

REGULAR MONTHLY MEETING
SEPTEMBER 22, 2020

The St. Bernard Parish School Board met in a Regular Monthly Meeting on Tuesday, September 22, 2020 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, Mr. William H. Egan, Ms. Carly C. Jackson, Mrs. Katherine K. Lemoine, Mr. Clifford M. Englande, Mr. Joseph V. Long, Mr. Shelton P. Smith, Mr. Sean K. Warner and Mrs. Rosiland R. White.

Mrs. Dysart asked for a moment of silence for a former teacher, Ms. Mary Buckley. After the moment of silence, condolences were shared for the friends and family of Ms. Buckley. Mrs. Dysart also wished Ms. Katherine Lemoine a Happy Birthday.

Mrs. Dysart began to address the first agenda item which is a discussion to rename Andrew Jackson Middle School. Mrs. Dysart noted that there were many people who wished to address the Board on this topic. At this time Mrs. Dysart reviewed the protocol for public comment on agenda items at Board Meetings.

Mrs. Dysart next welcomed Mr. Charles Cassar to present some historical information regarding the Battle of New Orleans and its historical significance to St. Bernard Parish.

At this time, Mrs. Dysart began allowing those members of the public who were interested in speaking to do so. Twenty two (22) members of the public expressed their views on the renaming of Andrew Jackson Middle School. Seventeen (17) people requested the school be renamed while five (5) others were against the name change. Two (2) other requests to speak were submitted but did not appear when called.

Mrs. Dysart thanked all the speakers for appearing and invited the Board to begin discussion on this topic. Mr. Englande spoke briefly on Presidents who owned slaves; the fact that Andrew Jackson was the only president to leave the presidency with a surplus budget and he acknowledged the strong Alumni organizations that exist at both Chalmette High and Andrew Jackson High.

At this time, Mr. Englande moved to keep all of our school names as they are. The motion was seconded by Mr. Sean Warner.

Mr. Long stated that as a representative of his district he must side with the majority of the feedback he has received against the name change of Andrew Jackson. Mr. Smith stated he is in favor of changing the name of Andrew Jackson and that it would show an effort to become a more unified St. Bernard. Mr. Warner expressed his being against changing the name of Andrew Jackson stating that this act honors Andrew Jackson's leadership in the very important win at the Battle of New Orleans and his contributions to the United States of America. Mrs. Dysart thanked everyone for their input. She also explained that the history of Andrew Jackson School is one of excellence with thousands of graduates who are proud of their association to

their school which is one reason why she is against the name change. In addition to that pride, Mrs. Dysart acknowledged all the correspondence and phone calls received in favor of keeping the school name as is and also the pledge to rebuild all schools after Hurricane Katrina and to keep the original name of each school.

When the vote was taken, the motion passed by a roll call vote of the members present.

ROLL CALL VOTE:

FOR: Mrs. Asevedo, Mr. Campbell, Mr. Egan, Ms. Jackson, Mrs. Lemoine, Mr. Englande, Mrs. Dysart, Mr. Long, Mr. Warner, Mrs. White

AGAINST: Mr. Smith

ABSENT: None

Mrs. Dysart thanked all who participated in the discussion of the name change of Andrew Jackson Middle School.

Mrs. Dysart asked Ms. Voitier to present the next agenda item regarding the current school enrollment. Ms. Voitier passed out the tables below showing a comparison between September 9, 2019 enrollment numbers and September 21, 2020 enrollment numbers. Ms. Voitier pointed out that there is a noticeable difference in the Pre-K numbers which is most likely because there is no virtual option for pre-school so in some cases parents opted to just not enroll pre-school students at this time. Ms. Voitier also noted that virtual attendance seems to be decreasing at this time with parents choosing to return their students back to their school site. She explained that K-8 virtual students will have to re-enroll for the virtual option for the second nine weeks and will be held to that decision for the entire semester in the hopes of stabilizing staffing in the schools. High School students have already committed for the first semester.

**St. Bernard Parish Public Schools
Enrollment Numbers – September 21, 2020**

School	Pre-K	K-5	6-8	9-12	Total
Arabi Elementary	42	482			524
Chalmette Elementary	44	475			519
Gauthier Elementary	54	480			534
Meraux Elementary	51	487			538
Davies Elementary	70	582			652
Lacoste Elementary	60	601			661
Smith Elementary	31	300			331
Andrew Jackson Middle			659		659
Trist Middle			830		830
St. Bernard Middle			382		382

Chalmette High				2103	2103
Rowley Alternative			42	51	93
Totals	352	3407	1913	2154	7826

**St. Bernard Parish Public Schools
Enrollment Numbers – September 9, 2019**

School	Pre-K	K-5	6-8	9-12	Total
Arabi Elementary	77	518			595
Chalmette Elementary	80	464			544
Gauthier Elementary	58	471			529
Meraux Elementary	80	516			596
Davies Elementary	68	602			670
Lacoste Elementary	86	617			703
Smith Elementary	54	300			354
Andrew Jackson Middle			704		704
Trist Middle			783		783
St. Bernard Middle			331		331
Chalmette High				1989	1989
Rowley Alternative			55	103	158
Totals	503	3488	1873	2092	7956

The Report of the September General Committee Meeting was incorporated into the minutes of the September Regular Monthly Meeting.

**GENERAL COMMITTEE REPORT
TUESDAY, SEPTEMBER 8, 2020**

The St. Bernard Parish School Board met as a Committee of the Whole on Tuesday, September 8, 2020 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. Members present were, Mrs. Diana B. Dysart, President, Mrs. Darleen P. Asevedo, Mr. Donald D. Campbell, Mr. William H. Egan, Ms. Carly Jackson, Mrs. Katherine K. Lemoine, Mr. Clifford M. Englande, Mr. Joseph V. Long, Sr., Mr. Shelton P. Smith, Mr. Sean K. Warner and Mrs. Rosiland R. White.

Mrs. Dysart welcomed Ms. Alex Schneider to present her Communication Report and “Super News”. Ms. Schneider began her Communication Report coverage by sharing social media highlights and then congratulating Barry Lemoine and Jack Jackson on their production of “15 years in 15minutes” videos which celebrates the previous Day of Reflection Breakfasts and highlights the growth of the school system during the 15 years since Hurricane Katrina.

In Super News the following items were covered; the recent receipt of the GFOA and ASBO awards for Excellence in Financial Reporting for nearly 30 consecutive years, Mr. Wayne Warner was recently featured in “The Classroom Chronicles” an online publication of the Louisiana Department of

Education focusing on his servant leadership highlighting his lifetime commitment to his school and community, highlights of the Day of Reflection Breakfasts in the “15 years in 15 minutes”, new Principal of Rowley Alternative, Joe Cippolone, Pre-school who began their school careers recently and scenes of socially distant classrooms in the schools.

The Committee thanked Ms. Schneider, Mr. Lemoine and Mr. Jackson for their hard work in assembling the video.

Mrs. White as Education Committee Chair next welcomed Supervisor, Lee Anne Harlton, to address the agenda item concerning Pupil Progression. Mrs. Harlton explained that each year the school system must update its Pupil Progression Plan which is a document that the State expects us to do at each level and the school system has to add into it what specific things we do to achieve those expectations. Mrs. Harlton presented a document that included the state expectations and the parish placement considerations or policies and reviewed that document with the Committee.

Mr. Warner moved to approve the 2020 – 2021 Pupil Progression Plan as presented by Mrs. Harlton tonight. Seconded by Mrs. Lemoine, the motion passed unanimously by a voice vote of the members present.

Mr. Englande as Executive Committee Chair asked Ms. Voitier to present all Personnel Changes for September 2020. Mr. Englande thanked Ms. Voitier for this presentation.

Executive Committee work continued with Ms. Voitier addressing local fundraising for schools affected by Hurricane Laura. Ms. Voitier explained that during our time of need after Katrina there were many kindnesses bestowed upon our school system through donations. Many donations were put to use but many were not of use and proved to be cumbersome to handle, store or discard. With this information in mind, Ms. Voitier is advocating for our schools to have fundraisers for monetary funds which will be sent to schools in Southwest Louisiana. At this time, Mrs. Dysart also reflected on those past donations and then requested that the School Board collect funds from members to add to the donation from the St. Bernard Parish Public Schools.

Mr. Egan, Chair of the Insurance Committee, welcomed Mr. Fernandez and Richie Clements, our insurance agent of record from Clements Insurance, to speak to the Committee regarding the renewal of the General Liability, Automobile, and Educators Legal Liability Insurance for the period of October 1, 2020 through September 30, 2021.

Mr. Fernandez explained that quotes were requested from five other insurers. All declined to quote for various reasons. Mr. Fernandez stated that the Administration’s recommendation is to stay with the current provider, LARMA (Louisiana Risk Management Agency) for a price of \$210,737.00. Mr. Fernandez stated that staying with LARMA has resulted in an equity balance of \$272,477.00. Additionally he stated that LARMA allows the school district administration to have complete control over the settlement of claims. Mr. Fernandez addressed all questions and concerns regarding this matter from the Committee.

With a motion from Mr. Long and a second from Mr. Smith, the Committee voted unanimous voice vote to recommend to the Board to authorize the Administration to renew the General Liability, Automobile, and Educators Legal Liability insurance for the period of October 1, 2020 through September 30, 2021 with LARMA (Louisiana Risk Management Agency).

Under Superintendent's Recommendations Ms. Voitier stated that schools are required within the first 30 to 60 days of school to have lockdown drills but is still waiting on information as to whether or not those drills will be mandatory under the pandemic conditions. At the regular meeting Ms. Voitier may do a presentation on the results of those drills and an update on the current enrollment in schools and virtually. Also on the agenda for the Regular Monthly Meeting will be a discussion regarding the request to rename Andrew Jackson Middle School.

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

On a motion from Mr. Warner, seconded by Mr. Smith, the Board voted unanimously by a voice vote of the members present to approve the minutes of the May 26, 2020 Regular Monthly Meeting as published on July 31, 2020.

Mr. Smith moved to approve the minutes of the Regular Monthly Meeting of June 23, 2020 as published on September 4, 2020. The motion was seconded by Mrs. Lemoine and passed unanimously by a voice vote of the members present.

On a motion from Mrs. Lemoine, seconded by Ms. Jackson, the Board voted unanimously by a voice vote of the members present to approve the minutes of the July 28, 2020 Regular Monthly Meeting as published on September 11, 2020.

Mrs. Asevedo moved to approve the minutes of the Regular Monthly Meeting of August 25, 2020 as published on September 11, 2020. The motion was seconded by Mrs. White and passed unanimously by a voice vote of the members present.

As recommended by the Committee, Mr. Long moved to approve the updates to the Pupil Progression Plan. Seconded by Mr. Englande, the motion passed by a voice vote of the members present. The Pupil Progression Plan is shown below.

2020-2021 Pupil Progression Plan

Local Education Agency:

St. Bernard Parish

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement." The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies—needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE has established minimum standards in [*Bulletin 1566 – Pupil Progression Policies and Procedures*](#), that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [*Bulletin 741 – Louisiana Handbook for School Administrators*](#), which includes but is not limited to instructional time, grading policies, credit recovery, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been prepopulated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

Questions about this document should be directed to ppp@la.gov.

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 who are promoted from kindergarten to first grade. The results of this assessment will be used for placement purposes and to assist with academic deficiencies in students.

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.

Update to template for 2020-2021 school year:

Students who transfer from homestudy, nonpublic or out-of-state schools and are enrolling in grades 5 or 9 in 2020-2021 do not have to take the state placement test, although the test remains available.

*In the space below, please describe any additional considerations or local policies related to placement of transfer students.*Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

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 assessment or a locally developed assessment depending on the registration date of the student. Placement will then be determined based upon the results of the assessment.

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.*Promotion of students in grade 4

Elementary students who fail ELA and Math and middle school students who fail three major core subjects shall be retained. Students who fail ELA or math at the elementary level, students who fail one or two major core subjects at the middle school level and students who have previously been retained are eligible to attend Summer Grade Recovery in accordance with the St. Bernard Parish Pupil Progression Plan. At the end of the summer program, placement decisions will be made for the next school year for those students.

Promotion for 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 up with a failing grade in both ELA and math (and have not yet been retained) shall 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 Board 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.

Promotion and support 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 subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring 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 after the completion of summer remediation, 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 completing 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 a student who has scored at the *Approaching Basic* level on both the English/Language Arts and Mathematics components of LEAP. The waiver may be granted in accordance with Bulletin 1566.

In addition to state scores, if available, the SBLC, the IEP team, or appropriate school personnel will review a preponderance of learning evidence from the current school to make placement decisions.

High School 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/post-secondary 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:

- [Complete the FAFSA](#); or

- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- 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.

Credit Recovery

Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:

- receiving more than two credit recovery credits annually; and/or
- applying more than seven total credit recovery Carnegie units towards graduation requirements.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.

Completed credit recovery courses must be recorded and clearly labeled on the official transcript.

Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333 (Part A).

Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Policy**Nontraditional Courses**

Courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means. For a nontraditional program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA course requirements.
- The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. Examples include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- The courses must have a defined time period for completion. This means the nontraditional program must identify the fastest and slowest paths to successfully complete a course.

Nontraditional courses could fail to meet NCAA core-course requirements for any of the following reasons:

- Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- Does not require students to complete the entire course.
- Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- Does not prepare students for four-year college classwork.
- Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

Credit recovery programs

For a credit recovery program to be approved, the courses must meet the following requirements:

- The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school’s policy, if necessary.
- The credit recovery courses should be clearly identified as such on the high school transcript.
- Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Distance and E-Learning Environments

Coursework completed via distance learning during the spring and summer of 2020 will not require a separate review. This guidance applies to students seeking college eligibility.

Students are encouraged to complete their NCAA-approved core-courses through the channels of instruction provided or recommended by their school, district, or state department of education.

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 LEAP 2025. The components of the GOALS Program include grade recovery, credit recovery, online instruction, Carnegie credit and credit flexibility.

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.

Students 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 “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “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.

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.

Promotion and placement of LEP students will be made at the school level by reviewing scaffolded assignments and the attempts and completion of these assignments.

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.

GOALS
The St. Bernard Parish School System offers the GOALS Program at Rowley Alternative School and Chalmette High School for students who are recommended by their counselors with an agreement between the school and parents. The GOALS Program has been described on page 14 of this document.

Alternative Placement
Rowley Alternative School is an alternative setting for the St. Bernard Parish public middle and high school students who are experiencing behavioral and /or academic difficulties on a regular campus. Rowley Alternative School encourages students to achieve social, vocational, and academic skills within a structured environment that emphasizes appropriate behaviors and skills 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 other alternative program or school, a court mandate, a pending felony charge, a response to intervention, or dropout prevention based on academic deficiencies.

Homebound Services
Hospital/Homebound is an alternative educational setting provided to students enrolled in St. Bernard Parish Public Schools, for the provision of educational services according to an Individualized Education program (IEP) or Homebound (HB) approval. Parents seeking homebound services for a student should request an application from the student’s school. The IEP or SBLC team will then meet to review the parent’s request, medical information, and other supporting documents. After the school team makes a recommendation, the Supervisor of Special Education Services/Designee will make the final determination for services.

Homebound Services:
Hospital/Homebound is an alternative educational setting provided to students enrolled in St. Bernard Parish Public Schools, for the provision of educational services according to an Individualized Education program (IEP) or Homebound (HB) approval. Parents seeking homebound services for a student should request an application from the student’s school. The IEP or SBLC team will review the parent request, medical information, and other supporting documents. After the school team makes a recommendation, the district Special Education Supervisor/Designee will review the documents and make the final determination.

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	<p>Complainant informs teacher(s) of the nature of the disagreement.</p> <ul style="list-style-type: none">Teacher meets informally with parent, if applicable, to discuss resolution to the complaint.Complainant informs the school principal in writing the nature of the disagreement.Principal provides written disposition to the complainant within ten (10) days.Complainant files written appeal of principal’s disposition with the parish Superintendent of Education.Superintendent/Designee provides written disposition to parent within ten(10) days.
SWD	<p>Parent and/or guardian of exceptional students receive a copy of the “Educational Rights of Exceptional Children” at the time of the evaluation and at 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 Act (IDEA) Part B, LEA Application.</p>
504	<p>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 of 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 identified in Section 504 of the Rehabilitation Act of 1973.</p>

Additional LEA policies related to student placement, promotion, etc.

In the space below, please describe any additional LEA policies related to student placement and promotion, etc. that have not been addressed in other sections of this document.
Note: This may include course pre-reqs, class ranking, etc.

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

LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this St. Bernard Parish 2020-2021 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

Ms. Voitier next presented the Personnel changes for the month of September, 2020.

ST. BERNARD PARISH SCHOOL BOARD
MINUTES OF SEPTEMBER 22, 2020

CHANGES FOR BOARD MEMBERS INFORMATIONAL PURPOSE ONLY:
PERSONNEL CHANGES – TEACHERS
MEDICAL LEAVES

Magan Carlisle	Arabi Elementary-Kindergarten Teacher
Rebecca Gioe	St. Bernard Middle-Instructional Coach
Erica Svoboda	Arabi Elementary-Teacher Leader

RETIREMENTS

Paul Porter	Chalmette High School-Social Worker 10/15/2020
Kelli Miller	Gauthier Elementary-Kindergarten Teacher 10/1/2020

SUPPORT PERSONNEL
APPOINTMENTS

Joseph Wroten	Chalmette Elementary-Custodian
Myra Ceaser	Chalmette High School-Custodian

MEDICAL LEAVE

Cynthia Pentney	St. Bernard Middle-Cafeteria Manager
-----------------	--------------------------------------

RESIGNATIONS

Bessy Guerrero	Meraux Elementary-Part-Time Cafeteria Tech 9/1/2020
Latunia Williams	Chalmette Elementary-Custodian 9/21/2020

With a recommendation from the Committee, Mr. Warner moved to approve the Administration’s recommendation to award General Liability, Auto and Legal Liability insurance to Louisiana Risk Management Agency (LARMA) at a cost of \$210,737.00 for the period October 1, 2020 through September 30, 2021. Seconded by Mr. Smith, the motion passed by a unanimous roll call vote of the members present.

St. Bernard Parish School Board

General Liability, Automobile, and Professional Liability Insurance

2020-2021

		2018 - 2019	2019 - 2020	2020-2021
		LARMA (25K)	LARMA (25K)	LARMA (25K)
Agent		Clements Insurance Services	Clements Insurance Services	Clements Insurance Services
Broker				
A.M. Best Rating		Not Rated	Not Rated	Not Rated
General Liability Information		Insurance w/ Deductible (25k)	Insurance w/ Deductible (25k)	Insurance w/ Deductible (25k)
A. Limits of Liability				
	Bodily Injury & Property Damage per Person	\$1,000,000	\$1,000,000	\$1,000,000
	Personal Injury/Advertising Injury	\$1,000,000	\$1,000,000	\$1,000,000
	Products/Completed Operations	\$1,000,000	\$1,000,000	\$1,000,000
	General Aggregate (excluding Sexual Abuse)	\$3,000,000	\$3,000,000	\$3,000,000
	Employee Benefits Liability	\$1,000,000	\$1,000,000	\$1,000,000
	Sexual Abuse/Molestation per Occurrence / Annual Aggregate	\$1,000,000 / \$3,000,000	\$1,000,000 / \$3,000,000	\$1,000,000 / \$3,000,000
	Herbicide/Pesticide Applicator	\$50,000	\$50,000	\$50,000
B. Extensions:				
		Personal Injury/Advertising Injury Liability	Personal Injury/Advertising Injury Liability	Personal Injury/Advertising Injury Liability
		Incidental Medical Malpractice, including athletic trainers and school nurses	Incidental Medical Malpractice, including athletic trainers and school nurses	Incidental Medical Malpractice, including athletic trainers and school nurses

	Watercraft Liability (under 51' in length)	Watercraft Liability (under 51' in length)	Watercraft Liability (under 51' in length)
	Worldwide Territory	Worldwide Territory	Worldwide Territory
	Athletic Participation	Athletic Participation	Athletic Participation
	Corporal Punishment	Corporal Punishment	Corporal Punishment
	Limited Contractual Liability	Limited Contractual Liability	Limited Contractual Liability
	Host Liquor Liability	Host Liquor Liability	Host Liquor Liability
	Broad definition of insured including board members	Broad definition of insured including board members	Broad definition of insured including board members
	School field trips away from school premises	School field trips away from school premises	School field trips away from school premises
	Expected or Intended Bodily Injury	Expected or Intended Bodily Injury	Expected or Intended Bodily Injury
C. Major Exclusions:			
	Pollution	Pollution	Pollution
	Employment Practices Liability (covered under Section III)	Employment Practices Liability (covered under Section III)	Employment Practices Liability (covered under Section III)
	War	War	War
	Nuclear	Nuclear	Nuclear
	ERISA Liability	ERISA Liability	ERISA Liability
	Trampolines	Trampolines	Trampolines
	Terrorism	Terrorism	Terrorism
	Fungal Pathogens	Fungal Pathogens	Fungal Pathogens
	Inflatables	Inflatables	Inflatables
			*Fishing Clubs *Communicable Diseases
D. Deductible / Retention per Occurrence (excluding Sexual Abuse)	\$25,000 per occurrence	\$25,000 per occurrence	\$25,000 per occurrence
Deductible / Retention per Occurrence or Claim for Sexual Abuse	\$25,000 per occurrence	\$25,000 per occurrence	\$25,000 per occurrence
	Retroactive Date: Full Prior Acts	Retroactive Date: Full Prior Acts	Retroactive Date: Full Prior Acts
Automobile Liability and Physical Damage covering owned, non-owned, and rented vehicles.			
A. Limits of Liability:	\$1,000,000	\$1,000,000	\$1,000,000
B. Deductible per Occurrence or Claim	\$25,000 per occurrence	\$25,000 per occurrence	\$25,000 per occurrence
C. Uninsured / Underinsured Motorists	DECLINED	DECLINED	DECLINED
D. Major Exclusions:	Bodily Injury to Employees	Bodily Injury to Employees	Bodily Injury to Employees
	Damage to property in the care, custody and control of the insured,	Damage to property in the care, custody and control of the insured,	Damage to property in the care, custody and control of the insured,

	with the exception of Garage Keepers Legal Liability	with the exception of Garage Keepers Legal Liability	with the exception of Garage Keepers Legal Liability
Professional Liability (Errors & Omissions)			
A. Coverage is on a claims-made basis			
B. Extensions:			
Retroactive Date:	Retroactive Date: Full Prior Acts	Retroactive Date: Full Prior Acts	Retroactive Date: Full Prior Acts
	Coverage for legal actions arising out of hiring, firing, promotion or demotion	Coverage for legal actions arising out of hiring, firing, promotion or demotion	Coverage for legal actions arising out of hiring, firing, promotion or demotion
	Coverage for alleged violation of federal or state constitutional civil rights	Coverage for alleged violation of federal or state constitutional civil rights	Coverage for alleged violation of federal or state constitutional civil rights
	Discrimination Coverage for employee-related claims	Discrimination Coverage for employee-related claims	Discrimination Coverage for employee-related claims
	Employment Practice Liability	Employment Practice Liability	Employment Practice Liability
C. Limits of Liability			
Per Occurrence	\$1,000,000	\$1,000,000	\$1,000,000
Annual Aggregate	\$1,000,000	\$1,000,000	\$1,000,000
D.Deductible per Occurrence or Claim	\$15,000 per occurrence	\$15,000 per occurrence	\$15,000 per occurrence
E. Major Exclusions:			
	Pollution	Pollution	Pollution
	Breach of Contract	Breach of Contract	Breach of Contract
	Defense costs for Breach of Contract	Defense costs for Breach of Contract	Defense costs for Breach of Contract
COST			
Policy Premium	\$205,552	\$208,194	\$210,737
Adjustments: LARMA Grant	\$32,043	\$23,742	\$0
(-)Third Party Claims Administrator (est.)			
Adjusted Total Net Premium	\$173,509	\$184,452	\$210,737
Percent Increase / Decrease	0.62%	6.30%	14.25%
Potential Estimated Total Cost	\$173,509	\$184,452	\$210,737
Other Factors			
	Equity Balance after return - \$288,382	Equity Balance after return - \$292,813	Equity Balance - \$272,477

	Includes Cyber Liability Coverage	Includes Cyber Liability Coverage	Includes Cyber Liability Coverage
	No Rate Increase	No Rate Increase	No Rate Increase
	Equity Distribution	Equity Distribution	Equity Dist. Built Into Renewal Rate

With a motion from Mr. Englande and a second from Ms. Jackson, the Board voted unanimously by a roll call vote of the members present to approve the Administration’s request to authorize the Superintendent to sign the following required Louisiana Uninsured Motorist form.

Louisiana Public Schools Risk Management Agency
Uninsured/Underinsure Motorists Bodily Injury Resolution

The following resolution should be placed in the minutes of the St. Bernard Parish School Board held on September 22, 2020

RESOLUTION

Agenda Item 10B

Resolution authorizing the Superintendent to sign the required Louisiana Uninsured/Underinsured Motorist form reflecting the selection of or rejection of Uninsured/Underinsured Motorist Bodily Injury coverage

Mr. Englande moved, and seconded by Ms. Jackson to authorize the superintendent to sign the required Louisiana Uninsured/Underinsured Motorist form reflecting a selection of or rejection of Uninsured/Underinsured Motorist Coverage. This selection is applicable to Commercial Automobile Insurance Coverage for the period October 1, 2020 to October 1, 2021 as presented.

There were no items to be placed on the Agenda of the next Committee Meeting.

There were no Superintendent’s recommendations.

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.

Diana B. Dysart/s
DIANA B. DYSART
PRESIDENT

Doris Voitier/s
DORIS VOITIER
SECRETARY