with others.
- Apply problem-solving strategies.
- Meet schedules and time lines.
- Maintain records and prepare reports.
- Communicate effectively both orally and in writing.

ESSENTIAL JOB FUNCTIONS:

1. Oversees and participates in the shipping, receiving, organizing, storing and issuing of District goods including supplies, equipment and food for the purpose of assuring shipments are prepared for delivery and delivered in a timely manner.

2. Processes a variety of reports in written and electronic form (e.g. requisitions, paperwork, reports, etc.) for the purpose of disseminating information and/or materials to appropriate parties.
3. Receives USDA commodities, paper and cleaning supplies, and direct ship stock items for the purpose of ensuring specifications, quantity and quality of orders are correct.
4. Check cooler, freezer and dry storage temperatures daily and on call during holidays.
5. Routinely inspect stored inventory for any physical or chemical hazards.
6. Prepares orders by pulling from stock and that is generated by pick ticket.
7. Loads and unloads delivery trucks for the purpose of receiving stock and/or filling orders for transport.
8. Drives vehicles (e.g. truck, van, forklift, etc.) for the purpose of transporting orders and materials to designated sites.
9. Transports a variety of items (e.g. food, supplies, equipment, etc.) for the purpose of receiving and/or delivering materials as required.
10. Delivers a variety of items (e.g. food, supplies, equipment, etc.) for the purpose of distributing items to assigned locations and/or individuals.
11. Performs physical inventory reconciliation for the purpose of verifying stock and identifying losses.
12. Maintains delivery vehicles (e.g. checking fluid levels, fueling, cleaning, etc.) for the purpose of ensuring safe operation of vehicle.
13. Obtains quotes for equipment/maintenance purchases.
14. Maintains operations equipment, such as pallet jacks.
15. Cleans warehouse for the purpose of maintaining a safe and sanitary work area.
16. Routinely cleans and washes vehicles.
17. Schedules routine maintenance for fleet vehicles.
18. Responds to inquiries of food service and cafeteria staff for the purpose of providing information and/or direction regarding the status of deliveries, etc.
19. Responds to emergencies (i.e. freezer/cooler and electrical outages) and picks up food and transports to cooler/freezer at central warehouse.
20. Maintains documents, files and records (e.g. equipment and food transfer forms) for the purpose of documenting activities, and providing materials and reliable resource information.

ADDITIONAL DUTIES AND RESPONSIBILITIES:

1. Required to schedule activities; gather and/or collate data.
2. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods.
3. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate.

4. Specific abilities required to satisfactorily perform the functions of the job include: communicating with diverse groups; meeting deadlines and schedules; setting priorities; and physical stamina.
5. Perform other tasks as assigned by the Supervisor of Custodial Services.

WORKING CONDITIONS:

Environment: Significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 5% sitting, 15% walking, and 80% standing. The job is performed under moderate temperature variations. The noise level is moderate to loud.

Physical Abilities:
Hearing and speaking to exchange information in person and on the telephone; vision ability to see objects and hazards, read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; extensive standing, kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store objects; and frequent lifting of 50 pounds or more.

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TERMS OF EMPLOYMENT:
12 month employee; salary in accordance with Clerk Salary Schedule.

ACCOUNTABILITY:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Support Services personnel.

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

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Evaluatee_____ _____
(Signature) (Printed Name)

Last 4 of SS#:_____ Date:_____

Evaluator _____ _____
(Signature) (Printed Name)

OUACHITA PARISH SCHOOLS — PARAPROFESSIONAL RATING FORM

Building Bridges to the Future

Name of Paraprofessional: _____ **School:** _____ **Date:** _____

I = Ineffective **EE = Effective Emerging** **EP = Effective Proficient** **HE = Highly Effective**

Job Performance	I	EE	EP	HE
Demonstrates strong ability to inform and communicate with adults. Reinforces expectations for learning, directions, procedures, and explanation of content to students				
Knowledgeable and able to help students using technology				
Excellent support, example, and interaction in the classroom Seamless operations and support of classroom routines				
Effective interaction with students. Duties always carried out as requested				
Always maintains effective control of self and students				
Has mastered all duties of the position and has the ability to do more				

Work Expectations	I	EE	EP	HE
Self-starter. Makes outstanding use of work time with evidence of high quality results. Needs very little direct instruction				
Outstanding work quality. No evidence of skipped or neglected work. Check-behind is not needed				
Performs job responsibilities independently with excellent work production. Little supervision/guidance is needed				
Practices standards of professional/ethical conduct within the scope of paraprofessional responsabilities				
Implementing lesson and other plans developed and assigned by teachers to increase academic skills				

Interpersonal Skills	I	EE	EP	HE
Gets along well with others				
Always does a little more than is asked				
Sets the standard for professional dress and personal hygiene				

Attitude	I	EE	EP	HE
Respects the school, its leaders, other employees, and their position. Appreciates helpful suggestions				
Genuinely positive attitude				
Always talks about the school in a positive way				

Initiative	I	EE	EP	HE
Develops workable solutions to problems through communication with supervising teacher				
Organizes time and assignments to produce exceptional quantity of work				

Confidentiality	I	EE	EP	HE
All observed or overheard school matters re: students, families, or employees are held confidential.				
Student information is not obtained unless directed by supervisor				
Displays trust and reliability. Does not repeat or share confidential information				
Computers, files, and students documents are always properly secured				

Attendance	I	EE	EP	HE
Always punctual and reliable. Seldom absent				
Provides advanced notice of absence as required				
Uses leave time with careful consideration				

Safety	I	EE	EP	HE
Exemplifies safe work habits and encourages others to do the same				
Provides an exceptionally safe environment for every student. Does not take chances				
Protects the safety, health, and wellbeing of students and staff				

Additional Indicators for Special Education Paraprofessionals	I	EE	EP	HE
Assisting students with feeding, mobility, personal and hygienic care				
Facilitating individual or small groups of students following lesson plans developed by the teacher				
Assisting individual students with supplementary or independent study projects as assigned by the teacher				
Implementing behavior management plans for individual students developed by teachers and/or pupil appraisal team members				
Preparing instructional materials and maintaining adaptive equipment				
Assisting teachers in providing supportive learning environments that facilitate inclusion of students with diverse learning needs				
Implementing lesson and other plans developed by teachers to increase academic skills and the development of social and communication skills, self-esteem, and self-reliance				
Modifying curriculum and instructional activities for individual students, under the direction of teachers				
Supporting students in community-based learning environments to prepare them to transition from school to work and/or community				

Comments:

Overall ratings: _____ Ineffective _____ Effective Emerging _____ Effective Proficient _____Highly Effective

I acknowledge that I have read the evaluation form, and that I have been given an opportunity to discuss it with my supervisor. My signature does not necessarily mean that I agree with the evaluation.

Signature of Employee _____ **Signature of Evaluator** _____

Print Employee Name _____ **Print Evaluator Name** _____

Last 4 of Social Security #_____

Signature of Principal _____

Print Principal Name _____

OUACHITA PARISH SCHOOLS

Building Bridges to the Future

EVALUATION FORM FOR NON-CERTIFIED PERSONNEL

NAME: _____ DATE: _____

POSITION: _____ LOCATION: _____

NA - Not Applicable SP - Satisfactory Performance NI - Needs Improvement UP - Unsatisfactory Performance	NA	SP	NI	UP	COMMENTS
1. Personal appearance (dress, tact, poise)					
2. Attendance (at work regularly, dependable)					
3. Promptness (reports to work on time, completes tasks on time, dependable)					
4. Self Discipline (patient, impartial, acceptance)					
5. Accepts supervision (cooperative); care of materials and equipment					
6. Ability to perform job (aptitude)					
7. Job initiative (takes pride in work)					
8. Job proficiency (uses time wisely, proper planning, follows instructions)					
9. Personal growth and satisfaction (enthusiasm, staff development, positive attitude)					
10. Practices good oral and written English usage					
11. Professional ethics (confidentiality, trustworthiness, tolerance and respect for others)					

EVALUATOR'S COMMENTS:

_____

_____

EMPLOYEE'S COMMENTS:

_____

_____

EMPLOYEE'S SIGNATURE: _____ DATE: _____

(Signature does not necessarily indicate agreement)

EVALUATOR'S SIGNATURE: _____ DATE: _____

White copy - Personnel Department Yellow Copy - Principal Pink Copy - Employee