

REGULAR MONTHLY MEETING
JANUARY 23, 2018

The St. Bernard Parish School Board met in a Regular Monthly Meeting on Tuesday, January 23, 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, Diana B. Dysart, President; Mr. Donald D. Campbell, Mr. Carl W. Gaines, Jr., Mr. Clifford M. Englande, Mrs. Katherine K. Lemoine, Dr. Henderson Lewis, Jr., Mr. Joseph V. Long, Sr. and Mr. Sean K. Warner. Mrs. Darleen P. Asevedo, Dr. Hugh C. Craft and Mr. William H. Egan were absent.

There were no Community Concerns to address.

On a point of privilege, Mrs. Dysart wanted to recognize and congratulate Dr. Thomas Warner on his tenure as a public servant in St. Bernard Parish as a husband, father, teacher, coach, public school system administrator, public school system Assistant Superintendent, State Representative and Chancellor of Nunez Community College. Mrs. Dysart noted that the recent Nunez Community College Gala was dedicated to him upon his retirement as Chancellor of that institution.

Mr. Englande next asked for a moment of silence to recognize the death of a former School Board member, Mr. Ken Rabalais. Condolences were extended to his friends and relatives by the Board.

Mrs. Dysart next welcomed Ms. Alex Schneider to present Super News. Ms. Schneider first noted that in the Board Member folders is the January Communications report which shows some of the most popular Facebook posts and analytics associated with January posts. Additional info provided concerned the analytics associated with our School Board website homepage and press releases during the month of January and finally, a schedule of teacher feature filming in February. Moving on to Super News, Ms. Schneider noted that this month's Super News will take a look at the Students of the Year for the district. They are:

Denim Bell – W. Smith Elementary School
Robyn Hays – Arabi Elementary School – Parish Winner
Romell Maize – Chalmette Elementary School
Cooper McNamara – Lacoste Elementary School
Elizabeth Groby – J. F. Gauthier Elementary School
Cedence Dettwiller – Davies Elementary School
Kamryn Alexander – Arlene Meraux Elementary School
Chloe Jorns – Andrew Jackson Middle School
Grace Teal – St. Bernard Middle
Avani Miller - N. P. Trist Middle School – Parish Winner
Kelsey Billiot – Chalmette High School – Parish Winner

Mrs. Dysart congratulated all the students of the year for their fine representation of each of our district schools and then thanked Ms. Schneider for her Super News presentation.

On a point of privilege Mrs. Dysart took this opportunity to commend Ms. JessicaVallelungo on her successful Top Chef competition that took place recently at the Maumus Center. Top Chef Competitors, Karin Knight and

Elier Mendez competed to take home the honor of Top Chef. This event proved to be a successful fundraiser for the Career and Technical Program at Chalmette High.

Mrs. Dysart next explained that it was time for the election of School Board Officers. She explained that officers serve a two year term and that she, as President, and Mr. Englande, as Vice-President, are at the conclusion of their terms. Mrs. Dysart and Mr. Englande both thanked their fellow Board Members for the opportunity to serve in those offices.

Mrs. Dysart next asked for the nominations for the President's office. At this time Mr. Long moved to nominate Mr. Englande as President of the School Board. The motion was seconded by Mr. Warner. With no other nominations, a motion was then made by Mr. Campbell to close the nominations. The motion was seconded by Mr. Gaines.

With no other nominations, Mr. Clifford M. Englande was elected President of the School Board. Mr. Englande thanked his wife and his family for their support and the employees for their hard work every day in the schools. He also thanked the Board for their vote of confidence and pledged to serve proudly as President of the St. Bernard Parish School Board.

At this point, Mrs. Dysart handed the meeting over to the new President, Mr. Englande. Mr. Englande opened the meeting up for nominations for Vice President. Mr. Gaines moved to nominate Mrs. Diana Dysart for Vice-President. The motion was seconded by Mrs. Lemoine. Mr. Campbell moved to close the nominations, which was seconded by Mr. Warner and passed by a unanimous voice vote of the members present. With no other nominations, Mrs. Dysart was elected by a unanimous voice vote of the members present as Vice-President of the School Board for 2018.

Mrs. Dysart thanked her fellow Board members for the honor and privilege of serving as Vice-President and that he was looking forward to continue working with Mr. Englande as an officer of the Board.

Mr. Englande addressed the next agenda item to allow the newly elected School Board President to sign on School Board checking accounts on behalf of the Board. With a motion from Mr. Gaines and a second by Mrs. Lemoine, the Board voted without objection by a roll call vote of the members present to allow Mr. Englande, as the new president, to sign on School Board checking accounts on behalf of the Board.

On motion by Dr. Lewis, seconded by Mr. Warner, the Board voted unanimously by a roll call vote of the members present to incorporate the Report of the January 9, 2018 General Committee Meeting into the Minutes of the January Regular Monthly Meeting.

GENERAL COMMITTEE REPORT TUESDAY, JANUARY 9, 2018

The St. Bernard Parish School Board met in a General Committee Meeting on Tuesday, January 9, 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, Mrs. Diana B. Dysart, President, Mrs. Darleen P. Asevedo, Mr. Donald D. Campbell, Dr. Hugh C. Craft, Mr. William H. Egan,

Mr. Carl W. Gaines, Jr., Mr. Clifford M. Englande, Dr. Henderson Lewis, Jr., Mr. Joseph V. Long, and Mr. Sean K. Warner. Mrs. Katherine K. Lemoine was absent.

As Chair of the Education Committee, Dr. Lewis welcomed Supervisor of Curriculum Lee Anne Harlton to address the next agenda item regarding the Pupil Progression Plan.

Ms. Harlton stated that this plan is being presented to you a little later in the year due to some amendments being made to the Pupil Progression Plan. She further stated that the plan and the method of showing the school district intentions has changed a bit. This year a form with wording from Bulletin 1566 provided a template with boxes for the school district to fill in pertinent information about what we at this school district do to fulfill the above mentioned requirements. This plan also provides a more streamlined version of previous Pupil Progression Plans. She stated that most changes are for the fourth and eighth grade with a lot of flexibility in intervention and pupil progression decision making.

After all comments and questions were addressed, Dr. Lewis thanked Ms. Harlton for her presentation.

Ms. Dysart moved to recommend the Board approve the changes to the Pupil Progression Plan as presented. Seconded by Mr. Gaines, the motion passed unanimously by a roll call vote of the members present.

Mr. Long addressed the next item concerning the Resolution declaring the date, time and place of the General Committee and Regular Monthly Meetings for the year 2018.

Dr. Craft moved to recommend to the Board to approve the resolution. With a second from Dr. Lewis, the Committee voted unanimously by a roll call vote of the members present to recommend to the Board to approve the Resolution stating date, time and place of the General Committee and Regular Monthly Meetings for the year 2018.

Ms. Voitier presented the personnel changes for the month of January 2018.

On a point of privilege, Mrs. Dysart turned the meeting over to Board Member Dr. Henderson Lewis, Jr. of District 9 to make an announcement. Dr. Lewis read a letter from him to the Board and the public watching in which he announced his intention to step down from his Board seat effective March 15, 2018. His sentiments reflected the importance of his current job as Superintendent of Orleans Parish Schools, the pride and honor it has been to serve on the St. Bernard School Board while rebuilding after Katrina and thanks to the colleagues and friends he has made during his lifetime as a Student, Teacher, Supervisor and School Board Member of the St. Bernard Parish Schools.

Board Members and the Superintendent all took turns in praising Dr. Lewis for his efforts and accomplishments and wished him well in the many challenges and opportunities ahead.

Under Superintendent's Recommendations, Ms. Voitier informed the

Committee that the following items would be on the agenda of the January Regular Monthly meeting.

- Election of Officers
- Signature Resolutions
- Super News

Ms. Voitier offered that on Friday, January 19th at 6:00 there will be a top chef cook off that is open to the public, contact Chalmette High for tickets if interested.

Ms. Voitier also noted the January 15th Martin Luther King Holiday for students and teachers with the following Tuesday, January 16th being a holiday for students and teachers will engage in Professional Development on that day.

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

As recommended by the Committee, Mr. Long moved to approve the Pupil Progression changes as presented to Board and as shown below. Seconded by Mrs. Dysart, the motion passed unanimously by a roll call vote of the members present.

PUPIL PROGRESSION PLAN 2017-2018

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.

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.

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. .

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

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA) _____ 2017-2018 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: _____

Superintendent

Board President

As recommended by the Committee, the Board addressed a resolution designating the date, time and place of General Committee and Regular Monthly meetings of the Board. Dr. Lewis moved to approve the aforementioned resolution, seconded by Mrs. Lemoine, the motion passed by a joint acclimation of the members present.

RESOLUTION

WHEREAS Title 17 requires local school boards to hold at least one regular monthly meeting and that public written notice of meetings be given; and

WHEREAS Act 707 of the 1977 Louisiana Legislature exempts local school boards from having to give written notice of each regular meeting by adopting a resolution establishing the date, time and place of regular meetings; and

WHEREAS the Louisiana School Boards Association has recommended that all school boards in the State of Louisiana adopt a resolution to this effect and that the resolution be given appropriate written public notice; Therefore be it

RESOLVED, That the St. Bernard Parish School Board hereby establishes 6:00 p.m. on the second Tuesday of each month for the calendar year 2017 to meet as a Committee of the Whole for a general committee meeting and 6:00 p.m. on the fourth Tuesday of each month for the calendar year 2017 to meet for its regular monthly Board Meeting, with the following exceptions:

February 6, 2018 for its General Committee Meeting

February 20, 2018 for its Regular Monthly Meeting

December 18, 2018 for its Regular Monthly Meeting

and be it

RESOLVED, That said meetings will be conducted in the St. Bernard Parish School Board Office, 200 East St. Bernard Highway, Chalmette, Louisiana,

and that an agenda will be posted 24 hours prior to a meeting; and be it further

RESOLVED, That written public notice will be given at least 24 hours in advance of any change in a day, time and place of regular meetings; and be it

RESOLVED further, That this resolution will be posted in the St. Bernard Parish School Board Office and that copies will be forwarded to the local newspapers.

Dr. Craft entered the meeting during the reading of the aforementioned agenda item.

Mr. Granberry next presented, for informational purposes, Personnel changes for the Month of January 2018. Those personnel changes are shown below.

**ST. BERNARD PARISH SCHOOL BOARD
MINUTES OF JANUARY 23, 2018**

CHANGES FOR BOARD MEMBERS INFORMATIONAL PURPOSE ONLY:

PERSONNEL CHANGES – TEACHERS

APPOINTMENTS

Rustin Frickey	Chalmette High School-Special Education Teacher (Temporary Assignment 2017-18 School Year)
Sheri Roberts	Chalmette High School-High School Teacher (Temporary Assignment 2017-18 School Year)
Danielle Williams	Lacoste Elementary-Elementary Teacher (Temporary Assignment 2017-18 School Year)
Cressida Rhodes-Polk	Andrew Jackson Middle-Elementary Teacher (Temporary Assignment 2017-18 School Year)

MEDICAL LEAVES

Chelsea Hayes	Gauthier Elementary-Elementary Teacher
Victoria Nuccio	Chalmette High School-High School Teacher/Coach (Vincent Guttuso replaced Victoria Nuccio)
Barry Lemoine	Administration Office-TV Studio

SUPPORT PERSONNEL

APPOINTMENT

Leanne Fontana	Chalmette High School-Part-Time Cafeteria Tech
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MEDICAL

Janice Tambrella	Smith Elementary-Custodian
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RESIGNATIONS

Keoka McDermott	Lacoste Pre-School-Paraeducator 1/8/18
Nydia McDermott	Lacoste Pre-School-Paraeducator 1/8/18

RETIREE

Cheryl Machado

St. Bernard Middle-Custodian 2/9/18

Regarding items to be placed on the agenda of the next General Committee Meeting, Mr. Englande requested an agenda item to discuss the procedure for replacing Dr. Lewis when he exits the Board on March 15th. Mr. Gaines asked that there be a presentation on steam/stem initiatives taking place within our school district.

Mr. Englande announced that he just received notice that student My Linh Hoang of Chalmette High has received a Posse Scholarship.

Ms. Voitier mentioned under Superintendent's Recommendations that the opening of school after the Christmas break has gone very well, even with the bad weather school closures.

There being no further business to discuss and on motion of Dr. Craft, seconded by Mr. Campbell and passed unanimously by voice vote, the meeting adjourned.

Clifford M. Englande/s
CLIFFORD M. ENGLANDE
PRESIDENT

Doris Voitier/s
DORIS VOITIER
SECRETARY