

**PROCEEDINGS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD  
LAPLACE, LA – MEETING OF APRIL 6, 2017**

The Chair called the meeting to order and read the following call:

HONORABLE MEMBERS OF THE SCHOOL BOARD  
Parish of St. John the Baptist

Dear Board Member:

Upon call of the President, the St. John the Baptist Parish School Board will meet in regular session at Godchaux Grammar Cafeteria, 1600 Highway 44, Reserve, Louisiana, at 6:00 p.m. on Thursday, April 6, 2016.

An agenda for the meeting is attached.

Sincerely, s/Kevin R. George  
Superintendent/Secretary

**ITEM 1. CALL TO ORDER, INVOCATION, PLEDGE OF ALLEGIANCE**

The Chair called the meeting to order at 6:05 p.m.

The Chair called for the invocation, led by Pastor Nick Peppo, followed by the Pledge of Allegiance, led by student Javaughn Washington (ESJH), who also sang the Star Spangled Banner.

**ITEM 2. ROLL CALL OF MEMBERS:**

PRESENT: Holden, Keller, Sanders, Jones, Wallace, Triche, Burl  
ABSENT: DeFrancesch, Johnson, Wise, Mitchell

There were 7 members present and 4 members absent.

**ITEM 3a. APPROVAL OF MINUTES: Meeting of March 16, 2017**

MOTION BY: Jones

SECOND BY: Sanders

MOTION: To approve the minutes from the meeting of March 16, 2017.

No objections.

The motion carried.

7 Yeas - Holden, Keller, Sanders, Jones, Wallace, Triche, Burl

0 Nays

4 Absent - DeFrancesch, Johnson, Wise, Mitchell

**ITEM 4. SUPERINTENDENT'S REPORT.** Mr. Kevin R. George, Superintendent.

Mr. George thanked Javaughn Washington for his beautifully sung Star Spangled Banner. He announced that K-8 State Testing has begun and asked parents to encourage their students to attend school every day.

Mr. Johnson, Mr. Wise and Ms. Mitchell arrived at 6:08 p.m. and was recorded as present.

**ITEM 5. EDUCATIONAL PRESENTATIONS AND RECOGNITIONS BY THE BOARD OR STAFF**

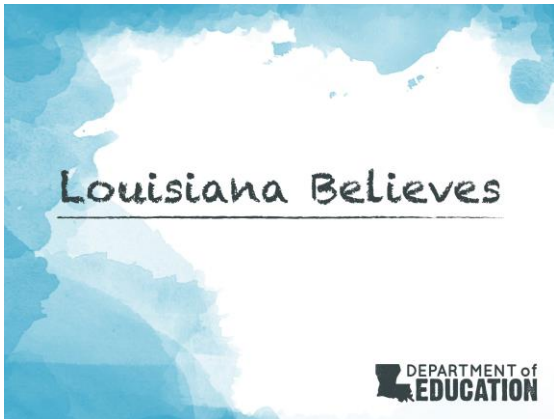
**ITEM 5a.** Mr. Robert Schaff – Recognition of Literary Rally Winners (ESJH) and Mr. Claude Hill – Recognition of Literary Rally Winners (WSJH)

Mr. Schaff stated that ESJH had the most participants in the history of the school this year at Literary Rally, with over 21 winners. He introduced each and presented them with a medal.

Mr. Claude Hill stated that there were 13 students that attended from WSJH and he introduced and presented each of the 5 winners with a medal.

**ITEM 5b.** Ms. Heidi Trosclair – School & District Accountability Changes

Ms. Trosclair presented the following:



### ESSA's Improvements to Louisiana's K-12 System

- The updated ESSA framework, highlights several unique improvements to Louisiana's K-12 system:
- **raise expectations** for students to be equal with their peers across the country;
  - **reduce end-of-year state testing**;
  - **recognize growth** for all students;
  - allow **LAA1 students** the opportunity to earn a **diploma**;
  - deliver **targeted funding** to students and schools who are the most in need;
  - provide every student **with enriching experiences** and a well-rounded education that is recognized in the state's accountability system.

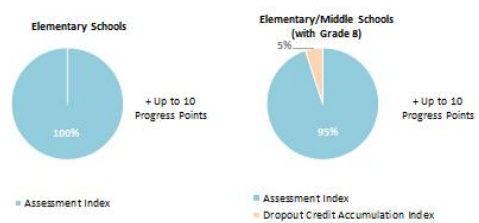
### Improvements to Louisiana's Accountability System

These formulae represent three critical shifts in the design of the accountability system.

1. Ensuring an "A" in Louisiana's letter grade system signals **mastery of fundamental skills**. This will be achieved by raising expectations for what is required in order for a school to earn A-level points based on student achievement and growth.
2. Adjusting school rating calculations to **value more the progress** of every individual child, including (a) measuring whether students are on a path to master fundamental skills; and (b) measuring how effectively students are **advancing relative to their peers**. This growth index will replace the current progress point system.
3. Expanding the school performance score formula to **emphasize interests and opportunities** for students, in addition to traditional assessment and graduation outcomes, as five percent of school scores.

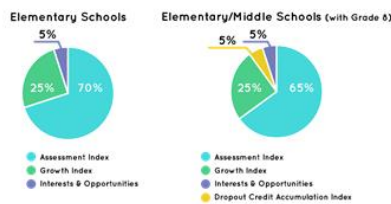
### Current Formula for School Performance Scores (SPS)

ESSA requires states to maintain accountability systems that evaluate school quality and protect the interests of historically disadvantaged students.



### Future School Performance Score (SPS) Formulae

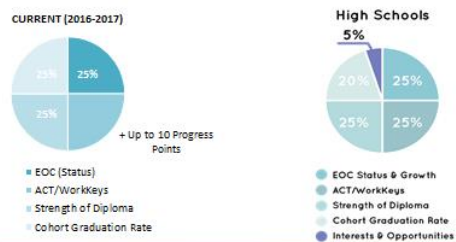
Beginning in 2017-2018, Louisiana will use the following formulae when evaluating school performance:



NOTE: The interests and opportunities measure will not be included within annual results until 2019-2020. Until the interest and opportunities measure is added, the assessment index shall be worth 75% for elementary schools and 70% for schools with an eighth grade.

### 2016 High School Performance Score (SPS) Formula

ESSA requires states to maintain accountability systems that evaluate school quality and protect the interests of historically disadvantaged students. Beginning in 2017-2018, Louisiana will use the following formulae when evaluating school performance:



### K-8 School SPS: Celebrating Student Growth Through Two Key Questions

**Question 1: If students are not yet achieving Mastery, are they on track to doing so?**

- Every student scoring below Mastery will receive a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th grade.
- If a student achieves the target, the school shall earn 150 points, equivalent to an A+. Otherwise, move to question 2.

**Question 2: Are students growing at a rate comparable to their peers?**

- Using Louisiana's value-added measurement, it is possible to compare students' individual performance to that of similar peers.
- Schools will earn points based on students' growth percentile as compared to peers.
  - 81<sup>st</sup>-99<sup>th</sup> percentile (150 points)
  - 61<sup>st</sup>-80<sup>th</sup> percentile (115 points)
  - 41<sup>st</sup>-60<sup>th</sup> percentile (85 points)
  - 21<sup>st</sup>-40<sup>th</sup> percentile (25 points)

### K-8 School SPS: Student Growth Example

① How well are students progressing toward "Mastery" by 8th grade?  
② How well are students growing relative to similar peers?

MISSED LESS THAN 5 DAYS OF SCHOOL  
EARNED A SCORE OF "UNSATISFACTORY" (675) ON HIS 3RD GRADE LEAP TESTS  
4TH GRADER  
ECONOMICALLY DISADVANTAGED  
HAS A 504 PLAN  
**THIS IS CARSON.**

750 - 675 = 125 divided by 5 years = 15 points per year  
**CARSON SCORES A 688 ON LEAP, A GROWTH OF 15 POINTS FROM HIS 3RD GRADE YEAR.**

① BASED ON HIS PRIOR ACHIEVEMENT, CARSON WAS EXPECTED TO GROW 15 POINTS ON HIS 4TH GRADE LEAP TEST TO BE ON TRACK TO "MASTERY" IN 8TH GRADE.  
**DOES THE SCHOOL GET AN "A" FOR CARSON? NO**

② CARSON ONLY GREW 15 POINTS, BUT OUT-PERFORMED HIS PEERS ACROSS THE STATE WHO HAVE THE SAME DEMOGRAPHICS.  
**DOES THE SCHOOL GET AN "A" FOR CARSON? YES**

### SPS Ranges

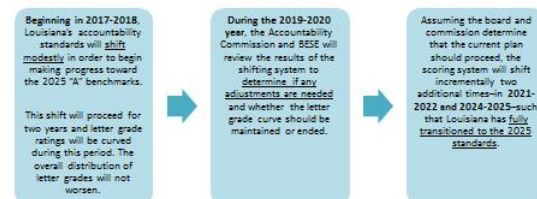
#### Score Ranges

For 2017-2018, as in previous transition years, letter grades are aligned to the 2012-2013 distribution to ensure simplicity, consistency, and fairness between now and the new baseline year, as Louisiana transitions to higher standards. The curve is applied by school type: K-8, high school, and combination school.

Letter Grade	SPS Range
A	100.0 – 150.0
B	85.0 – 99.9
C	70.0 – 84.9
D	50.0 – 69.9
F	Below 50.0

For more information on the transition policies, [click here](#).

### Transition Proposal



### School Performance Score Formulae

Beginning in 2017-2018, Louisiana will use the following formulae when evaluating school performance:

**Elementary Schools**

● Assessment Index  
● Growth Index  
● Interests & Opportunities

**Elementary/Middle Schools (with Grade 8)**

● Assessment Index  
● Growth Index  
● Interests & Opportunities  
● Dropout Credit Accumulation Index

**High Schools**

● EOC Status & Growth  
● ACTworkKeys  
● Strength of Diploma  
● Cohort Graduation Rate  
● Interests & Opportunities

NOTE: The interests and opportunities measure will not be included within annual results until 2019-2020.

Louisiana Believes 11

### Interests and Opportunities

The interests and opportunities indicator (five percent of each school's score) will measure whether schools are providing students with access to a **well-rounded education**, exposing them to diverse areas of learning in which they can develop their skills and talents. This indicator will also measure the extent to which schools are providing students the opportunity to take courses needed to successfully transition to postsecondary studies, including courses for college credit and those that lead to a recognized industry credential.

All elementary and middle settings should offer every Louisiana student access to quality **visual and performing arts, foreign language instruction, technology consistent with current standards, and a variety of co-curricular activities (academic, athletic, and special interests).**

High schools should offer all Louisiana students access to all courses required for receiving TOPS University and TOPS Tech scholarships, a variety of statewide JumpStart training pathways leading to advanced credentials, or an associate's degree aligned to top-demand occupations.

**Timeline for implementation:**

- 2017-2018: Collect all data necessary
- Summer 2018: Outline pilot index for measuring success
- 2018-2019: Pilot index for all schools, report publicly with no stakes
- 2019-2020: Interests and Opportunities measure included in SPS

Louisiana Believes 12

### ESSA's Implementation Timeline

- ❑ The state's ESSA plan has been BESE-approved and sent to USDOE for review.
- ❑ Accountability Commission is still meeting and making possible changes.
- ❑ The LDOE is still seeking input on our Accountability System.

Louisiana Believes 13

### St. John: Meeting ESSA's Higher Expectations

- ❑ Built in school-day embedded academic intervention and enrichment (additional help for lower students/acceleration for higher students) for elementary students
- ❑ All of our middle schools will provide course offerings which give ALL 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders access to High School Carnegie Units

Louisiana Believes 14

**ITEM 5c. Mrs. Erica Merrick – Gulf Coast Life Skills Organization**

Mrs. Merrick presented the following information to the board and introduced several key players in the company:

The Gulf Coast Life skills organization provides free life skills lessons in all SJPB elementary schools. The classes are conducted by experienced Facilitators that share a passion to help students be the best they can be. These classes are offered free of charge. Mrs. Sandra Horne, retired educator from SJPB is responsible for organizing the class schedule and she also teaches lessons with her team of Facilitators.

**ITEM 6. PERSONNEL MATTERS**

**ITEM 6a. Ms. Page Eschette – Request approval of Modified Policies: DJA – Authorized Signatures; GBA – Contracts and Compensation; JBC – School Admission.**

Following discussion on the policies, the Board decided to vote separately on the 3 policies:

MOTION BY: Triche  
 SECOND BY: Jones  
 MOTION: To approve DJA – Authorized Signatures.  
 No objections.  
 Upon roll call, there was  
 10 Yeas – Holden, Keller, Sanders, Johnson, Wise, Wallace, Mitchell, Triche, Jones, Burl  
 1 Absent – DeFrancesch  
 The motion carried.

MOTION BY: Jones  
 SECOND BY: Mitchell  
 MOTION: To approve GBA – Contracts and Compensation.  
 No objections.  
 Upon roll call, there was  
 9 Yeas – Holden, Keller, Sanders, Johnson, Wallace, Mitchell, Triche, Jones, Burl  
 1 Nay - Wise  
 1 Absent – DeFrancesch  
 The motion carried.

MOTION BY: Sanders  
 SECOND BY: Jones

MOTION: To approve JBC – School Admission  
 No objections.  
 Upon roll call, there was  
 10 Yeas – Holden, Keller, Sanders, Johnson, Wise, Wallace, Mitchell, Triche, Jones, Burl  
 1 Absent – DeFrancesch  
 The motion carried.

\*\*\*\*\*

**DJA: AUTHORIZED SIGNATURES**

CHECKS

The St. John the Baptist Parish School Board shall require, in accordance with state law, the President and Superintendent, as secretary-treasurer, the Vice-President in the absence of the President, or any two (2) officers or persons designated by the School Board, to review all expenditures and sign any and all checks issued in payment of said expenditures. The School Board authorizes the use of a facsimile signature device for those persons designated to sign checks. The Superintendent shall establish and maintain appropriate procedures for assuring the proper issuance of all checks.

FACSIMILE SIGNATURE

A facsimile signature ~~stamps device~~ may be used by and/or for the Superintendent and the President of the School Board for the following purposes:

1. Processing payroll checks and accounts payable checks. with the exception of substitute checks; these require actual signatures. These checks will be printed on a specific printer which uses MICR ink and has the secure check device attached that is activated only when a valid signature key is inserted.
2. Emergency situations that arise requiring immediate signatures and either one or both parties with signature responsibility is not available. Example: Certain payroll deductions which according to IRS regulations, must be deposited on a timely basis.

No document shall be stamped that requires actual signatures.

The check printing signature key shall be maintained by the Superintendent or his/her designee. The signature facsimile ~~stamps device~~ shall be kept inside of a safe in the central office main vault. The safe shall be kept locked at all times and only the Business Manager shall have a key to the safe and is responsible for the use of the facsimile ~~stamps device~~.

Whenever a facsimile ~~stamps device~~ is used under the above described emergency situations, a copy of the stamped check shall be sent to the party whose facsimile stamp was used for their review.

GENERAL CONTRACTS

Contractual agreements approved by a *majority vote of the School Board* obligating the School Board or School District shall be signed by the School Board President or the Superintendent. Any person purporting to enter into any contract on behalf of the School Board, school district, or any school under the School Board's jurisdiction, including but not limited to contracts with vendors or contracts of membership in any private or quasi-public entity, shall do so in compliance with policies adopted by the School Board and administrative procedures in effect at the time the contract is executed.

BILLS, INVOICES, STATEMENTS

The School Board directs that only authorized school employees shall sign bills, invoices, or statements in accordance with pertinent accounting procedures.

TEACHER CONTRACTS

The Superintendent shall sign each teacher contract.

SCHOOL CHECKING ACCOUNTS

The School Board authorizes principals to open bank accounts for their schools and related clubs and organizations. The use of checking accounts at schools shall be in accordance with appropriate accounting regulations and procedures maintained by the Superintendent or his/her designee.

The Superintendent shall be given authority to make changes on school checking accounts as each school principal or school administrator changes, or at any other time deemed necessary, without the necessity of any additional resolution being adopted by the School Board. School Board personnel shall monitor the appropriateness of each checking account and shall be authorized to recommend to the Superintendent the closure of any account deemed necessary.

Revised: June, 1991  
 Revised: August, 1991  
 Revised: October, 2013  
 Revised: August 7, 2014  
 Revised and recoded from DJAA: March, 2017

Ref: La. Rev. Stat. Ann. §§[17:81](#), [17:83](#), 17:97; Board minutes, 1-24-91, 6-13-91, 9-5-13, 8-7-14.

**GBA: CONTRACTS AND COMPENSATION**

CONTRACTS

Contracts of employment between eligible employees and the St. John the Baptist Parish School Board shall be executed for a specified period of time and compensation in accordance with state law. Unless otherwise stipulated, all employees shall meet all stated position qualifications and/or certification requirements before any contract shall become valid. Renewal or issuance, when



possible, of contracts of employment, as well as dismissal or nonrenewal of contract notices, with the exception of performance contracts, shall be issued on or before the last day of each school year, whenever possible.

The execution of an employee contract between the School Board and employee shall be legally binding upon both parties. Teachers without tenure shall be required to have a written contract. Teachers who have gained tenure may not be required to sign a written contract each scholastic year, but shall be required to sign such employment contracts at intervals determined by the School Board. The failure of a non-tenured teacher to sign a contract for the ensuing school session within the specified time, when required, shall be considered as voluntary termination of employment on the part of the teacher, unless under extenuating circumstances, an extension is granted by the Superintendent. Any subsequent resignation or termination of said contract for reasons other than extreme emergencies, as determined by the School Board, shall constitute a breach of contract against which legal action may be taken by the School Board and the employee dealt with accordingly. The Superintendent shall receive, finalize, and accept all resignations of all employees. However, the Superintendent at the next available meeting shall report said resignations to the School Board.

The Superintendent shall sign each teacher contract.

#### Performance Contracts

Administrative and supervisory personnel in positions that require certification shall be hired under the terms of a performance contract of not less than two (2) nor more than four (4) years, except when such employment is for a temporary position. The School Board shall make the final decision regarding the length of any such performance contract. Prior to the School Board's approval of any initial or subsequent contract which involves an employee being or having been promoted to a position with a higher salary, the Superintendent shall disclose all terms of the contract to the School Board.

Termination or non-renewal of any performance contract shall be governed by the terms of the contract and applicable law.

### COMPENSATION

#### Salary Schedules

Upon the recommendation of the Superintendent, the School Board shall establish salary schedules ~~by which~~ that shall be used to determine the salaries to be paid to teachers and all other school employees. Salaries of all teachers shall be set by the Superintendent. The salaries of all personnel are generally based upon an established salary schedule and associated regulations; provided, however, that salaries may be stated in and controlled by an employment contract. The salaries as provided in any salary schedule shall be considered as full compensation for all work required and performed within each employee's prescribed scope of duties and responsibilities.

Salary schedules established for teachers, administrators, and other certified school personnel shall be based upon the following criteria, with no one criterion accounting for more than fifty percent (50%) of the formula used to compute such employees' salaries:

1. Effectiveness, as determined by the performance evaluation program as provided in La. Rev. Stat. Ann. §§17:3881 through 3905.
2. Demand, inclusive of area of certification, particular school need, geographic area, and subject area, which may include advanced degree levels.
3. Experience.

No teacher or administrator who is rated *ineffective* pursuant to the School Board's performance evaluation program shall receive a higher salary in the year following the evaluation than the teacher/administrator received in the year of the evaluation.

The amount of the annual salary paid to any employee in any school year shall not be reduced below the amount of such salary paid during the previous school year, nor shall the amount of the annual salary paid to any employee be reduced at any time during an academic year. The limitations on the reduction in the amount of the annual salary paid to any employee shall not be applicable to:

1. The correction of any accounting errors or to a reduction necessitated by the elimination of a state program or state funding;
2. ~~Any salary~~ The reduction ~~shall not apply to~~ of any local salary supplement funded, in whole or in part, from a revenue source requiring voter approval, when such voter approval has not been obtained;
3. ~~The limitation on the reduction of salary shall also not apply to~~ An employee who has been promoted and subsequently demoted to a lower position. In this case, the employee's salary shall return to the salary previously received in the lower position from which promoted; or
4. The elimination, discontinuance, or reorganization of the position to which the employee is assigned that results in the employee working fewer hours, days, or months. In such case, the employee's salary for that academic year shall not be reduced. After that year, the employee's salary shall be determined in accordance with the applicable salary schedule for the employee's position.

Ordinarily, no teacher shall be placed on the payroll of the school district unless the teacher holds a valid certificate as required by law, and a copy of the teacher's contract has been filed with the Superintendent. Exceptions may be made only when qualified teachers with valid certification are not available for employment.

#### Experience Credit

A *year of teaching experience* is defined as each scholastic year of employment as a certified teacher in public schools within any of the fifty states of the United States of America, or within any of its territorial possessions; or as a certified teacher in a private or parochial school, as an employee in a state department of education, or as an instructor in an institution of higher learning. All such experience must have been as a teacher in an institution or school accredited by one of the recognized regional accrediting agencies in the United States of America (e.g., SACS). Experience outside the United States of America, its territories or possessions must be in an institution or school accredited by an accrediting agency recognized by the United States of America.

A year of teaching experience shall be granted if the person was employed for at least ninety-one (91) instructional days during one scholastic year, excluding holidays, as verified by the Superintendent. However, not more than one (1) year of experience shall be granted for a period inclusive of twelve (12) consecutive calendar months. All experience must have been on a full-time basis.

Any teacher holding a valid Louisiana teaching certificate in the public school system of Louisiana who has transferred to Louisiana from a public school system of another state and who, at the time of such transfer, held a valid teacher's certificate from that state, shall be given full credit under the salary schedule for the years of satisfactory teaching service previously rendered in the public school system of that state. Credit for previous teaching experience shall also be granted to anyone employed who holds a valid Louisiana teaching certificate and is employed or has been employed by another public school system in the state.

Advanced Degree

When a teacher earns additional college credit, is awarded an advanced degree, or receives additional training that would result in an increase in salary, said teacher shall be paid for the advanced degree or training beginning with the next payroll period after all necessary documentation has been received from the Louisiana Department of Education. It shall be the responsibility of the employee to assure proper notification is given to the Superintendent or his/her designee.

Retirees

The salary of any retiree who is reemployed as a full-time teacher shall be based on the salary schedule which accounts for all prior years of teaching service and pertinent experience. The status of any retiree who is reemployed shall be the same as a full-time active employee, subject to all applicable rules, procedures, policies, and statutes that apply to all such full-time active employees.

The retirement of an employee prior to his/her re-employment as a retiree shall constitute a break in his/her service with the School Board for purposes of tenure and sabbatical leave. The retiree shall not be allowed to carry forward annual leave days accumulated by him/her as of the date of his/her retirement, but he/she may carry forward accumulated sick leave days provided that he/she has returned to employment within five (5) years of his/her last employment as a teacher within the school system. A retiree shall have the right to earn additional sick leave and annual leave, if applicable, on the same basis as other similarly situated newly hired employees while a retiree.

School Employees

Compensation for all school employees shall be based on applicable salary schedules or hourly rates established by the St. John the Baptist Parish School Board, with the exception that no employee shall receive less than the minimum established by state or federal law.

For the purpose of this subsection, *school employee* shall mean any employee of the School Board who is not required to hold a teacher's certificate as a condition of employment, including, but not limited to, bus operator, food service worker, paraeducator, custodian, and maintenance personnel.

Single Federal Award/Cost Objective Salary/Work Time Certification

It is the policy of the St. John the Baptist Parish School Board that where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by semiannual certifications that the employees worked solely on that program for the period covered by the certification. Also, where an employee is expected to work partially on a single Federal award or cost objective, charges for their salaries and wages will be supported by semiannual certifications that the employees worked that part of their time on that program for the period covered by the certification. These semiannual certificates will be prepared by the employee or supervisor official having first-hand knowledge of the work performed by the employee.

Revised: December, 1992

Revised: November, 1993

Revised: September, 1998

Revised: October, 2001

Combined with GCA and revised: June, 2012

Revised: October 18, 2012

Revised: March 21, 2013

Revised: August 7, 2014

Revised: September 4, 2014

Revised: September, 2016

Ref: [29 USC 201](#) et seq. (*Fair Labor Standards Act of 1938, as amended*); La. Rev. Stat. Ann. §§11:710, 17:81; 17:83, 17:84, 17:84.1, 17:411, 17:413, 17:418, 17:419.2, 17:421.4, 17:422.6, 17:423, 17:424, 17:424.2, 17:424.3, 17:444, 17:491, 17:492, 17:496, 17:496.1, 17:497, 17:497.1, 17:498; [Wright v. Caldwell Parish School Board](#), 30,448 (La. App. 2 Cir. 6/16/99); [Garcia v. San Antonio Metropolitan Transit Authority et al.](#), 105 S. Ct. 1005 (February 1985); [Harrah Independent School District v. Martin](#), 99 S. Ct. 1062 (1979); Board minutes, 2-2-95, 8-20-98, 12-13-01, 10-18-12, 3-21-13, 8-7-14, 9-4-14.

**JBC: SCHOOL ADMISSION**

The St. John the Baptist Parish School Board shall admit students to the schools of the school district once the student has been registered for school by the parent or legal guardian, under such rules and regulations as the School Board may prescribe.

The School Board shall grant admission or readmission to school to any person who meets all of the following criteria:

1. Resides within the geographic boundaries of the school system.
2. Meets the eligibility requirements for school entrance pursuant to statutory provisions
3. Is nineteen (19) years of age or younger on September 30<sup>th</sup> of the calendar year in which the school year begins or is twenty (20) years of age on September 30<sup>th</sup> of the calendar year in which the school year begins and has sufficient course credits that he/she will be able to graduate within one (1) school year of admission or readmission.
4. Has not received a high school diploma or its equivalent.
5. Is otherwise eligible for enrollment in a public school pursuant to state law and the policies of the School Board and the Louisiana Board of Elementary and Secondary Education.

If a person meets all of the criteria stated above, the School Board shall not deny admission or readmission based on any of the following characteristics:

1. The person voluntarily withdrew from school.
2. The person is pregnant.
3. The person is a parent.
4. The person is married.

The admission or readmission of a person who will be twenty (20) years of age on September 30<sup>th</sup> of the calendar year in which the school year begins shall be limited to grade twelve (12).

The admission or readmission of a person with an exceptionality shall be subject to federal and state law governing the age of eligibility for services for students with exceptionalities.

No child shall be admitted to school for the first time until his/her parents do the following:

1. Present to school officials an official birth certificate. A short-form birth certification card shall be acceptable. Only records from the local or state registrar of vital statistics shall be accepted for children born in Louisiana, except as otherwise provided

herein. Children born in Louisiana shall be given a fifteen (15) day grace period to secure a copy of their birth record. Children born out of Louisiana shall be given thirty (30) days grace in which to produce a copy of their birth record. In cases where birth certificates and/or birth verification forms cannot be obtained, the school principal may accept whatever positive proof of age, race and parentage is available. It shall be left to the discretion of the Superintendent or designee as to whether or not a child shall continue in school upon failure to comply herewith.

2. Present to school officials satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to the age appropriate schedule approved by the Office of Public Health, Department of Health and Hospitals.
3. Present to school officials all official school records of school previously attended or information needed to access such records when transferring from another school to one inside the School District, including necessary authorization to obtain and/or access any and all records of the enrolling student.
4. Present to school officials as a prerequisite to enrolling in the first grade, evidence of having attended at least a full-day public or private kindergarten for a full school year; or satisfactorily passed academic readiness screening administered by the school system prior to the time of enrollment in first grade.
5. Present to school officials evidence of being bona fide residents of the school district, with limited exception. However, children temporarily residing within the jurisdiction of the School Board who have no permanent address, who have been abandoned by their parents, or who are in foster care shall be admitted to school, except as may be allowed by statute.

**ADMISSION OF NON-PUBLIC AND HOME SCHOOLING STUDENTS**

All students transferring to public schools of St. John Parish from any in-state nonpublic school, any home schooling program or any Louisiana resident transferring from any out-of-state school in the fifth or ninth grade shall be required to take the fourth or eighth grade LEAP 21 English Language Arts and Mathematics Test.

A testing fee for students from nonpublic schools, home schooling programs or out-of-state schools taking the LEAP 21 tests may be charged by the School Board, to be paid prior to taking of the tests. Any testing fee charged shall be refunded upon the student's enrollment in the St. John the Baptist Parish Public School System.

The nonpublic school and parent (or home schooling parent) shall be responsible for providing the St. John the Baptist Parish School District Test Coordinator at least ten (10) working days prior to the testing date, any documentation required for requested standard testing accommodations.

**ADMISSION OF EXPELLED STUDENTS**

No student who has been expelled in accordance with state law from any school in the state shall be admitted to any school in the school system except upon the review and approval of the School Board.

No student who has been expelled from any school outside the state of Louisiana or any nonpublic school within Louisiana for committing any of the offenses enumerated in state law shall be admitted to any school in the school system except upon the review and approval of the governing body of the admitting school.

**ADMISSION OF STUDENTS WHO COMMIT A FELONY**

The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, whether committed in Louisiana or any other state or country, which had it been committed by an adult would have constituted a felony in Louisiana, may be sufficient cause for the Superintendent to refuse admission of the student to any school in the school district, except upon review and approval of a *majority of the elected members of the School Board* when a request for admission has been made to the School Board.

**ADMISSION OF HOMELESS STUDENTS**

Except as provided above with regard to students who have been expelled, no provision in this or any other St. John the Baptist Parish School Board policy shall be interpreted to impede the immediate or continued enrollment of homeless youth, as addressed in policy *JBCBB, Homeless Students*.

**ADMISSION OF STUDENTS WITH SPECIAL NEEDS**

[Neither the School Board nor any public school shall require the parent or legal guardian of any student to disclose the student's medical information or special education needs prior to enrolling the student in a public school, unless otherwise specifically required by law.](#)

[Nothing herein shall prohibit a public school from providing an enrollment preference to a student with special needs when the student's parent or legal guardian has voluntarily provided the school with information regarding such needs.](#)

Revised: November, 1993  
 Revised: December, 1995  
 Revised: March, 2000  
 Revised: August, 2000

Revised: April, 2008  
 Revised: December 2, 2010  
 Revised: May 7, 2015  
 Revised: December, 2016

Ref: 42 USC 11431 [et seq. \(Stewart B. McKinney Homeless Assistance Act\)](#); La. Rev. Stat. Ann. §§17:151.3, 17:167, 17:221, 17:221.2, 17:222, 17:235.1, 17:238, 17:416, ~~17:3913-17:3914~~; [Singleton v. Jackson Municipal Separate School District](#), 419 F. 2d 1211 (5th Cir., 1970); [Louisiana Handbook for School Administrators](#), Bulletin 741, Louisiana Department of Education; Board minutes, 2-17-00, 6-5-08, 12-2-10, 5-7-15.

\*\*\*\*\*

**ITEM 7. BUSINESS AND FINANCE**

**ITEM 7a.** Mr. Peter Montz – Request board approval to solicit bids and proposals for the upcoming fiscal year: Proposal 18.01 Fiscal Agent; Proposal 18.02 Official Journal; Proposal 18.05 Fiscal Auditors; Bid 18.08 Bus Parts; Bid 18.09 Copier/Computer Paper; Bid 18.10 Office Supplies; Bid 18.11 Instructional

Materials; Bid 178.12 General Maintenance; Bid 18.13 Electrical Supplies; Bid 18.14 Air Conditioning/Welding Supplies; Bid 18.15 Plumbing Supplies; Bid 18.16 Custodial Cleaning Supplies; Proposal 18.18 Award Items; Proposal 18.20 Food Service Equipment Maintenance.

MOTION BY: Keller

SECOND BY: Jones

MOTION: To give board approval to solicit bids and proposals for the upcoming fiscal year: Proposal 18.01 Fiscal Agent; Proposal 18.02 Official Journal; Proposal 18.05 Fiscal Auditors; Bid 18.08 Bus Parts; Bid 18.09 Copier/Computer Paper; Bid 18.10 Office Supplies; Bid 18.11 Instructional Materials; Bid 178.12 General Maintenance; Bid 18.13 Electrical Supplies; Bid 18.14 Air Conditioning/Welding Supplies; Bid 18.15 Plumbing Supplies; Bid 18.16 Custodial Cleaning Supplies; Proposal 18.18 Award Items; Proposal 18.20 Food Service Equipment Maintenance.

Upon roll call, there were:

10 Yeas – Holden, Keller, Sanders, Jones, Johnson, Wise, Wallace, Mitchell, Triche, Burl

1 Absent - DeFrancesch

The motion carried.

**ITEM 7b. Mr. Recommendation on Disaster Management Recovery Services**

Mr. Montz stated that there were 7 submittals. The Committee reviewed and ranked the submittals and the top 3 presented to the L&F Committee. The Committee is recommending All South Consulting Engineers, based on the scores.

MOTION BY: Sanders

SECOND BY: Mitchell

MOTION: To accept All South Consultants for Disaster Management Recovery Services.

Upon roll call, there were:

10 Yeas – Holden, Keller, Sanders, Jones, Johnson, Wise, Wallace, Mitchell, Triche, Burl

1 Absent - DeFrancesch

The motion carried.

**ITEM 8. OLD BUSINESS**

**ITEM 9. NEW BUSINESS**

**ITEM 9a. Mr. Kevin George – Request approval of GMMS Entrance Requirements**

MOTION BY: Wise

SECOND BY: Entire Board

MOTION: To approve the GMMS Entrance Requirements as presented.

Upon roll call, there were:

10 Yeas – Holden, Keller, Sanders, Jones, Johnson, Wise, Wallace, Mitchell, Triche, Burl

1 Absent - DeFrancesch

The motion carried.

\*\*\*\*\*

**STEM Program Proposal**

**Garyville/ Mt. Airy Math and Science Magnet School**

**Need**

*National STEM Interest*

According to the U.S. Department of Education, only 16 percent of American high school seniors are proficient in math and interested in a STEM career. Even among those who do go on to pursue STEM fields in college, only about half chose to work in a related career. The U.S. ranks 29<sup>th</sup> in math and 22<sup>nd</sup> in science among industrialized nations. In addition, the DOE noted that a recent survey revealed that only 29 percent of Americans rated our country’s k-12 education in STEM subjects as above average or the best in the world. With STEM companies sitting in the heart of the parish, it is imperative that an interest in these fields is developed in our children so that they may have better opportunities to, in turn, become the innovative, problem solving risk-takers these companies need to continue to thrive.

*Socioeconomic*

Additionally, developing opportunities for our children to explore STEM companies within our parish can potentially address poverty issues. Given the fact that about 77 percent of students attending our schools are economically disadvantaged, nurturing interests in middle class career opportunities can produce a win-win cycle for the parish. That is, the school system’s performance will be impacted in that there exists a direct correlation between poverty rate and school/ district performance, local STEM companies will be positively impacted because children will begin developing the knowledge base needed to be effective in these companies while in K-12, and cycles of poverty will be broken in families who have long suffered for generations.

Furthermore, the Education Department notes that not enough high school students are given the opportunity to take advantage of advance math and science courses. This need also exists in our parish. Providing kids with more opportunities to take advantage of advanced math, specifically, is



important in that there is a relationship between these courses and ACT performance. That is, according to research, taking specific advanced math courses in high school is linked directly to increased ACT scores. With increase ACT scores come more opportunities for TOPS, more university and career choices, and less long term financial burdens and debt upon graduation due to student loans.

#### *Boosting Enrollment and Encouraging Diversity in Magnet Programs*

For our k-8 system, there exists a need to provide parents with more choices than traditional versus one magnet, John L. Ory. Ory is a school that already benefits from the development of a positive reputation that says “Magnet” to families. Creating a similar reputation for Garyville/ Mt. Airy Magnet can prove beneficial to families, the community, and the system as a whole in that it would provide parents with a viable alternative to Ory thus increasing competition, which may boost enrollment from the private sector for both schools. However, there must be something offered at each of these schools that is not offered in any other school and parents can clearly distinguish. For instance, hypothetically, parents who choose Garyville know that it is the only school in which their children can complete 8<sup>th</sup> grade with math as high as geometry under their belts. Likewise, they choose Ory knowing that they can finish with a foreign language, etc. This clear contrast for the district’s magnet programs may prove helpful in improving public perception regarding Garyville as being the district’s Math and Science school.

#### **Program Description**

##### ***Science***

Students will enter high school with strong a background in science content

- All students (k-8) will engage in hands-on LDOE curriculum aligned science projects in science lab on at least once per week
- Grade level science content will be integrated in ELA/ Math/ and Social Studies daily lessons (k-8)
- 8<sup>th</sup> grade students will have opportunity to earn high school science credit in extended day program (accelerated program)

##### ***Technology***

Students will enter high school with technology backgrounds that are in demand in today’s workforce

- Students (k-2) will visit computer lab at least once per week to engage in curriculum designed to assist in becoming computer literate
- Students (3-5) will visit computer lab at least once per week to engage in activities in which computer literacy skills are applied to classroom projects
- Students (3-5 accelerated) will visit Discovery Center for at least 130 minutes per week to engage in discovery learning activities involving the use of technology
- Students (6-8) will engage in a blended learning environment (8<sup>th</sup> period) in which they may earn high school credit the following courses (regular):
  - a. Computer Technology Literacy (6<sup>th</sup> grade) 1 credit
  - b. Web Design I (7<sup>th</sup> grade) 1 credit
  - c. Web Design II (8<sup>th</sup> grade) 1 credit
- Students (7<sup>th</sup> grade) will engage in Journey to Careers course in which curriculum lends itself to strong focus on the use of Web Design I content in relation to career fields
- Students (8<sup>th</sup> grade) will engage in Speech course in which curriculum lends itself to strong focus on the use of Web Design II content in relation to speeches

##### ***Engineering***

Students will enter high school with well nurtured backgrounds in engineering

- Students (2-5 accelerated) will visit Discovery Center for at least 130 minutes per week to engage in projects that involve engineering exploration (building simple machines/ leggos/ etc.)
- Students (6-8) will engage in a blended learning environment (8<sup>th</sup> period) in which they may earn high school credit for the following courses (accelerated):
  - a. Introduction to Engineering Design (6<sup>th</sup> grade) 1 credit
  - b. Principles of Engineering Design (7<sup>th</sup> grade) 1 credit
  - c. Oil and Gas Production (8<sup>th</sup> grade) 1 credit
- Students (7<sup>th</sup> grade) will engage in Journey to Careers course in which curriculum lends itself to strong focus on Engineering Design content in relation to career fields (accelerated)
- Students (8<sup>th</sup> grade) will engage in Speech course in which curriculum lends itself to strong focus on Oil and Gas Production content in relation to speeches (accelerated)
- Students (6-8) will have a monthly guest speaker from a local company who will discuss career and importance of education

##### ***Math***

Students will enter high school prepared to take math beyond Algebra II

- Students (k-2) will visit math computer lab at least once per week to strengthen specific areas of weakness (regular)
- Students (2-5) will visit Discovery Center for at least 130 minutes per week to work on math lessons focused on content at least 1 grade level higher (accelerated)
- Students (2-5) will be required to complete at least 100 minutes per week of math beyond the school day on level or at least 1 grade level higher (accelerated)
- Students (6-8) will visit computer lab at least once per week to strengthen specific areas of weakness
- Students (6-8) will engage in a math district designed curriculum that places them on track to enter high school with Algebra I and Geometry, 2 high school math credits needed to earn TOPS (accelerated)
- Students (6-8) will be required to complete at least 130 minutes per week of math beyond the school day on level or advanced course (accelerated)

#### **Accelerated Program Requirements**

##### **Grades k-3**

- 75% (MASTERY) OR ABOVE ON DISTRICT'S K-2 BENCHMARK QUARTER 3 BENCHMARKS

OR

- MEET BULLETIN 1508 FOR THE GIFTED EXCEPTIONALITY

OR

- OBTAIN PROFICIENT SCORE WITH K-2 DISTRICT ENTRANCE EXAMS

#### Grades 4-8

- HAVE MAINTAINED AT LEAST A 3.0 CUMULATIVE GPA PRIOR TO ENTRY

OR

- HAVE MAINTAINED AT LEAST A 2.5 CUMULATIVE GPA **AND** EARNED **MASTERY OR ABOVE IN MATH OR SCIENCE** ON MOST RECENT STANDARDIZED EXAMS UPON ENTRY

#### Key Pre-Implementation Activities

1. Secure STEM program teachers (Certified in areas of Need)
  - Trayvon Duhe/ Gary Crane = Math (Accelerated Math courses/ Engineering Courses)
  - Osa Betts/ Eureka Dalton = Business Education (Computer Lit courses/ Web Design Courses)
  - Ellen Mury = Working towards Science (Accelerated Science Curriculum/ Computer Lit courses/ Web Design Courses)
  - Keila Joseph (Magnet k-5)
  - Kirstie Carter (Magnet 6-8)
2. Engage specialty teachers in PD on specific content areas/ teachers take courses (1<sup>st</sup> course spring semester and summer/ 2<sup>nd</sup> and 3<sup>rd</sup> per year = 2 years)
3. Seek District Support in developing math and science accelerated curriculum (Dr. Z)
4. Align Journey to Careers/ Speech Curriculum with STEM courses (Teacher leaders after testing/ summer project)
5. Seek district support in developing an 8 period schedule that accommodates special programs (Ms. Heidi/ Dr. Hill)
6. Meet with Marathon Representative to solicit support with programs
7. Purchase Online Software Course Library (Plato)
8. Purchase Technology tools (iPADs/ Netbooks) for 6-8 grade students to engage in courses

#### RESULTS

##### **Short Term Results**

- Increase in overall Science and Math standardized test scores
- Increase in DCAI (# of students earning high school credit hours)
- Increase in overall SPS/ Letter Grade
- Stronger relationship between school and local companies

##### **Long Term Results**

- Increased student enrollment
- Increase in diversity (socioeconomic and racial)
- Increase in students earning TOPS
- Increase in students taking advance math (Calculus, Trigonometry, etc.) in high school
- Increase in ACT scores in students who attended Garyville
- Decrease in high school dropout rate in students who attended Garyville
- Increase in percentage of students choosing to enter into STEM fields

#### Partnerships

1. Marathon Petroleum Corporation
  - Provide financial support for online programs and technology tools
  - Volunteer 1 hour per month to present/ speak to middle school engineering class
2. District Math Facilitator/ Accountability Team
  - Develop accelerated math curriculum for middle school students
  - Assist with scheduling needs
  - High school credit offerings
3. District Leadership
  - Agreement that magnet themed courses offered at Garyville are courses in which only Garyville is allowed to offer
  - Promotion of Garyville as the district's Math/ Science school

**Projected Costs**

Laptops 150 = \$40,000. (estimated)  
 Carts 4 @ \$800. each = 3,200. (total)  
 Plato Software 1 building license @ 7,000. (total annually)  
 Study Island Software 1 building license @ 3,000. (total annually/ Title I School-wide plan)  
 Discovery Center Resources non-reusable items (Title I School-wide plan)  
 Science Lab Resources (Title School-wide Plan)  
*Total Projects Cost* = \$53,200. (year 1 estimate)  
*Annual costs* = \$10,000. (estimate)

\*\*\*\*\*

**ITEM 10. ADMINISTRATIVE MATTERS**

**ITEM 11. BOARD ITEMS OF INTEREST**

Mr. Burl asked that all Chairs of all the Board Committees please have a report ready for the next Board Meeting, as they will be asked to give a report.

**ITEM 12. ADJOURNMENT** - The agenda having been completed, and there being no further business, there was a

MOTION BY: Keller  
 SECOND BY: Holden  
 MOTION: Motion for adjournment.  
 There were no objections.  
 The meeting adjourned at 7:39 p.m.

\_\_\_\_\_  
Kevin R. George, Secretary

\_\_\_\_\_  
Albert A. Burl, III, President