

REGULAR MONTHLY MEETING JULY 24, 2018

The St. Bernard Parish School Board met in a Regular Monthly Meeting on Tuesday, July 24, 2018 at 6:00 p.m. in the St. Bernard Parish School Board Office. Following the Prayer and Pledge of Allegiance, the Secretary called the roll. Present were, Mr. Clifford M. Englande, President, Mrs. Darleen P. Asevedo, Mr. Donald D. Campbell, Mr. William H. Egan, Mr. Carl W. Gaines, Jr., Mrs. Diana B. Dysart, Mrs. Katherine K. Lemoine, Mr. Joseph V. Long, Mr. Shelton P. Smith and Mr. Sean K. Warner. Dr. Hugh C. Craft was absent.

No one wished to address the Board under Community Concerns on the agenda.

On motion of Mr. Warner, seconded by Mr. Smith, the Board voted by a unanimous roll call vote of the members present to incorporate the report of the July General Committee Meeting into the minutes of the July Regular Monthly Meeting minutes.

GENERAL COMMITTEE REPORT TUESDAY, JULY 10, 2018

The St. Bernard Parish School Board met as a Committee of the Whole on Tuesday, July 10, 2018 at 6:00 p.m. in the Board Room of the St. Bernard Parish School Board Office. Following the Prayer and Pledge of Allegiance, the Secretary called the roll. Present were, Mr. Clifford M. Englande, President, Mrs. Darleen P. Asevedo, Mr. Donald D. Campbell, Dr. Hugh C. Craft, Mr. William H. Egan, Mr. Carl W. Gaines, Jr., Mrs. Diana B. Dysart, Mrs. Katherine K. Lemoine, Mr. Joseph V. Long, Sr., and Mr. Shelton P. Smith. Mr. Sean K. Warner was absent.

Mr. Englande took a point of privilege to congratulate our three local attendees of the 50th National Special Olympics in Seattle, Washington. Attendees included: Coach Paul Frey, Darren Trentecosta, Tyrone Lewis and Alex Hernandez all of Chalmette High. Mr. Englande also noted that he included some pertinent information regarding the National Special Olympics in the Board Members folders tonight and has contacted Ms. Cheramie Kerth, Special Education Supervisor, and invited her and our Special Olympians to a Board Meeting to celebrate their participation in the Special Olympics at a School Board meeting in the near future. Thanks were offered by many of the Board Members for the efforts of our Special Education Department in helping these Special Olympians pursue this endeavor.

Mrs. Dysart also took a point of privilege to congratulate everyone involved in the very successful production of “Into the Woods” at the Chalmette High Cultural Arts Theatre.

Mr. Englande then turned the meeting over to Mrs. Lemoine as chair of the education committee. Mrs. Lemoine invited Ms. Voitier to present the Head Start Performance Summary Report in the absence of Dr. Charles Raviotta who is out sick.

Ms. Voitier gave a brief overview of the results of the monitoring visit by the National Head Start program which took place in January of 2018. Their visit

targeted the classrooms of the 112 Head Start students and their classrooms. Ms. Voitier noted that this monitoring consist of hundreds of compliance measures that must be met. According to Ms. Voitier, the district passed with flying colors with no deficiencies, no findings, and in compliance with every indicator that was examined with accolades offered for the quality of the program we provide for our 4-year-old students. Mrs. Voitier thanked Dr. Raviotta, Supervisor and Ms. Chantele Schellinger for their hard work in making this program and it's monitoring so successful. Ms. Voitier then asked that the Committee for a vote to acknowledge and receive the report on the Head Start Program Performance Summary.

Dr. Craft moved to acknowledge and receive the Head Start Program Performance Summary Report. Seconded by Mrs. Dysart, the motion passed unanimously by a roll call vote of the members present.

Next in Education Committee business was a review of changes to the Strategic Plan - Action Plan for the 2016-2021 school years.

Ms. Voitier addressed the Committee to review the updates to the Strategic Plan – Action Plan for the period of 2016–2021. Handouts were distributed with both the Strategic Plan and the associated Action Plan. Changes were highlighted in yellow.

Ms. Voitier went over each of the goals and objectives of the Strategic Plan - Action Plan to review and approve. Ms. Voitier addressed all questions and concerns of the Committee.

As moved by Mr. Gaines, seconded by Mrs. Asevedo, the Committee voted unanimously by a roll call vote of the members present to recommend to the Board to approve the updates to the 2016-2021 Strategic Plan and Action Plan.

Mr. Long, as chair of the Executive Committee welcomed Mr. Granberry to present the personnel changes. Questions and concerns from the Committee were addressed by Mr. Granberry.

Mr. Granberry mentioned the upcoming CHS Alumni golf tournament that will take place on Saturday, July 14, 2018.

Mr. Long next welcomed Ms. Julie Ginart, Transportation Supervisor, presented to the Committee the 2018-2019 Transportation Routes. She provided each member with a route description and a route map by school. Ms. Ginart directed the Committee to look at the handout which displayed all the routes and times for each school. Ms. Ginart then answered all questions and addressed all comments of the Committee.

On motion of Dr. Craft, seconded by Mr. Campbell, and passed by a voice vote, the Committee voted to recommend to the Board to approve the 2018-2019 Transportation Routes as presented by Ms. Ginart at the meeting tonight.

Mr. Egan acted as the chairman for the following item to be addressed by the Insurance Committee.

Mr. Fernandez presented the Renewal of Student and Athletic Insurance to

the Committee. He explained that at this time the Administration recommends Risk Services at the same cost as last year which is \$49,627.00.

On motion of Mr. Smith seconded by Mrs. Dysart, the Committee voted unanimously by a roll call vote of the members present to recommend to the Board to approve the renewal of Student and Athletic Insurance from Risk Services at a cost of \$49,627.00.

Mr. Englande turned the Committee's attention to the next agenda item regarding Legal Advice on contract negotiations with Entergy. Dr. Craft moved that they enter Executive Session with our representative from the District Attorney's Office, Mr. David Jarrell to get advice on those contract negotiations with Entergy. Seconded by Mrs. Dysart, the motion passed unanimously by a roll call vote of the members present.

When the Committee returned from executive session, Mrs. Dysart moved to return to open session. Seconded by Mrs. Lemoine, the motion passed unanimously by a roll call vote of the members present.

There were no Superintendent's Recommendations.

There being no further business to discuss, on motion of Mr. Smith, seconded by Mrs. Asevedo, and passed by a unanimous voice vote, the meeting was adjourned.

On motion of Mr. Long, seconded by Mrs. Dysart, the Board voted unanimously by a roll call vote of the members present to approve the 2018 – 2019 Pupil Progression Plan as shown below.

2018-2019 Pupil Progression Plan

I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.

- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Students entering first grade without attending a full-day public or private kindergarten for a full academic year will be administered a locally developed academic screening at the time of enrollment for first grade. This is the same instrument used in the St. Bernard School District for students being promoted from kindergarten to first grade. The results of this test will be used for placement purposes and to help remediate deficiencies in students.

4

II. Placement of transfer students

- A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student’s record of attendance, levels of achievement, history of immunization, and units of credit earned.
- Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to pass the English language arts and mathematics portions of the LEAP placement test.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Students in grades K-8 transferring to the public school system from any unapproved in- state or out- of- state non-public school or from any unapproved home schooling program shall be administered the English/Language Arts and Mathematics portions of the LEAP placement test, an NRT, or a locally developed assessment depending on the registration date of the student. Placement will be based on the results of the assessment.

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student’s proficiency in grade-appropriate skills.

In the space below, please describe the LEA’s policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Elementary students who fail ELA and Math and middle school students who fail three major subjects will be retained. Students who fail ELA or Math at the elementary level, who fail one or two major subjects at the middle school , and students who have previously been retained must attend Summer Remediation in accordance with St. Bernard Parish’s Pupil Progression Plan. At the end of the program, placement decisions are made.

IV. Promotion of students in grade 4

- Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with

an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.
- The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students' required individual academic plans.
 - The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
 - The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual academic plan.
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In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

After evaluation of the current year's performance, 4th grade students who end with a failing grade in both ELA and math (and have not yet been retained), will be retained in Grade 4. Special education students may be promoted or retained based on successful completion of IEP goals.

The St. Bernard Public School System will use the procedures outlined in Bulletin 1566 and the template provided by the LA State Department of Education to develop the individual academic plan for each student who scores below basic on two of the core LEAP assessments.

V. Promotion and support of students in grade 8 and high school considerations

a. Promotion of students in grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the "Basic" achievement level in either English language arts or mathematics and "Approaching Basic" in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments, may be placed on a high

school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country 1, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

- The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.
- An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:
 - *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
 - *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after being offered summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as

determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

AB/AB Waiver -- The Superintendent may consider a waiver for any a student who has scored at the *Approaching Basic* on both the English language arts and mathematics components of LEAP. The waiver may be granted in accordance with Bulletin 1566.

b. High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
4. Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

GOALS Program- The purpose of the GOALS program is to provide 9-12 grade students with an alternative route to a regular high school diploma which requires mastery of the LA content standards for those courses needed for a regular education diploma and successful completion of the required components of the EOCs. The components of the GOALS program include grade recovery, credit recovery, online instruction, Carnegie credit, and credit flexibility.

VI. Support for students

School year support

- The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation.
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).
- Utilizes teachers rated “Effective: Proficient” or “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of Effective: Proficient” or “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Promotion and placement of students with disabilities will be an IEP decision based on academic achievement, number of times retained, and other physical, social , and emotional concerns.

VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA’s policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

The St. Bernard Parish School System offers the GOALS Program at Rowley Alternative School and Chalmette High School for students recommended by their counselors with an agreement between the school and parents. The GOALS Program has been described in Section V, page 9, of this document.

Rowley Alternative School is an alternative setting for St. Bernard Parish public middle and high school students who are experiencing behavioral and/or academic difficulties on a regular campus. Rowley School encourages students to achieve social, vocational, and academic skills within a structured environment that emphasizes appropriate behaviors which will facilitate their return to the regular school environment and/or community. Students enter Rowley Alternative School as a result of a recommendation of administration from the regular school program, an IEP placement decision, a transfer from any alternative program or school. a court mandate, a pending felony charge, or as a response to intervention.

IX. Due process related to student placement and promotion

In the space below, please describe the LEA’s due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

All Students

Complainant informs teacher(s) of the nature of the disagreement. .

- Teacher meets informally with parent to discuss resolution to the complaint.
- Complainant informs the school principal of the nature of the disagreement in writing.
- Principal provides written disposition to the complainant within ten (10) days
- Complainant files written appeal of principal’s disposition with parish Superintendent of Education.
- Superintendent or his designee provides written disposition to the parent within ten (10) school days.

SWD

Parents and/or guardians of exceptional students receive a copy of the “Educational Rights of Exceptional Children” at the time of evaluation and all IEP meetings. An opportunity is given for an oral explanation of their due process rights. Due process procedures for exceptional students must be consistent with those described in the approved Individual with Disabilities Education Act (IDEA) Part B, LEA Application.

504

Parents and/or guardians of qualified students with disabilities according to Section 504 of the Rehabilitation Act of 1973 receive a copy of “Parent/Student Rights in Identification Evaluation and Placement of Students Suspected of Being Handicapped” at the time eligibility is determined, when a written plan is developed, and before there is a significant change in the plan for services. An opportunity is given for an oral explanation of their due process rights. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973.

X. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

St. Bernard Parish School System adheres to all federal, state, and local policies pertaining to student placement and promotion.

As recommended by the Committee, Mr. Gaines moved to accept the Head Start Summary Report. Seconded by Mrs. Lemoine the motion passes unanimously by a roll call vote of the members present.

As recommended by the Committee, Mrs. Asevedo moved to approve the revised Strategic Plan – Action Plan for 2016-2021. Seconded by Mr. Campbell, the motion passed unanimously by a roll call vote of the members present. See the 2016-2021 Strategic Plan – Action Plan as follows.

St. Bernard Parish Public Schools – District Strategic Plan – 2016-2021

Goal 1 – Teaching, learning, and assessment that assure student achievement

Objective 1.1 – 100% of schools will meet their growth targets

Objective 1.2 – A strategic, focused professional development plan for staff will be implemented with 100% fidelity each year in schools labeled C, D, or F

Objective 1.3 – 75% of preschoolers will enter kindergarten ready to learn

Objective 1.4 – The proficiency rates of 3rd and 7th graders in ELA and math will increase 2% per year each of the five years

Objective 1.5 – 80% of students will reach 4th and 8th grades on time

Objective 1.6 – The gap between the ELA and math proficiency rates for the school and the special education and minority subgroups will decrease by 2% per year each of the five years

Objective 1.7 – The graduation rate will increase 1% per year each of the five years

Objective 1.8 – The overall strength of the diploma index will increase 1% per year each of the five years

Objective 1.9 – 80% of students will graduate on time, college and career ready

Goal 2 – Effective and certified employees through on-going recruitment and professional development

Objective 2.1 – 100% of teachers and administrators will be effective and certified

Objective 2.2 – Professional development programs for current and prospective administrators and teachers will address staffing needs of the district

Objective 2.3 – Professional development programs will address needs identified through data-driven research

Objective 2.4 – Schools will maintain teacher/student ratios reflective of state and AdvancEd guidelines

Goal 3 – Responsible finances and support services which enhance teaching, and learning environments which are safe and secure

Objective 3.1 – The district will present a budget each year of the five years that is reflective of the vision, mission, and beliefs of the school system and that maintains a fund balance of approximately 10%

Objective 3.2 – The district will devise both short-term and long-term maintenance plans to assure upkeep and preventative maintenance at each school/office site

Objective 3.3 – The district will devise a plan to address the social/emotional needs of students within classrooms to be implemented in 2017 and each year thereafter

Objective 3.4 – The district will continue to devise/revisit schools' emergency plans in conjunction with first responders

Objective 3.5 – The district will continually revisit its Guide to Student Conduct in order to strengthen its PBIS program

Goal 4 – Imaging: Positive impressions of our public schools

Objective 4.1 – Surveys of community partners, parents, and students will indicate a 90% satisfaction rate

Objective 4.2 – The district will implement and continue on-going parent education/involvement programs

Objective 4.3 – The district will develop additional strategies, including video, to celebrate internally and share with all stakeholders the good things happening in the public schools

2017-18 Action Plan

Goal 1: Teaching, learning, and assessment that assure student achievement

Objective 1.1: 100% of schools will meet their growth targets

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Schools will develop instructional goals that define specific actions to address deficiencies for whole- and sub-groups	August 2018-May 2019	State assessment data, benchmark data	School-based administrators, school leadership teams, curriculum staff, stakeholders	State assessments, benchmark assessments
Teachers will track student progress by whole/subgroups and review student work for reteaching/retesting as indicated on lesson plans	August 2018-May 2019	Benchmark / unit assessments results over time, student work	Teachers, teacher leaders, coaches, school-based administrators	Unit / benchmark assessments, VAM scores
Teacher leaders/coaches will lead teachers in the review of student work during PLCs and assist in the development of strategies to address deficiencies	August 2018-May 2019	Student work, meeting protocols, PD sessions	Teacher leaders, coaches, curriculum staff	Unit and benchmark assessment results
Schools will develop behavior plans that reflect a cohesive approach to addressing students' behavioral needs	August 2018-May 2019	Discipline referrals, parent contacts, RTI manual	School-based administrators, school leadership teams, teachers, curriculum staff	Discipline reports, suspension / expulsion records

Teachers will work with teacher leaders and coaches to address student deficiencies within Tiers 1, 2, and 3 of the RTI process	August 2018-May 2019	RTI manual, intervention tools, benchmark / unit assessment results	Teachers, teacher leaders, coaches, school-based administrators	State assessments, benchmark assessments, VAM scores
Teachers, teacher leaders, and coaches will prioritize opportunities for students to recover grades/credit	August 2018-May 2019	Student interim progress reports, report cards, assessment data	Teachers, teacher leaders, coaches, school-based administrators	Student report cards, transcripts
Curriculum support will be prioritized to address identified critical need areas	August 2018-May 2019	State assessment data, benchmark data	Curriculum staff, school-based administrators	State assessments, benchmark assessments

Goal 1: Teaching, learning, and assessment that assure student achievement

Objective 1.2: Strategic, focused PD plan will be implemented with fidelity in schools labeled C, D, or F

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
PD plans will be tied to school instructional goals and developed to address areas of critical need for teachers	August 2018- May 2019	State assessment data, benchmark data, Compass scores, TGS	School-based administrators, school leadership teams, curriculum staff	State assessments, benchmark assessments
Areas of critical need for teachers will be determined by examining student work, students' performance over time, and transitional growth scores	August 2018- May 2019	Benchmark / unit assessments results over time, student work	Teachers, teacher leaders, coaches, school-based administrators	Unit / benchmark assessments, VAM scores
Within the first 60 days, identify teachers who are in need of specific professional development and provide targeted support during the course of the year.	August 2018- May 2019	Benchmark / unit assessments results over time, student work/ <i>Perform</i> reports	School-based administrators, curriculum staff, instructional coaches	Unit / benchmark assessments, VAM scores, student work
School-based administrators and school leadership teams will work to strengthen teachers' skills in providing additional learning opportunities for students through intervention/grade and credit recovery	August 2018- May 2019	Student progress reports, report cards, unit / benchmark assessment data	School-based administrators, school leadership teams, teachers, curriculum staff	Unit and benchmark assessment results, interim progress reports, report cards
Administrators will visit classrooms a minimum of 5 hours per week, concentrating on fidelity of curriculum implementation and Tier 1 interventions and tracking visits using <i>Perform</i> .	August 2018- May 2019	Walk-through guides, COMPASS rubric, RTI plans, curriculum guides, <i>Perform</i> .	School-based administrators, curriculum administrators	COMPASS observations, principal SLTs, state assessments, benchmark assessments

Goal 1: Teaching, learning, and assessment that assure student achievement

Objective 1.3: 75% of preschoolers will enter kindergarten ready to learn

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Preschool curriculum will address skills aimed at getting students kindergarten ready, with an emphasis on literacy skills – phonics and phonemic awareness	August 2018-May 2019	Preschool and kindergarten standards, TS Gold and RTI guidelines	Preschool coordinators, teachers and preschool staff	Meeting agendas, curriculum completion documents
Preschool teachers will attend PD aimed at implementing instruction for kindergarten readiness	August 2018-May 2019	Preschool curriculum, state standards, training materials	Preschool supervisor, coordinator, staff, and teachers	Meeting agendas, curriculum documents
Preschool will continue administration of the Denver II Developmental screening instrument	August 2018-May 2019	Denver Developmental II screening instrument	Preschool coordinator, teachers, and staff	Results of Denver II Developmental screening instrument
Preschool teachers will use TS Gold as a tracking system specifically to track student mastery of all kindergarten readiness skills as defined by state standards	August 2018-May 2019	State preschool and kindergarten standards, TS Gold / DRDP	Preschool supervisor, coordinator, teachers, and staff	Monitoring of tracking system

Goal 1: Teaching, learning, and assessment that assure student achievement

Objectives 1.4/1.5: The proficiency rates of 3rd and 7th graders in ELA and math will increase 2% per year
80% of students will reach 4th and 8th grades on time

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
School-based administrators and school leadership teams will review scheduling to ensure maximum opportunities for deficient students to recover skills and/or grades	August 2018- May 2019	Interim progress reports, report cards, benchmark and unit assessments	School-based administrators, teacher leaders, coaches, teachers, curriculum staff	Report cards, benchmark and unit assessments
RTI plans will be developed for every classroom, with an emphasis on Tier I interventions by classroom teachers	August 2018- May 2019	RTI manual, intervention materials	School-based administrators, teacher leaders, coaches, teachers, curriculum staff	Benchmark and unit assessments
Teachers will track student progress in meeting standards by whole class and by subgroups, reteaching and retesting as necessary	August 2018- May 2019	Benchmark and unit assessments, analysis of student performance data over time	School-based administrators, teacher leaders, coaches, teachers, curriculum staff	Benchmark and unit assessments, student work
Interventions will be monitored by teachers and teacher leaders/ coaches to determine effectiveness	August 2018- May 2019	RTI manual, benchmark and unit assessments	Teachers, teacher leaders, coaches	Benchmark and unit assessments, student work
Cohorts of students will be tracked at each school to determine the “on time” status of 4 th and 8 th graders	August 2018- May 2019	Entry dates for students, student achievement over time	School-based administrators, counselors, central office supervisors	Promotion / retention statistics for each grade level cohort

Goal 1: Teaching, learning, and assessment that assure student achievement

Objectives 1.6: The gap between the ELA and math proficiency rates for whole – and sub-groups will decrease by 2%

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Teachers will track student progress in meeting standards by whole class and by subgroups, reteaching and retesting as necessary	August 2018-May 2019	Benchmark and unit assessments, analysis of student performance data over time	School-based administrators, teacher leaders, coaches, teachers, curriculum staff	Benchmark and unit assessments, student work
RTI plans will be developed for every classroom, with an emphasis on Tier I interventions by classroom teachers	August 2018-May 2019	RTI manual, intervention materials	School-based administrators, teacher leaders, coaches, teachers, curriculum staff	Benchmark and unit assessments
EL students and students with special needs will be monitored by curriculum supervisors with regard to academic progress in order to ensure standards competencies	August 2018-May 2019	Benchmark and unit assessments, analysis of student performance data over time	School-based administrators, teacher leaders, coaches, teachers, curriculum supervisors	Benchmark and unit assessments, student work
Grade and credit recovery programs will be available to students as an opportunity to address skill deficits	August 2018-May 2019	Benchmark and unit assessment results, report cards	School-based administrators, teacher leaders, coaches, curriculum staff	Benchmark and unit assessments and state assessment results

Goal 1: Teaching, learning, and assessment that assure student achievement

Objectives 1.7/1.8/1.9: The graduation rate will increase 1% per year The overall strength of the diploma index will increase 1% per year 80% of students will graduate on time, college and career ready

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Students will be tracked by cohort and diploma option and be given multiple opportunities to secure IBC's, AP courses, and dual enrollment	August 2018-May 2019	Scheduling materials, course catalogs, Nunez personnel	School-based administrators, coaches, counselors, CTE coordinator	Review of scheduling sheets, CATE data, graduation cohort data
RTI plans will be developed for every classroom, with an emphasis on Tier I interventions by classroom teachers	August 2018-May 2019	RTI manual, intervention materials	School-based administrators, coaches, teachers, curriculum staff	Benchmark and unit assessments
ACT/Workkeys preparation will continue to be a focus at the high school, with the emphasis on scheduling students in proper academic classes	August 2018-May 2019	Scheduling materials, course catalogs, ACT-like assessments	School-based administrators, coaches, teachers, curriculum staff	Benchmark and unit assessments, review of scheduling sheets
Students will be encouraged to enroll in AP courses and to achieve scores of 3 or better on AP exams	August 2018-May 2019	Benchmark and unit assessments, scheduling materials	School-based administrators, coaches, teachers, counselors	Benchmark and unit assessment results, scheduling sheets, AP results
Grade and credit recovery programs, as well as EOC preparation	August 2018-May 2019	Benchmark and unit assessment results, report cards	School-based administrators, coaches, curriculum staff	Benchmark and unit assessments and state EOC results

programs, will be available to students as an opportunity to address skill deficits. Teachers in ELA and math will implement Springboard with fidelity, with implementation monitored by administrators.

August 2018-
May 2019

Springboard materials,
classroom observations

School-based
administrators, coaches,
teachers, curriculum
staff

Benchmark and unit
assessments, ACT and
AP exam results

Goal 2: Effective and certified employees through on-going recruitment and PD

Objective 2.1: 100% of teachers and administrators will be effective and certified

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Teachers will continue to participate in PD programs tied to areas of critical need as evidenced by VAM scores, Compass results, and student work	August 2018-May 2019	Student work, Compass results, VAM scores	PD Coordinator, school-based administrators, teacher leaders, coaches, curriculum staff	Workshop attendance, PD portfolios, student work, assessment results
Teachers will continue to take part in training sessions aimed at helping them develop meaningful and rigorous SLTs	August 2018-May 2019	Compass results, SLT reviews, VAM scores	School-based administrators, PD Supervisor, curriculum staff, coaches, teacher leaders	VAM scores, SLT reviews
Administrators will become members of the district's professional learning community, with an emphasis on training for school improvement and for students' social/emotional growth	August 2018-May 2019	School Performance Scores, benchmark scores for whole and sub-groups	Curriculum staff, PD coordinator, Office of Child Welfare and Attendance, Superintendent	School Performance Scores
Teachers will continue to receive training in the use of effective Tier 1 interventions in the classroom to address students' skill deficits	August 2018-May 2019	Benchmark / unit assessment results for whole and subgroups	School-based administrators, teacher leaders, coaches, teachers, curriculum staff	Benchmark and unit assessment results
PD plans will align with school goals, teachers' needs, and the district Strategic Plan	August 2018-May 2019	PD Plans, Strategic Plan, PD calendar	PD Supervisor and Coordinator, curriculum staff, school-based administrators	Review of PD plans, Strategic Plan
The district will continue its alternate certification program and to support teachers seeking certification at universities as long as funding is available	August 2018-May 2019	Alternate Certification program guidelines, Title II funding and guidelines	PD Supervisor and curriculum staff, Personnel Supervisor	Workshop attendance, PD portfolios, assessment results

Goal 2: Effective and certified employees through on-going recruitment and PD

Objective 2.2: PD programs for current and prospective administrators and teachers will address staffing needs

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Teachers will continue to participate in PD programs tied to areas of critical need as evidenced by VAM scores, Compass results, and student work	August 2018-May 2019	Student work, Compass results, VAM scores	PD Coordinator, school-based administrators, teacher leaders, coaches, curriculum staff	Workshop attendance, PD portfolios, student work, assessment results
The district will continue and expand its Alternate Certification Program as an avenue for increasing staffing capacity	August 2018-May 2019	Alternate Certification Program, partners at Tulane, LSU, and UNO	PD Supervisor, curriculum staff	Number of staff certified through Alternate Certification program
The district will continue to support prospective administrators through funding coursework as funding is available	August 2018-May 2019	Title II, cohort members for administration	PD Supervisor, teachers	Effectiveness of teachers enrolled in Admin. programs
The district will continue to support the development of teacher leaders and encouraging those with M.Ed.s to pursue administrative certification	August 2018-May 2019	Teacher leader cohort, roster of teachers with M.Ed.s outside of administration	PD Supervisor, Personnel Supervisor, school-based administrators	Number of persons becoming certified through portfolios

Goal 2: Effective and certified employees through on-going recruitment and PD

Objective 2.3: PD programs that address critical needs of teachers identified through data-driven research

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Teachers will continue to participate in PD programs tied to areas of critical need as evidenced by VAM scores, Compass results, and student work	August 2018-May 2019	Student work, Compass results, VAM scores	PD Coordinator, school-based administrators, teacher leaders, coaches, curriculum staff	Workshop attendance, PD portfolios, student work, assessment results
PD opportunities will align with school goals, teachers' needs, and the district Strategic Plan	August 2018-May 2019	School Improvement Plans, Strategic Plan, PD calendar	PD Supervisor and Coordinator, curriculum staff, school-based administrators	Review of School Improvement Plans, Strategic Plan
The district will support principals by making avenues available for job-embedded PD	August 2018-May 2019	School Improvement Plans, Compass Results, VAM scores	PD Coordinator, curriculum staff, teacher leaders, coaches	School Performance Scores, listing of PD sessions provided
The district will continue to provide training to teacher leaders and coaches in leading PLCs and examining student work to identify learning gaps and teachers' PD needs	August 2018-May 2019	Student work, PD sessions, VAM scores, School Improvement Plans	PD Coordinator, curriculum staff, teacher leaders, and coaches	Training agendas for teacher leaders and coaches

Goal 2: Effective and certified employees through on-going recruitment and PD

Objective 2.4: Schools will be staffed with certified teachers and ratios reflective of state and AdvancEd guidelines

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Designated teachers will be provided with tuition assistance for approved courses applicable to certification as long as funding is available	August 2018-May 2019	LDOE certification requirements, university prescriptions, tuition fee documents	PD Supervisor, Personnel Supervisor, school-based administrators, teachers	University transcripts, fee bills
Staffing decisions will reflect current state mandates and AdvancEd guidelines	August 2018-May 2019	District, state, and accreditation standards	Personnel Supervisor, school-based administrators	Pupil-teacher ratios
The district will continue to recruit certified teachers during its annual spring job fair and visits to college campuses during the year	August 2018-May 2019	Staffing numbers, recruitment days at local universities	Personnel Supervisor, school-based administrators	Staffing sheets
The district will continue and expand its alternate certification program as a pathway to securing certified teachers	August 2018-May 2019	Coaching materials, BESE guidelines	PD Supervisor, Personnel Supervisor CO staff	Number of persons securing certification through alternate certification program
The district will recruit college graduates interested in the teaching profession to enroll in its alternate certification program through visits to college campuses and advertisement on social media	August 2018-May 2019	Staffing numbers, recruitment days at local universities, social media platforms	PD Supervisor, Personnel Supervisor CO staff	Staffing sheets

Goal 3: Responsible finances and responsive support services that enhance teaching and learning environments which are safe and secure

Objective 3.1: A budget reflection of the vision, mission, and beliefs that maintains a fund balance of 10%

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Curriculum staff prepares budget requests that are reflective of long-term student performance goals	August 2018-May 2019	Student performance data, identified instructional needs	Curriculum staff, Assistant Superintendent, CFO	Review of instructional needs lists from schools
Department heads prepare budget requests that are reflective of needs which support district goals	August 2018-May 2019	Identified maintenance, food service, transportation, and business services needs	Department heads, CFO	Review of department needs and feedback from schools regarding support services
Continue FEMA close-out procedures on completed projects	August 2018-May 2019	Project worksheets, purchase orders, reimbursements	CFO and business services staff	Completed FEMA files
The district will continue its tradition of audits that are without questioned costs and recommendations	August 2018-May 2019	Audit managers, audit guidelines, financial records	CFO and business services staff	Annual financial audit report
The district will collaborate with parish taxing entities to study the changes to the industrial tax exemption program so that the School Board can properly evaluate future applications	August 2018-May 2019	State and local taxing policies	CFO, Superintendent and School Board	Evaluation of industrial tax exemption applications

Goal 3: Responsible finances and responsive support services that enhance teaching and learning environments which are safe and secure

Objective 3.2: Short-term and long-term maintenance plans to assure upkeep/preventative maintenance at schools

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
Schools will provide the maintenance department with maintenance needs and priorities	August 2018-May 2019	Maintenance work orders, summer work lists	Maintenance Supervisor, maintenance staff, school-based administrators	Walkthroughs of facilities
The maintenance department will prepare annual and long-term goals to support identified facilities' needs	August 2018-May 2019	Identified maintenance needs established in concert with school-based administrators	Maintenance Supervisor, maintenance staff, school-based administrators, CFO	Walkthroughs of facilities, review of plan documents
The maintenance staff will continue training custodial staff in the proper and safe use and storage of cleaning supplies	August 2018-May 2019	Safety manuals, training guides	Maintenance Supervisor, custodial foreman	Walkthroughs of facilities, review of custodial closets
Evaluate facilities in conjunction with the school and district safety plans	August 2018-May 2019	Emergency/school safety plans	Maintenance Supervisor, CFO, school-based administrators	Plan to address identified areas

Goal 3: Responsible finances and responsive support services that enhance teaching and learning environments which are safe and secure

Objective 3.3: Continue to implement a plan to address social/emotional needs of students

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
The district will continue to implement a program aimed at addressing students' social/emotional needs	August 2018- May 2019	LSUHSC personnel, commercial programs, administrative discussion groups	Supervisor of Child Welfare, Sp. Ed. Coordinator, Committee members, PD Coordinator	Plan framework, feedback from administrators
Program implementation will be on a month-by-month basis with follow-up to ensure proper implementation of program plans	August 2018- May 2019	Program guidelines and implementation manuals	Supervisor of Child Welfare, Sp. Ed. Coordinator, Committee members, PD Coordinator	Printed plans distributed to school-based administrators
The program will be implemented and progress monitored for effectiveness	August 2018- May 2019	Plan, implementation guidelines	Supervisor of Child Welfare, Sp. Ed. Coordinator, counselors, administrators	Documentation of discipline referrals and referrals for support

Goal 3: Responsible finances and responsive support services that enhance teaching and learning environments which are safe and secure

Objective 3.4: District will continue to devise/revisit school emergency plans

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
The district will conduct periodic drills of procedures to be followed in all types of emergency situations	August 2018- May 2019	Emergency plans, First Responders	School-based administrators, Supervisor of Child Welfare, CFO, Communications Coordinator	Evaluation of drill effectiveness and efficiency
The district will continue its partnership with law enforcement to annually update crisis plans, to comply with latest legislative regulations, and to provide a resource officers for designated schools	August 2018- – ongoing	Louisiana Legislature, St. Bernard Parish Sheriff's Department, Fire Department	Superintendent, Supervisor of Child Welfare, Principals	Review of school crisis plans

Goal 3: Responsible finances and responsive support services that enhance teaching and learning environments which are safe and secure

Objective 3.5: The district will continually revisit its Guide to Student Conduct to strengthen its PBIS program

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
The district will implement protocols for behavioral interventions in each classroom through RTI program and individual classroom discipline plans	August 2018- May 2019	LSUHSC health service providers, state PBIS program	Child Welfare Supervisor, special education personnel, school-based administrators	Documentation of interventions
Schools will develop behavior plans that reflect a cohesive approach to addressing students' behavioral deficiencies	August 2018- May 2019	RTI guide, progress monitoring data	School-based administrators, teachers, teacher leaders, coaches, social workers, counselors	Discipline data, progress monitoring data
The district will continue to track discipline referrals in accordance with state guidelines	August 2018- May 2019	State Department of Education; eSchool; Guide to Student Conduct	Supervisor of Child Welfare and Attendance, school-based administrators	Review of student discipline referrals
The district will form a committee to study the dress code policy to report recommendations to the Board	August 2018- Spring 2019	Guide to Student Conduct	Child Welfare Supervisor, school-based administrators, parents	Review of committee findings

Goal 4: Imaging: Positive impressions of our public schools

Objective 4.1: Surveys of community partners, parents, and students will indicate a 90% satisfaction rate

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
The district will survey students, parents, and community partners to determine rates of satisfaction with the school system.	Fall, 2018	AdvancEd surveys	Central Office administrators	Survey data analysis
The district will conduct exit surveys for students leaving the school system.	May 2019 - ongoing	Modified LANA survey	CTE Coordinator; school-based administrators	Survey data analysis
The schools will study the results of surveys and enact strategies to address areas of concern	May 2019	Stakeholder surveys	Principals, counselors	Survey data analysis

Goal 4: Imaging: Positive impressions of our public schools

Objective 4.2: The district will implement and continue on-going parent education/involvement programs

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
The district will continue Family Literacy Nights and Math Nights currently sponsored by the Title I program	September 2018 - ongoing	Parent involvement policies and literature	Designated Title I personnel, leadership teams, coaches, curriculum staff	Parent workshop attendance sheets, satisfaction surveys
The district will continue to host quarterly meetings with the Superintendent's Advisory Committee; school-based parent compacts will be completed	November 2018 February 2019 June 2019	Parent involvement policies and literature, Title I guidelines	Superintendent, Federal Program Supervisor	Parent surveys
The district will continue to update its website to provide current program information to parents	August 2018 - ongoing	Web-based software	Communications Coordinator, school communications personnel	Parent surveys
School sites will continue to promote parent involvement through websites, HAC, PTOs, and Title I parent compacts	August 2018 – ongoing	Web-based software	Coordinator of technology, school-based administrators, Federal Programs Supervisor. Communications Coordinator	Parent surveys

Goal 4: Imaging: Positive impressions of our public schools

Objective 4.3: The district will develop strategies to celebrate internally and externally the good things happening in the public schools

Action Steps/Strategies	Timelines	Resources	Responsible Persons	Evaluation Method
PEN television will air highlights of school district events and activities	August 2018- May 2019	School-based administrators; school PR liaison	PEN television staff	Program CD's
Each school will designate one individual to serve as the PR liaison the Communications Coordinator	August 2018- May 2019	School-based administrators; school PR liaison	Communications Coordinator	Weekly printed articles
The district will continue to update the public regarding school district programs and events with annual brochures, calendars, social media postings and a Quality Report distributed at the annual Day of Reflection breakfast	August 2018- May 2019	School-based administrators; school PR liaison, Central Office administrators	Communications Coordinator	Monthly Super News report to the School Board
School liaisons and the Communications Coordinator will work together to publish on-going news about school events and activities	August 2018– ongoing	School calendars, district calendar	Communications Coordinator, school liaisons	Articles, fliers

Mr. Granberry appeared before the Board to inform them of Personnel Changes for the Month of July 2018. Those changes are shown below.

**ST. BERNARD PARISH SCHOOL BOARD
MINUTES OF JULY 24, 2018**

CHANGES FOR BOARD MEMBERS INFORMATIONAL PURPOSE ONLY:

PERSONNEL CHANGES – TEACHERS

APPOINTMENTS

Madeleine Winningkoff	Arabi Elementary-Elementary Teacher (Temporary Assignment 2018-2019)
Monisha Jackson	Rowley Alternative-High School Teacher (Temporary Assignment 2018-2019)
Jamie Isidore	Rowley Alternative-High School Teacher (Temporary Assignment 2018-2019)
Zachary Lochard	Arabi Elementary-Elementary Teacher/Coach (Temporary Assignment 2018-2019)
Jacquelyn Hollifield	Arabi Elementary-Special Education Teacher (Temporary Assignment 2018-2019)
Erica Moreci	Andrew Jackson Middle-Elementary Teacher (Temporary Assignment 2018-2019)
Jamie Saddy	Andrew Jackson Middle-Elementary Teacher (Temporary Assignment 2018-2019)
Katherine Willard	Chalmette High School-Counselor (Temporary Assignment 2018-2019)
Jonathan Williams	Arabi Elementary-Elementary Teacher (Temporary Assignment 2018-2019)
Meagan Sanson	Gauthier Elementary-Elementary Teacher (Temporary Assignment 2018-2019)
Tim Borel	Chalmette High School-High School Teacher (Temporary Assignment 2018-2019)
Donna Harney	Lacoste Elementary-Special Education Teacher (Temporary Assignment 2018-2019)
John Buckman	Chalmette High School-High School Teacher (Temporary Assignment 2018-2019)
Vivienne Dersin	Chalmette Elementary-Elementary Teacher (Temporary Assignment 2018-2019)
Marnie Chiasson	Chalmette High School-High School Teacher (Temporary Assignment 2018-2019)
Shannon Dugan	Chalmette High School-Special Education Teacher (Temporary Assignment 2018-2019)

RESIGNATIONS

Shelley Pann 8/1/18	Chalmette Elementary-Special Education Teacher
Tyler Dutruch	Andrew Jackson Middle-Elementary Teacher 8/1/18
Margot Ballina	Andrew Jackson Middle-Speech Therapist 8/1/18
Amna Essa	Davies Elementary-Speech Therapist (8/1/18)

Route 7 Arabi & Chalmette

Fairfax Dr. north to Benjamin St., from Norwood Dr. east to Kings Dr.

Route 8 Chalmette

Deerfield Dr. north to Creole Dr., from Jean Lafitte Pkwy. east to Kings Dr.

Route 9 Chalmette & Arabi

Kings Dr. from Patricia St. north to Valor Dr., Valor Dr. from Kings Dr. west to Patricia St., 1000 block of Center St. & Community St.

Route 10 Chalmette

De La Ronde Dr., Kings Dr. from Patricia St. north to Valor Dr., Valor Dr. from Kings Dr. west to Patricia St.

Route 11 Chalmette

Gladiator Dr. (not including Gladiator Dr.) north to Amour Dr., from Juno Dr. east to Jupiter Dr.

CHALMETTE ELEMENTARY**Route 1 Chalmette**

St. Bernard Hwy. north to Judge Perez Dr., from Pirate Dr. east to Creely Dr. & Milestones Nursery.

Route 2 Chalmette

St. Bernard Hwy. north to 8th St., from Chalmette Ave. east to Brigade Dr.;
St. Bernard Hwy. north to Livingston Ave., from W. Claiborne Sq. east to Coffee Dr.

Route 3 Chalmette

E. Chalmette Cir. & Old Hickory Ave. from W. St. Bernard Hwy. south to Livingston Ave., from Ramoncita Dr. east to Victor St., from W. St. Bernard Hwy. south to W. Judge Perez Dr., Apts. @ 8120 W. Judge Perez Dr.

Route 4 Chalmette

St. Bernard Hwy. north to Judge Perez Dr., from Lloyds Ave. east to Paris Rd.

Route 5 Chalmette

DeLaRonde Dr., Juno Dr. from Patricia St. north to W. Virtue St. Philip Ct., & Plantation Dr.

Route 6 Chalmette

3900-4100 Juno Dr., Gladiator Dr., Titans Dr. Amour Dr., & 4000-4100 Jupiter Dr.

Route 7 Chalmette

Jupiter Dr. & Shangri-La Dr. from Patricia St. north to W. Virtue St.

Route 8 Chalmette

3300-3500 blocks of Jupiter Dr. & Shangri-La Dr., Oz Dr., & Atreus Dr.

DAVIES ELEMENTARY**Route 1 Meraux**

Munster Blvd. east to Rue Carmen from Judge Perez Dr. north to Florida Ave., Walkers Ln. from St. Bernard Hwy. north to Judge Perez Dr.

Route 2 Meraux

Munster Blvd. & Bartolo Dr. from St. Bernard Hwy. north to Judge Perez Dr.

Route 3 Meraux

Judy Dr. east to Webster Dr. from St. Bernard Hwy. north to Judge Perez Dr.

Route 4 Meraux/Violet

St. Bernard Hwy. north to Judge Perez Dr., from Maureen Ln. east to Valmar Dr.

Route 5 Violet

St. Bernard Hwy. north to Judge Perez Dr., from Livaccari Dr. east to Meraux Ln.

Route 6 Meraux/Violet

Meraux Ln. from St. Bernard Hwy. north to Judge Perez Dr.; Fable Dr. west to Nancy Dr. from Judge Perez Dr. north to Florida Ave.

Route 7 Meraux/Violet

Judge Perez Dr. north to Florida Ave., from Meraux Ln. east to Meadow Dr. and Maureen Ln.

Route 8 Meraux

St. Marie St. west to Mayflower Dr. from Newport Dr. north Colony Dr., Debouchel Blvd. & Bradbury Dr. from Newport Dr. north to Tracy St.

Route 9 Meraux

Van Cleave Dr. east to St. Marie Dr. from Genie St. north to Florida Ave., Debouchel Blvd. west to Blomquist Dr. from Tracy St. north to Florida Ave.

GAUTHIER ELEMENTARY**Route 1 Violet**

Riverbend Dr. and Reunion Dr.

Route 2 Violet/St. Bernard

Delta Queen Dr., River Queen Dr., Massicot Rd., & Saro Ln.

Route 3 Violet

River Park Subdivision, Centanni Dr., Torres Dr., Randazzo Dr. & Bayou Rd. from St. Bernard Pkwy., east to Nicosia Pl.

Route 4 Violet/St. Bernard

South Lake Blvd., Woodchase Ct., Farmsite Rd. & Bayou Rd. from St. Bernard Pkwy., east to Nicosia Pl.

Route 5 St. Bernard

W. Christie Dr. east to Bobolink Dr., & Caernarvon

Route 6 St. Bernard

Plantation Subdivision from Green Ave. north to Kingfisher Dr.

Route 7 St. Bernard

Todd Dr. east to Joseph Dr., south of Bayou Rd.

Route 8 St. Bernard

Heights Dr., Creedmoor Dr., Gina Dr., Deborah Dr. & Bayou Rd. from Gina Dr. to Toca Cut.

Route 9 St. Bernard/Ferret/Hopedale

Hopedale, Florissant Hwy., Verret, from Kenilworth Dr. west to Toca Cut.,

Route 9 St. Bernard/Delacroix

Delacroix Hwy., from Sylvia Blvd. east to Eastwood Manor.

LACOSTE ELEMENTARY**Route 1 Chalmette**

St. Bernard Hwy. north to Judge Perez Dr., from Charles Dr. east to Jacob Dr.

Route 2 Chalmette

Mumphrey Rd. & Gallo Dr. from St. Bernard Hwy. north to Judge Perez Dr.; Jacob Dr. & Despaux Dr. from Missouri Dr. north to E. Magistrate St..

Route 3 Chalmette

E. Genie St. north to Florida Ave., from Ventura Dr. west to Gallo Dr., Chalona Dr. & Volpe Dr. from Josephine St. north to Florida Ave., Despaux Dr. from Magistrate St. north to Florida Ave.

Route 4 Chalmette

E. Judge Perez Dr. north to Missouri St. from Veronica Dr. east to Chalona Dr. & Riverland Dr. from Missouri St. north to Florida Ave.

Route 5 Chalmette

E. St. Avide St. north to Magistrate St., from Veronica Dr. east to Pecan Dr.

Route 6 Chalmette

Marietta Dr. east to Plaza Dr. from E. St. Avide St. north to E. Josephine St.; Dauterive Dr. & Decomine Dr. from E. St. Avide St. north to Eagle St.

Route 7 Chalmette

Plaza Dr. west to Marietta Dr. from E. Josephine St. north to Florida Ave.

Route 8 Chalmette

Golden Dr. & Rosetta Dr. from E. St. Avide St. north to Genie Ct.

Route 9 Chalmette

E. Judge Perez Dr. north to E. St. Avide St. (not including E. St. Avide St.), from Golden Dr. east to Decomine Dr.

Meraux Elementary**Route 1 Chalmette**

St. Bernard Hwy. stops from Seelos Ct. east to Jacob Dr.

Route 2 Chalmette

E. St. Bernard Hwy. north to E. Judge Perez Dr. from Palmisano Blvd. east to Chalona Dr. & Pelitere Dr. west to Paris Rd.

Route 3 Chalmette

E. St. Bernard Hwy. north to E. Judge Perez Dr., from Rosetta Dr. east to Veronica Dr.

Route 4 Chalmette

E. Liberaux St. & E. Magnolia Dr. from Tournefort St. east to Laplace St.
100 - 500 blocks of E. Genie St., 3500 – 3600 blocks of Laplace St., East side of Paris Rd. from Genie St. north to Parish line. Kids Kampus & Parish Pride

Route 5 Chalmette

Judge Perez Dr. north to E. Celestine St. from Paris Rd. east to Delambert St.

Route 6 Chalmette

E. Genie St. north to Pierre St.(not including E. Genie St.) from Laplace St. east to Richelieu Ct.,

Route 7 Chalmette

Montesquieu St. west to Rose Ave. from W. Solidelle St. north to W. Virtue St.

Route 8 Chalmette

Pakenham Dr., from Judge Perez Dr. north to W. Liberaux St., W. Solidelle St. & Park Blvd.

Route 10 Chalmette

Jackson Blvd. from Judge Perez Dr. north to W. Liberaux St., & Palmetto St. east to Paris Rd., from W. Judge Perez Dr. to W. Prosper St.

SMITH ELEMENTARY**Route 1 Violet**

St. Bernard Hwy. north to 6th St., from Canal St. east to JoAnn Ct.

Route 2 Violet

St. Bernard Hwy. north to Judge Perez Dr., from Colonial Blvd. east to Elizabeth Ct. (including both sides of Colonial Blvd.)

Route 3 Violet

St. Bernard Hwy. north to Judge Perez Dr., from Jamie's Ct. east to Colonial Blvd. (not including Colonial Blvd.)

Route 4 Violet

River Rd. north to Judge Perez Dr., from Caluda Ln./Tino Ln. east to Licciardi Ln.

Route 5 Violet

Allo-Mumphrey Rd. & River Rd. north to Judge Perez Dr., from Edgar Dr. east to Highland St.

Route 6 Violet

Shannon Dr. & Angelique Dr. from E. Judge Perez Dr. north to Florida Ave.

Route 7 Violet

Ashley Dr. & Tara Dr. from Shannon Dr. north to Florida Ave., 2900-3100 Guerra Dr.

Route 8 Violet

Guerra Dr. from E. Judge Perez Dr. north to E. Genie St. & Stacie Dr.
from
3100 to Mel Dr.

Route 9 Violet

Daniel Dr. from E. Judge Perez Dr. north to Mel Dr.

Route 10 Violet

2800-3000 Stacie Dr.

Route 11 Violet

Oak Ridge Subdivision

ANDREW JACKSON MIDDLE**Route 1 Arabi**

N. Peters Rd. north to St. Claude Ave., from Jackson Barracks east to Center St.; Friscoville Ave. east to Center St. from St. Claude Ave. north to Judge Perez Dr.

Route 2 Arabi

St. Claude Ave. north to Mustang Dr., from Jackson Barracks east to Alexander Ave.

Route 3 Arabi

Alexander Ave.(not including Alexander Ave.) east to Cougar Dr. from W. Judge Perez Dr. north to Benjamin St.

Route 4 Arabi/Chalmette

Friscoville Ave. east to Center St. from St. Claude Ave. north to Judge Perez Dr. Perrin Dr. East to Cougar Dr. from Judge Perez Dr. to Patricia St., 7900 Patricia St. & 8149 St. Bernard Hwy.

Route 5 Arabi/Chalmette

Rowley Blvd. from W. St. Bernard Hwy. north to W. Judge Perez Dr., Norwood Dr. east to Jean Lafitte Pkwy. from Judge Perez Dr. north to Hermitage Dr., De La Ronde Dr., Plantation Dr. & Philip Ct.

Route 6 Chalmette

Judge Perez Dr. north to Hermitage Dr. from Jean Lafitte Pkwy. (not including Jean Lafitte Pkwy.) east to Kings Dr. & Milestones Nursery.

Route 7 Chalmette

Juno Dr. east to Jupiter Dr. from Patricia St. north to Amour St.

Route 8 Chalmette

Shangri-la Dr. from Patricia St. north to Virtue St., Genie St. north to Virtue St. from Jackson Blvd. east to Paris Rd. & Apartments at 4000 Rose Ave.

Route 9 Chalmette

Judge Perez Dr. north to Genie St., from Shangri-la east to Jackson Blvd.

Route 10 Chalmette

E. Genie St. north to Pierre St., from Paris Rd. east to Delambert St., 5353 Paris Rd., & St. Bernard Hwy. north to Judge Perez Dr. from Paris Rd. east to Delambert St.

Route 11 Chalmette

Judge Perez Dr. north to E. Celestine St., from Paris Rd. east to Delambert St., Judge Perez Dr. north to W. Prosper, from Paris Rd west to Palmetto St.

Route 12 Chalmette

From St. Bernard Hwy. north to Judge Perez Dr., from Coffee Dr. east to Paris Rd.

ST. BERNARD MIDDLE**Route 1 Violet**

Daniel Dr., Stacie Dr., & St. Bernard Hwy. north to Judge Perez Dr., from Colonial Blvd. east to C St..

Route 2 Violet

Oak Ridge Subdivision, St. Bernard Hwy. north to Judge Perez Dr. from Licciardi Ln. east to Colonial Blvd.

Route 3 Violet

From St. Bernard Hwy. north to Judge Perez Dr., from Reunion Dr. east to Farmsite Rd.

Route 4 St. Bernard

E. & W. Christie Dr., Green Ave., Plantation Subdivision.

Route 5 St. Bernard

Caernarvon, Saro Ln. & Bayou Rd. from Goodwill St. east to Sugar Mill Dr.

Route 6 St. Bernard/Hopedale/Verret

From Toca Cut east to Kenilworth Dr., Verret, Florissant Hwy., & Hopedale

Route 7 St. Bernard/Delacroix

From Sylvia Blvd. east to Eastwood Manor & Delacroix Hwy.

Route 8 Violet (am only, pm will ride with Route 7)

South Lake

Route 9 St. Bernard (am only, pm will ride with route 6)

Bayou Rd. from Gina Dr. east to Toca Cut.

TRIST MIDDLE

Route 1 Violet

Judge Perez Dr. south to River Rd., from Edgar Dr. east to Guerra Dr., Henley Tr. Pk. & Tusa Dr.

Route 2 Meraux/Violet

Guerra Dr. from Judge Perez Dr. north to Florida Ave., St. Marie Dr. west to Nunez Dr. from Newport Dr. north to Tracy St.

Route 3 Violet

Judge Perez Dr. north to Florida Ave., from Tara Dr. east to Shannon Dr.

Route 4 Meraux/Violet

Judge Perez Dr. north to Florida Ave., from Maureen Ln. east to Meraux Ln.

Route 5 Meraux/Violet

St. Bernard Hwy. north to Judge Perez Dr., from Maureen Ln. east to Meraux Ln.

Route 6 Meraux

Pecan Gr. & St. Marie Dr. east to Blomquist Dr. from Tracy St. to Florida Ave.

Route 7 Meraux

St. Bernard Hwy. north to Judge Perez Dr, from Walkers Ln. east to Cypress Gardens.

Route 8 Chalmette/Meraux

Judge Perez Dr. north to Florida Ave., Mary Ann Dr. east to Jumonville North, Judge Perez Dr. north to Missouri St., from Chalona Dr. east to Ventura Dr., Despaux Dr. & Jacob Dr. from Judge Perez Dr. north to Genie St., Mary Ann Dr. & Munster Blvd. from St. Bernard Hwy. north to Judge Perez Dr.

Route 9 Chalmette

Magistrate St. from Palmisano Blvd. east to Jacob Dr., Palmisano Blvd. from Missouri St. north to Magistrate St. & Riverland Dr. from Judge Perez Dr. north to Missouri St.

Route 10 Chalmette

Josephine Dr. from Plaza Dr. east to Palmisano Blvd. & Genie St. from Palmisano Blvd. east to Jacob Dr.

Route 11 Chalmette

Josephine St. from Golden Dr. east to Lyndel Dr., Genie St. north to Florida Ave. from Golden Dr. east to Palmisano Blvd.

Route 12 Chalmette

Judge Perez Dr. north to St. Avide St., from Golden Dr. east to Palmisano Blvd.

Route 13 Chalmette

St. Bernard Hwy. north to Judge Perez Dr., from Pelitere Dr. east to Palmisano Blvd. & homes on river side of St. Bernard Hwy. from Palmisano Blvd. east to Jacob Dr.

Route 14 Chalmette

St. Bernard Hwy. north to Judge Perez Dr. from Palmisano Blvd. east to Jacob Dr.

ROWLEY ALTERNATIVE**Route 1 Arabi/Chalmette**

Jackson Barracks east to Cougar Dr., 8149 St. Bernard Hwy. & 8120 W. Judge Perez Dr.

Route 2 Chalmette

Norwood Dr. east to Paris Rd.

Route 3 Chalmette/Meraux/Violet

Paris Rd. east to Meraux Ln. north of Judge Perez Dr.

Route 4 Violet

Judge Perez Dr. north to Florida Ave., from Shannon Dr. east to Oak Ridge Subdivision.

Route 5 Meraux/Violet

Paris Rd. east to Allo-Mumphrey Rd. south of Judge Perez Dr.

Route 6 Violet/St. Bernard

Jamie's Ct. east to Toca Cut.

Route 7 St. Bernard

Toca Cut to eastern end of parish.

CHALMETTE HIGH SCHOOL**Route 1 Arabi**

N. Peters St. north to Judge Perez Dr., from Jackson Barracks east to Center St.

Route 2 Arabi

Judge Perez Dr. north to Benjamin St., from Jackson Barracks east to Schnell Dr. & 8120 W. Judge Perez Dr.

Route 3 Arabi/Chalmette

St. Bernard Hwy. north to Benjamin St., from Perrin Dr. east to Cougar Dr. & 7900 Patricia St.

Route 4 Chalmette

8149 W. St. Bernard Hwy., St. Bernard Hwy. north to Judge Perez Dr., from Pirate Dr. east to Packenham Ave.

Route 5 Chalmette

Buccaneer Villa North

Route 6 Chalmette

St. Bernard Hwy. north to Judge Perez Dr., from W. Chalmette Circle east to Paris Rd.

Route 7 Chalmette

Juno Dr. & Titans Dr. north to Amour Dr. from Juno Dr. east to Jupiter Dr.

Route 8 Chalmette

Plantation Dr., De La Ronde Dr., Philip Ct., Shangri-la Dr. east to Jupiter Dr. from Judge Perez Dr. north to Patricia St.; 9000-9100 W. Virtue St. & 3600-3800 Jupiter Dr.

Route 9 Chalmette

Pakenham Dr. east to Paris Rd. from Judge Perez Dr. north to W. Virtue St. & 4000 Rose Ave.

Route 10 Chalmette

Judge Perez Dr. north to Pierre St., from Paris Rd. east to Rosetta Dr. & 5353 Paris Rd.

Route 11 Chalmette

Josephine St. north to Florida Ave., from Rosetta Dr. east to Jacob Dr.

Route 12 Meraux

St. Bernard Hwy. north to Judge Perez Dr., from Mary Ann Dr. east to Webster Ln.

Route 13 Meraux

Judge Perez Dr. north to Florida Ave., from Mary Ann Dr. east to St. Marie Dr.

Route 14 Meraux/Violet

Judge Perez Dr. north to Florida Ave., from Maureen Ln. east to Meraux Ln.

Route 15 Meraux/Violet

Mississippi River north to Judge Perez Dr., from Maureen Ln. east to Meraux Ln.

Route 16 Violet

Judge Perez Dr. north to Florida Ave., from Ashley Dr. east to Guerra Dr.

Route 17 Violet

St. Bernard Hwy. north to Judge Perez Dr., from Edgar Dr. east to Pakenham Rd.

Route 18 Violet

Judge Perez Dr. north to Florida Ave. from Daniel Dr. east to Oak Ridge Blvd.

Route 19 St. Bernard/Violet

Caernarvon, Christie Park, Plantation Subdivision, & River Park Subdivision.

Route 20 St. Bernard/Violet

St. Bernard Hwy. north to 4th St., from Canal St. to C St., & Bayou Rd from Goodwill St. to Michelle Dr.

Route 21 St. Bernard/Violet

Southlake Subdivision, Farmsite Rd., Woodchase Ct., Reunion Dr. Riverbend Dr., River Queen Dr., & Delta Queen Dr.

Route 22 St. Bernard

Sugar Mill east to Toca Cut.

Route 23 Delacroix/St. Bernard

Delacroix Hwy., Tiffany Dr. & Guillot Dr.

Route 24 Hopedale/ St. Bernard

Hopedale, Shell Beach, Florissant & Gnell Dr. west to Kenilworth Dr.

As recommended by the Committee and on motion of Mr. Long, seconded by Mr. Warner, the Board voted without objection by a roll call vote of the members present to approve Risk Services of Louisiana as the provider of Student Athletic Insurance for the period of August 1, 2018 through July 31, 2019 at a cost of \$49,627.00. See Spreadsheet below:

**St. Bernard Parish
Student and Athletic Insurance
2017-2018**

**St. Bernard Parish School Board
Student and Athlete Insurance
2018 - 2019
Tabulation**

	2016-17 Plan	2017-18 Plan	Proposed 2018-19 Plan
Agent / Broker	Risk Services of Louisiana,	Risk Service of Louisiana	Risk Service of Louisiana
	3699 Jackson Street, Suite 201	3700 Jackson Street, Suite 201	3700 Jackson Street, Suite 201
	Alexandria, LA 71303	Alexandria, LA 71303	Alexandria, LA 71303
Contact Person(s)	Alisa Myatt	Alisa Myatt	Alisa Myatt
	318.484.3335	318.484.3335	318.484.3335

Insurers / Best Rating			
Student & Athlete	Security Life / A-	Ameritas Life / A	Ameritas Life / A
Catastrophic Insurance	Zurich American / A+	Zurich American / A+	Great American / A
Voluntary Student Ins	Security Life / A-	Ameritas Life / A	Ameritas Life / A
Premiums			
Student & Athlete	\$46,800	\$46,800	\$46,800
Catastrophic Insurance	2,827.02	2,827.02	2,827.02
Head Start Students	included	included	included
Total	\$49,627	\$49,627	\$49,627
Voluntary Ins - School/24 Hr/Dental	\$16 / \$99 / \$9	\$14 / \$89 / \$8	\$14 / \$89 / \$8
Covered Persons	All Athletes / Headstart	All Athletes / Headstart	All Athletes / Headstart

Covered Activities	All sports and school sponsored activities. Travel directly to and from.	All sports and school sponsored activities. Travel directly to and from.	All sports and school sponsored activities. Travel directly to and from.
Activity Reporting Requirements	None	None	None
Maximum Benefit / Deductible	\$25,000 / 0	\$25,000 / 0	\$25,000 / 0
Catastrophic Insurance / Ded	\$1MM / \$25k / Cash \$500k	\$1MM / \$25k / Cash \$500k	\$1MM / \$25k / Cash \$500k
Other Benefits: (Please Describe and provide details)	Any Medical Provider	Any Medical Provider	Any Medical Provider
Separate Agreement	SAME	SAME	SAME
Exclusions:	SAME	SAME	SAME
Total Premium	\$49,627	\$49,627	\$49,627
Plan Coverage:		All benefits remain the same	All benefits remain the same

Physician - Surgical	R & C to \$5,000	R & C to \$5,000	R & C to \$5,000
Physician - non surgical	R & C to \$100 /visit, max 20	R & C to \$100 /visit, max 20	R & C to \$100 /visit, max 20
Surgical Facility	R & C to \$2000	R & C to \$2000	R & C to \$2000
Hospital Inpatient Room	\$700/day plus \$1000 misc	\$700/day plus \$1000 misc	\$700/day plus \$1000 misc
Nursing Care	included	included	included
Hospital Outpatient	R & C to \$2,000	R & C to \$2,000	R & C to \$2,000
Anesthesia	R & C	Included in Surgery	Included in Surgery
X-Rays	R & C to \$1000	R & C to \$1000	R & C to \$1000
Digital Imaging	R & C to \$1000	R & C to \$1000	R & C to \$1000
Ambulance	R & C to \$800	R & C to \$800	R & C to \$800
Prescription Drugs	R & C to \$500	R & C to \$500	R & C to \$500
Orthopedic Appliances	R & C to \$500	R & C to \$500	R & C to \$500

Physiotherapy	\$100 / visit; 10 visits max	\$100 / visit; 10 visits max	\$100 / visit; 10 visits max
Eyeglasses / Hearing Aids	R & C to \$1000	R & C to \$1000	R & C to \$1000
Dental	R & C to \$800	R & C to \$800	R & C to \$800
Vehicle Limit	Same as any injury to \$1000	Same as any injury to \$1000	Same as any injury to \$1000

There were no items to place on the agenda of the next meeting.

Under Superintendent's Recommendations, Ms. Voitier noted that the School System is preparing for the arrival of students shortly. Administrators, new teachers and then all teachers will be in place preparing for students by the time of the August 7th opening of school rally. Students report on Wednesday, August 8th. Ms. Voitier also mentioned that the state has a representative visiting all schools to review safety plans and crisis protocols with parish agencies in the event of a crisis situation

There being no further business to discuss, and on motion of Mr. Campbell seconded by Mrs. Asevedo, and passed by a unanimous voice vote, the meeting was adjourned.

CLIFFORD ENGLANDE
PRESIDENT

DORIS VOITIER
SECRETARY