

Gary L. Jones, President

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**BOARD
of
ELEMENTARY
and
SECONDARY
EDUCATION**

The Board of Elementary and Secondary Education shall provide leadership and create policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market.

OFFICIAL BOARD MINUTES

Meeting of January 24, 2018

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

January 24, 2018

The Louisiana Purchase Room Baton Rouge, LA

The Louisiana State Board of Elementary and Secondary Education met in regular session on January 24, 2018, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 9:15 a.m. by Board President Gary Jones, and opened with a prayer by Mr. Joby Richard, Louisiana State University Manship News Service.

Board members present were Dr. Holly Boffy, Mr. Tony Davis, Ms. Kathy Edmonston, Mr. Jim Garvey, Ms. Sandy Holloway, Dr. Gary Jones, Ms. Jada Lewis, Mr. Tommy Roque, Dr. Lurie Thomason, and Ms. Doris Voitier.

Board member Kira Orange Jones was not in attendance.

Ms. Robbi Gouaux, St. Mary Parish School Board, led the Pledge of Allegiance.

Public comments were received from Mr. Scott Richard, Louisiana School Boards Association.

Agenda Item 2. On motion of Ms. Voitier, seconded by Mr. Roque, the Board approved the agenda, as printed and disseminated. (Schedule 1)

Agenda Item 3. **Approval of the Minutes**

Agenda Item 3.1. On motion of Ms. Boffy, seconded by Ms. Holloway, the Board approved the minutes of the BESE meeting held December 12, 2017.

Agenda Item 4. **Election of Board Officers**

Agenda Item 4.1. On motion of Mr. Roque, seconded by Mr. Garvey, the Board approved by acclamation the following slate of officers for 2018:

Dr. Gary Jones - President;
Dr. Holly Boffy - Vice-President; and
Ms. Jada Lewis - Secretary-Treasurer.

Agenda
Item 5.

Report by the State Superintendent of Education

State Superintendent of Education John White highlighted the following in his report to the Board:

- Two elements of the ESSA plan that will be refined and put into policy are the development of an appropriate model for grade levels kindergarten - 2 and the interest and opportunities index, which measures student access and school efforts to provide arts, music, foreign language, career and technical education, and other advanced courses. A formula will be proposed concerning each element.
- Policy will be developed for alternative education, including definitions of “alternative program” and “alternative school.” An appropriate accountability model based on those definitions will be created.
- The scale on which the early childhood system is demarcated will be reconfigured to indicate greater differentiation between centers that are excelling and centers that are struggling.
- Policy will need to be considered to formally certify mentors for the teacher residency programs and to create the certification class.

Agenda
Item 6.

Board Committee Reports

Agenda
Item 6.1.

Academic Goals and Instructional Improvement Committee

(Schedule 2)

6.1.1

On motion of Dr. Boffy, seconded by Ms. Edmonston, the Board received the report regarding the Rapides Training Academy and directed the State Superintendent of Education and LDE staff to meet with the leadership of the Rapides Parish School System to examine matters and develop solutions related to accountability and assessment issues concerning the Rapides Training Academy. Further, the Board created a workgroup of BESE members to collaborate with the State Superintendent of Education to study a potential framework for alternative schools. The process shall include the development of a definition of “alternative school.”

- 6.1.2 On motion of Dr. Boffy, seconded by Ms. Edmonston, the Board received the Fall 2017 Reading Report and directed the LDE to submit the report to the House Committee on Education and the Senate Committee on Education.
- 6.1.3 On motion of Dr. Boffy, seconded by Ms. Edmonston, the Board granted a one-time extension of the 2017 performance profile star rating, issued to Kids Haven Center, a Type III Early Learning Center in Tangipahoa Parish, to carry forward to 2018 in order to allow the center to be eligible to receive 2018 tax credits and 2018 Child Care Assistance Program (CCAP) bonuses for serving children funded through the Child Care Development Fund (CCDF), as recommended by the LDE.
- 6.1.4 On motion of Dr. Boffy, seconded by Ms. Edmonston, the Board granted a one-time extension of the 2017 performance profile star rating, issued to Kingdom Early Learning Center, a Type III Early Learning Center in East Baton Rouge Parish, to carry forward to 2018 in order to allow the center to be eligible to receive 2018 tax credits and 2018 Child Care Assistance Program (CCAP) bonuses for serving children funded through the Child Care Development Fund (CCDF), as recommended by the LDE.
- 6.1.5 On motion of Dr. Boffy, seconded by Ms. Edmonston, the Board received the minutes of the Accountability Commission meeting held October 20, 2017.
- 6.1.6 On motion of Dr. Boffy, seconded by Ms. Edmonston, the Board approved, as a Notice of Intent, revisions to Bulletin 1566, *Pupil Progression Policies and Procedures*: §503. Regular Placement; §703. Retention; §705. Supports for Students, and §707. Exceptions to High Stakes Policy, relative to student promotion and summer remediation, as amended and presented by the LDE.

Agenda
Item 6.2.

Administration and Finance Committee

(Schedule 3)

- 6.2.1 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the LDE internal audit report from the LDE Director of Internal Audit.
- 6.2.2 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the report on LDE contracts of \$50,000 and under approved by the State Superintendent of Education.

- 6.2.3 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the report regarding in-state travel for Board members to be reimbursed from the BESE budget.
- 6.2.4 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the quarterly report of expenditures and budget balances of 8(g) projects for FY 2017-2018.
- 6.2.5 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the status report regarding the state general fund budget of the Louisiana Department of Education (LDE).
- 6.2.6 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the report from LDE Finance staff concerning Type 2 and Type 3B charter school budgets and expenditure reports, including irregularities or concerns.
- 6.2.7 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following LDE contract:

Contractor: Louisiana State University
Contract Period: 01/15/2018 - 08/31/2018
Contract Amount: \$82,500.00
Fund: Federal - State
Competitive Process: Not Applicable

Description of Service: The contractor will disseminate and collect responses on parent satisfaction from online and mailed surveys that will support the accountability system for all publicly-funded early childhood education programs called for by Act 3 of the 2012 Regular Legislative Session.

Ms. Lewis recused herself from voting on this motion.

- 6.2.8 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following LDE contract amendment:

Contractor: BloomBoard
Contract Period: 07/01/2017 - 06/30/2020
Previous Amount: \$890,980.00
Amended Amount: \$331,000.00
Contract Amount: \$1,221,980.00

(Motion continues on page 5)

Fund: Federal - State
Competitive Process: Competitive

Description of Service: BloomBoard will build out and manage Part 2 of this comprehensive professional development system including:

- Content Expert Distinction Criteria and Award Process (D4A): The Contractor must define the criteria for achieving and maintaining Content Expert distinction and design and execute the process for awarding Content Experts distinction, including measuring participant success and communicating with participants about award status.
- Mentor Teacher Distinction Criteria and Award Process (D4B): The Contractor must define the criteria for achieving and maintaining Mentor Teacher distinction and design and execute the process for awarding Mentor Teacher distinction, including measuring participant success and communicating with participants about award status.

The amendment will expand micro-credentials from 18 to 32.

Student Centered Goals - Competitive

6.2.9 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation: Math and Science Partnerships
Amount: \$1,690,139.00
Funding Period: 01/24/2018 - 09/30/2018
Source of Funds: Federal-MSP

Purpose: The purpose of the Math and Science Partnership (MSP) program established under Title II, Part B, of the No Child Left Behind (NCLB) Act of 2001 is to assist districts as they create opportunities for enhanced and ongoing professional development for mathematics and science teachers. The MSP program has been designed to improve the academic achievement of students by enhancing the content knowledge and teaching skills of classroom math and science teachers.

(Motion continues on page 6)

Basis of Allocation: Math and Science Partnership subgrants are awarded on a competitive basis to school systems that partner with the science, technology, engineering, and/or mathematics departments at institutions of higher learning. All districts are eligible to participate in a partnership. The amount of funds to be awarded to any district is based on the program proposals and revisions.

Student Centered Goals - Competitive

6.2.10 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation:	Preschool Development	Grant-Expansion:
	Improvement	
Amount:	\$2,912,200.00	
Funding Period:	04/01/2018 - 09/30/2019	
Source of Funds:	Federal-PDG	

Purpose: The purpose of these funds is to improve the overall quality of 2,340 seats in preschool programs in eighteen communities by: 1) providing comprehensive services to families served in the new seats and 2) providing evidence-based coaching to teachers in new and existing classrooms.

Basis of Allocation: Allocations were determined through a competitive request process. Subgrantees were selected using three (3) considerations:

- Demonstrated success as a consortium of early learning providers (Community Network);
- Demonstrated need through unmet family demand; and
- At-risk status of the community.

Student Centered Goals - Competitive

6.2.11 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation:	Preschool Development	Grant-Expansion: Seats
Amount:	\$9,333,000.00	

(Motion continues on page 7)

Funding Period: 07/01/2018 - 09/30/2019
Source of Funds: Federal-PDG

Purpose: The purpose of these funds is to create 360 new seats and sustain 1,440 seats in preschool programs in eighteen communities. These seats will be aligned with LA 4 and Nonpublic School Early Childhood Development (NSECD) program requirements, including bachelor degree level teachers; 10:1 child-to-instructional staff ratios, full-day program, and inclusion of children with disabilities. Families enrolling in the seats must meet the same income requirements of 185% of the federal poverty line or below, and will be provided comprehensive services through the grant. These seats will be offered through the Community Network’s coordinated enrollment process. Classrooms funded through this grant, as well as other classrooms at the site, will be provided evidence-based coaching. This is the final year of the four-year grant.

Basis of Allocation: Allocations were determined through a competitive request process. Subgrantees were selected using three (3) considerations:

- Demonstrated success as a consortium of early learning providers (Community Network);
- Demonstrated need through unmet family demand; and
- At-risk status of the community.

Student Centered Goals - Competitive

6.2.12 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation: Believe and Prepare: Rural Communities
Amount: \$128,000.00
Funding Period: 07/01/2017 - 06/15/2018
Source of Funds: 8(g)

(Motion continues on page 8)

Purpose: The LDE will support a group of rural school systems to increase access to high-quality, practice-based preparation programs, particularly through post-baccalaureate teacher preparation pathways. This two-year opportunity will support efforts to strengthen preparation experiences through the development of innovative, practice-based, post-baccalaureate models that provide ample time for hands-on practice in the classroom with appropriate supports, including an expert mentor teacher.

Basis of Allocation: This allocation is for the Believe and Prepare: Rural Communities grant. Twenty-four school systems applied to participate in the pilot program. The LDE will fully fund seven parishes to innovate around the way post-baccalaureate candidates are prepared. The seven selected school systems include those in Catahoula, East Carroll, Pointe Coupee, Richland, St. Landry, West Carroll, and Winn Parishes.

The LDE will also provide small stipends to ten additional school systems in rural communities that are participating in the grant as a Community of Learning. In this capacity, participants will attend design meetings and contribute to the development of post-baccalaureate models. The ten school systems include those in: Cameron Parish, City of Bogalusa, Claiborne Parish, Grant Parish, Iberville Parish, J.S. Clark Leadership Academy, Lincoln Parish, Morehouse Parish, St. Helena Parish, and Tallulah Charter School.

School and District Innovations - Competitive

6.2.13 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation:	SIG 1003g - Believe and Succeed
Amount:	\$422,637.00
Funding Period:	01/24/2018 - 09/30/2021
Source of Funds:	Federal-1003g

Purpose: Federal school Improvement funding directly supports and empowers Local Education Agencies (LEAs) to pursue initiatives that will transform educational opportunities for students attending Louisiana's lowest performing schools.

(Motion continues on page 9)

Basis of Allocation: This allocation will provide federal funding as supplemental support in on-going school improvement initiatives towards existing Student Improvement Grant (SIG) recipients.

School and District Innovations - Competitive

- 6.2.14 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation: School Redesign - Round 1
Amount: \$8,166,968.00
Funding Period: 01/24/2018 - 09/30/2019
Source of Funds: Federal - Title I

Purpose: The Every Student Succeeds Act (ESSA) requires school systems to build plans to improve struggling schools. Louisiana must use seven percent of the state Title I funds to support high quality improvement plans. In Louisiana, these funds are competitively awarded to school systems that build the strongest plans for improvement.

Basis of Allocation: ESSA requires that local school systems create a plan to improve the performance of students in persistently struggling schools. Once approved by the LDE, local school systems may utilize ESSA school improvement funding to implement plans in the identified struggling schools.

Ms. Edmonston recused herself from voting on this motion.

School and District Innovations - Competitive

- 6.2.15 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation: Striving Readers Comprehensive Literacy Program Grant
Amount: \$11,619,582.00
Funding Period: 01/24/2017 - 09/30/2018
Source of Funds: Federal – SRCL

(Motion continues on page 10)

Purpose: Louisiana is a recipient of a United States Department of Education Striving Readers Comprehensive Literacy (SRCL) grant. The purpose of the SRCL grant is to advance the pre-literacy, reading, and writing skills of disadvantaged youth, birth through grade 12, including English learners and students with disabilities.

Basis of Allocation: SRCL subgrants will promote teacher effectiveness through access to high-quality, standards-based curriculum; ongoing professional development to use that curriculum effectively; and data from a focused set of standards-aligned assessments that measure how well students are meeting the outcomes of the high-quality curriculum. Subgrants are awarded to meet federal funding distributions for the following age/grade bands: Birth to 5-Years-Old, Kindergarten to Grade 5, Grades 6-8, and Grades 9-12. Once approved, local school systems can utilize SRCL funding to implement plans for schools serving the greatest percentage of disadvantaged youth.

Ms. Voitier recused herself from voting on this motion.

District Support - Competitive

6.2.16

On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation:	Believe and Prepare: Early Childhood
Amount:	\$20,000.00
Funding Period:	01/24/2017 - 06/30/2018
Source of Funds:	Federal-CCDF

Purpose: The purpose of Believe and Prepare: Early Childhood is to support the development of Early Childhood Ancillary Certificate Programs and to help lead teachers meet the credential requirements within policy. Through the provision of startup funding and ongoing technical support, Believe and Prepare: Early Childhood funds will elevate and professionalize the child care workforce, expand state availability of high-quality teacher preparation programs, and increase the number of children who have access to teachers with the knowledge and skills necessary to support child development.

Basis of Allocation: Allocations to teacher preparation programs will reimburse initial startup costs such as technology, supplies, additional staff, and candidate recruitment.

School and District Innovations - Other

- 6.2.17 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation: School Improvement 1003a
Amount: \$505,131.00
Funding Period: 01/24/2017 - 09/30/2018
Source of Funds: Federal-Title I 1003a

Purpose: Federal School Improvement funding directly supports and empowers Local Education Agencies (LEAs) to pursue initiatives that will transform educational opportunities for students attending Louisiana's lowest performing schools.

Basis of Allocation: This allocation will provide federal funding to support school improvement efforts in New Orleans schools.

Student Centered Goals - Other

- 6.2.18 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation: Nonpublic School Early Childhood Development Program (NSECD)
Amount: \$6,471,540.00
Funding Period: 07/01/2018-06/30/2019
Source of Funds: State General Funds

Purpose: The purpose of the Nonpublic School Early Childhood Development (NSECD) Program is to collaborate with nonpublic schools and Type III child care centers in providing high-quality, developmentally appropriate preschool instruction and services to four-year-old children who are considered to be "at risk" of achieving later academic success. The NSECD Program provides six hours per day of prekindergarten instruction. The program is offered at no cost to those children whose families fall below 185% Federal Poverty Level.

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Basis of Allocation: All BESE/Brumfield vs. Dodd approved nonpublic schools and licensed accredited Type III child care centers are eligible to submit an application for funding, which is awarded on a per pupil basis at \$4,580 per child per year. Actual reimbursement is based on students maintaining 74% monthly attendance. Award amounts are based on reported enrollment, Performance Profile Ratings, early childhood Community Network participation, and parish need. Awards for this program are contingent upon approval of funding.

Student Centered Goals - Other

6.2.19 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following allocation:

Allocation: The Cecil J. Picard LA 4 Early Childhood Program (LA 4)
Amount: \$74,292,180.00
Funding Period: 07/01/2018 - 06/30/2019
Source of Funds: SGF/TANF

Purpose: The purpose of the Cecil J. Picard LA 4 Early Childhood Program is to provide high-quality early childhood educational experiences to four-year-old children who are considered to be “at risk” of achieving later academic success. The LA 4 program provides six hours per day of educational experiences. The program will be offered at no cost to those children whose families fall at or below 185% of federal poverty (free/reduced lunch). In 2018-2019, LA 4 will serve 16,221 children. Programs will adhere to state-approved guidelines and regulations.

Basis of Allocation: All school systems and charter schools are eligible to submit an application for funding. Allocations are based on prior participation, participation in an early childhood Community Network, and community need. Monies are allocated on a per pupil basis at \$4,580 per child per year. Actual reimbursement is based on recipients filling all allocated seats and students meeting attendance thresholds. Award amounts are based on the 2017-2018 final allocations for student participation for each of the participating school systems. Awards for this program are contingent upon approval of funding.

Ms. Edmonston, Ms. Holloway, and Ms. Voitier recused themselves from voting on this motion.

6.2.20 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received updates on RSD Capital Projects from October 2017 including: RSD and OPSB Monthly Summaries for October 2017; Superintendents' Report for October 2017; and RSD and OPSB Open Contracts as of October 31, 2017.

6.2.21 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the report from LDE Finance staff concerning Type 5 charter school budgets and expenditure reports, including irregularities or concerns.

6.2.22 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the following RSD contract amendment:

Contractor: VergesRome Architects + Fanning Howey, A Joint Venture
 Contract Period: 01/18/2012 - 01/18/2019
 Previous Amount: \$2,013,561.33
 Amended Amount: \$1,210.00
 Contract Amount: \$2,014,771.33
 Fund: IAT - FEMA
 Competitive Process: Competitive

Description of Service: This amendment provides for the reimbursable expenses to the City of New Orleans Board of Zoning Adjustments and Orleans Parish Recorder of Mortgages for the re-subdivision of 15 lots into one lot of record. It also provides for the additional service to prepare a re-subdivision plan for the new three-section elementary school at Fisk-Howard Elementary School.

6.2.23 On motion of Mr. Davis, seconded by Mr. Garvey, the Board approved the program and budget revisions for the following 8(g) Statewide Programs for FY 2017-2018: Educator Career Opportunity Expansion and LEAP 2025.

Ms. Lewis recused herself from voting on this motion.

6.2.24 On motion of Mr. Davis, seconded by Mr. Garvey, the Board:

- approved the report in response to House Resolution 94 of the 2017 Regular Legislative Session and authorized the LDE to submit the report to the House Committee on Education and the Senate Committee on Education by January 31, 2018;

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- received the report in response to Act 303 of the 2016 Regular Legislative Session and authorized the LDE to submit the report to the House Committee on Education and the Senate Committee on Education by January 31, 2018; and
- received the report from the Commission on Assessment Review and Use in Public Schools regarding House Resolution 166 of the 2017 Regular Legislative Session and authorized the LDE to submit the report to the House Committee on Education and the Senate Committee on Education by January 31, 2018.

6.2.25 On motion of Mr. Davis, seconded by Mr. Garvey, the Board received the minutes of the Minimum Foundation Program (MFP) Task Force meeting held December 12, 2017.

Agenda
Item 6.3.

Educator Effectiveness Committee

(Schedule 4)

6.3.1 On motion of Ms. Holloway, seconded by Mr. Roque, the Board received the report on the program requirements of Bulletin 996, *Standards for Approval of Teacher and/or Education Leader Preparation Programs: §737. Certification Only Program Alternative Path to Certification*, noting that an interim report will be provided to the Board in June 2018 and a final report in January 2019.

6.3.2 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the proposal for the Early Childhood Ancillary Certificate Program submitted by Frog Street Press.

6.3.3 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the proposal for the Early Childhood Ancillary Certificate Program submitted by Nunez Community College.

6.3.4 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the proposal for the Early Childhood Ancillary Certificate Program submitted by ProSolutions Training.

6.3.5 On motion of Ms. Holloway, seconded by Mr. Roque, the Board received the update report on the statewide teacher recruitment campaign presented by Ms. Kimberly Eckert, Louisiana Teacher of the Year.

- 6.3.6 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by Grambling State University, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- GRADES 1-5: ELEMENTARY
- MILD/MODERATE: SECONDARY 6-12
- MUSIC: VOCAL MUSICS K-12
- MUSIC: INSTRUMENTAL MUSIC K-12
- SOCIAL STUDIES
- HEALTH & PHYSICAL EDUCATION
- MATHEMATICS
- SCIENCE: PHYSICS
- SCIENCE: CHEMISTRY
- SCIENCE: BIOLOGY
- MILD/MODERATE: ELEMENTARY 1-5

Post-Baccalaureate Pathway

- MILD/MODERATE: SECONDARY 6-12 (MASTER'S)
- MATHEMATICS (MASTER'S)
- ENGLISH (MASTER'S)
- SCIENCE: PHYSICS (MASTER'S)
- SCIENCE: GENERAL SCIENCE (MASTER'S)
- SCIENCE: BIOLOGY (MASTER'S)
- SCIENCE: CHEMISTRY (MASTER'S)
- MILD/MODERATE: ELEMENTARY 1-5 (MASTER'S)

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.

(Motion continues on page 16)

2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

Dr. Thomason recused himself from voting on this item.

- 6.3.7 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by Louisiana State University – Baton Rouge, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- GRADES PK-3
- HEALTH & PHYSICAL EDUCATION
- MATHEMATICS
- MILD/MODERATE 1-5
- MUSIC: INSTRUMENTAL MUSIC K-12
- MUSIC: VOCAL MUSIC K-12
- SCIENCE: BIOLOGY
- SCIENCE: CHEMISTRY
- SCIENCE: PHYSICS
- SOCIAL STUDIES
- VOCATIONAL AGRICULTURE
- GRADES 1-5: ELEMENTARY
- FOREIGN LANGUAGE: FRENCH
- FOREIGN LANGUAGE: SPANISH
- ENGLISH

Post-Baccalaureate Pathway

- ENGLISH (MASTER'S)
- FOREIGN LANGUAGE: SPANISH (MASTER'S)
- FOREIGN LANGUAGE: FRENCH (MASTER'S)
- GRADES 1-5 (ELEMENTARY) (MASTER'S)
- HEALTH & PHYSICAL EDUCATION (CERTIFICATION ONLY)
- MATHEMATICS (MASTER'S)
- MUSIC: INSTRUMENTAL MUSIC K-12 (CERTIFICATION ONLY)
- MUSIC: VOCAL MUSIC K-12 (CERTIFICATION ONLY)
- SCIENCE: BIOLOGY(MASTER'S)
- SCIENCE: CHEMISTRY (MASTER'S)
- SCIENCE: PHYSICS (MASTER'S)
- SOCIAL STUDIES (MASTER'S)

(Motion continues on page 17)

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.
2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

6.3.8

On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by Louisiana State University – Shreveport, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- GRADES 1-5: ELEMENTARY
- ENGLISH
- GRADES PK-3
- MATHEMATICS
- SOCIAL STUDIES
- SCIENCE: PHYSICS
- SCIENCE: CHEMISTRY
- SCIENCE: BIOLOGY

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:

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- the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.
2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

6.3.9

On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by McNeese State University, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- ART K-12
- BUS: BUSINESS EDUCATION
- MUSIC: VOCAL MUSIC K-12
- MUSIC: INSTRUMENTAL MUSIC K-12
- SOCIAL STUDIES
- HEALTH & PHYSICAL EDUCATION
- MATHEMATICS
- ENGLISH
- SCIENCE: CHEMISTRY
- SCIENCE: BIOLOGY
- SCIENCE: ENVIRONMENTAL SCIENCE
- GRADES PK-3
- VOCATIONAL AGRICULTURE

(Motion continues on page 19)

Post-Baccalaureate Pathway

- VOCATIONAL AGRICULTURE (MASTER'S, CERTIFICATION ONLY)
- GRADES 4-8: SCIENCE (CERTIFICATION ONLY, PRACTITIONER)
- GRADES 4-8: MATHEMATICS (CERTIFICATION ONLY, PRACTITIONER)
- ART K-12 (CERTIFICATION ONLY)
- GRADES PK-3 (CERTIFICATION ONLY)
- FOREIGN LANGUAGE: SPANISH (MASTER'S, CERTIFICATION ONLY, PRACTITIONER)
- SOCIAL STUDIES (MASTER'S, CERTIFICATION ONLY, PRACTITIONER)
- SCIENCE: PHYSICS (PRACTITIONER)
- MATHEMATICS (MASTER'S, CERTIFICATION ONLY, PRACTITIONER)
- SCIENCE: GEN. SCIENCE (CERTIFICATION ONLY, PRACTITIONER)
- FOREIGN LANGUAGE: FRENCH (MASTER'S, CERTIFICATION ONLY, PRACTITIONER)
- ENGLISH (MASTER'S, CERTIFICATION ONLY, PRACTITIONER)
- SCIENCE: CHEMISTRY (MASTER'S, CERTIFICATION ONLY)
- SCIENCE: BIO. (MASTER'S, CERTIFICATION ONLY, PRACTITIONER)
- FOREIGN LANGUAGE: LATIN (MASTER'S)
- SCIENCE: ENVIRON. SCIENCE (CERTIFICATION ONLY, MASTER'S)
- CHINESE: GRADES 6-12 (CERTIFICATION ONLY, MASTER'S)
- BUS: BUS. ED. (CERTIFICATION ONLY, MASTER'S)
- GRADES 1-5: ELEMENTARY (MASTER'S)
- HEALTH & PHYSICAL EDUCATION (CERTIFICATION ONLY)
- MUSIC: VOCAL MUSIC K-12 (CERTIFICATION ONLY)
- MUSIC: INSTRUMENTAL MUSIC K-12 (CERTIFICATION ONLY)

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.
2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

- 6.3.10 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by Nicholls State University, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- ART K-12
- MUSIC: INSTRUMENTAL MUSIC K-12
- MUSIC: VOCAL MUSIC K-12

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented to providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.
2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

- 6.3.11 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for an extension for a period of six months regarding educator preparation program alignment, submitted by Northwestern State University, as recommended by the LDE, for the following certification areas:

(Motion continues on page 21)

Undergraduate Pathway

- GRADES PK-3
- HEALTH & PHYSICAL EDUCATION
- MUSIC: INSTRUMENTAL MUSIC K-12
- MUSIC: VOCAL MUSIC K-12

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.
2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

6.3.12

On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by Southeastern Louisiana University, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- GRADES 1-5: ELEMENTARY
- ART K-12
- MUSIC: VOCAL MUSICS K-12
- MUSIC: INSTRUMENTAL MUSIC K-12
- SOCIAL STUDIES
- HEALTH & PHYSICAL EDUCATION
- MATHEMATICS
- ENGLISH

(Motion continues on page 22)

- GRADES 4-8: ENGLISH/LANGUAGE ARTS
- SCIENCE: BIOLOGY
- FOREIGN LANGUAGE: SPANISH K-12
- GRADES 4-8: MATHEMATICS
- GRADES 4-8: SCIENCE
- GRADES 4-8: SOCIAL STUDIES
- GRADES PK-3

Post-Baccalaureate Pathway

- Art K-12 (CERTIFICATION ONLY)
- MATHEMATICS (CERTIFICATION ONLY)
- ENGLISH (CERTIFICATION ONLY)
- SCIENCE: PHYSICS (CERTIFICATION ONLY)
- BIRTH TO KINDERGARTEN (CERTIFICATION ONLY, MASTER'S)
- SCIENCE: BIOLOGY (CERTIFICATION ONLY)
- SCIENCE: CHEMISTRY (CERTIFICATION ONLY)
- BUS: BUSINESS EDUC. (CERTIFICATION ONLY)
- FOREIGN LANGUAGE: FRENCH K-12 (CERTIFICATION ONLY)
- FOREIGN LANGUAGE: SPANISH K-12 (CERTIFICATION ONLY)
- GRADES 1-5: ELEMENTARY (MASTER'S)
- HEALTH & PHYSICAL EDUCATION (CERTIFICATION ONLY)
- MUSIC: INSTRUMENTAL MUSIC K-12 (CERTIFICATION ONLY)
- MUSIC: VOCAL MUSIC K-12 (CERTIFICATION ONLY)
- SOCIAL STUDIES (CERTIFICATION ONLY)
- SPEECH (CERTIFICATION ONLY)

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.
2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

- 6.3.13 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by University of Louisiana at Lafayette, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- ART K-12

Post-Baccalaureate Pathway

- MILD/MODERATE: SECONDARY 6-12 (MASTER'S)
- MILD/MODERATE: ELEMENTARY 1-5 (MASTER'S)
- GRADES PK-3 (CERTIFICATION ONLY)
- GRADES 1-5: ELEMENTARY (CERTIFICATION ONLY)
- GRADES 4-8: ENGLISH/LANGUAGE ARTS (CERTIFICATION ONLY)
- GRADES 4-8: MATHEMATICS (CERTIFICATION ONLY)
- GRADES 4-8: SCIENCE (CERTIFICATION ONLY)
- GRADES 4-8: SOCIAL STUDIES (CERTIFICATION ONLY)
- ENGLISH (CERTIFICATION ONLY)
- MATHEMATICS (CERTIFICATION ONLY)
- SOCIAL STUDIES (CERTIFICATION ONLY)
- SCIENCE: BIOLOGY (CERTIFICATION ONLY)
- SCIENCE: CHEMISTRY (CERTIFICATION ONLY)
- SCIENCE: GENERAL SCIENCE (CERTIFICATION ONLY)
- SCIENCE: PHYSICS (CERTIFICATION ONLY)
- HEALTH & PHYSICAL EDUC. (CERTIFICATION ONLY)
- ART K-12 (CERTIFICATION ONLY)
- MUSIC: VOCAL MUSIC K-12 (CERTIFICATION ONLY)
- MUSIC: INSTRUMENTAL k-12 (CERTIFICATION ONLY)
- SPEECH (CERTIFICATION ONLY)
- FOREIGN LANG: FRENCH K-12 (CERTIFICATION ONLY)
- FOREIGN LANG: GERMAN K-12 (CERTIFICATION ONLY)
- FOREIGN LANG: SPANISH K-12 (CERTIFICATION ONLY)
- SCIENCE: EARTH SCIENCE (CERTIFICATION ONLY)

Further, this approval is subject to the following contingencies:

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.

(Motion continues on page 24)

2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

6.3.14

On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the request for a one-year extension regarding educator preparation program alignment, submitted by Xavier University of Louisiana, as recommended by the LDE, for the following certification areas:

Undergraduate Pathway

- ART K-12
- ENGLISH
- FOREIGN LANG.: FRENCH K-12
- FOREIGN LANG.: SPANISH
- GRADES 1-5: ELEMENTARY
- GRADES 4-8 MATHEMATICS
- GRADES 4-8: SCIENCE
- MATHEMATICS
- MUSIC: INSTRUMENTAL MUSIC: K-12
- MUSIC: VOCAL MUSIC: K-12
- SCIENCE: BIOLOGY
- SCIENCE: CHEMISTRY
- SCIENCE: PHYSICS
- SOCIAL STUDIES

Post-Baccalaureate Pathway

- ART K-12 (MASTER'S)
- BUS: BUSINESS EDUCATION (MASTER'S)
- ENGLISH (MASTER'S)
- FOREIGN LANGUAGE: FRENCH K-12 (MASTER'S)
- FOREIGN LANGUAGE: SPANISH K-12 (MASTER'S)
- GRADES 1-5 ELEMENTARY (MASTER'S)
- MATHEMATICS (MASTER'S)
- MILD/MODERATE: ELEMENTARY 1-5 (MASTER'S)
- MILD/MODERATE: MIDDLE GRADES 4-8 (MASTER'S)
- MILD/MODERATE: SECONDARY 6-12 (MASTER'S)
- SCIENCE: BIOLOGY (MASTER'S)
- SCIENCE: CHEMISTRY (MASTER'S)
- SCIENCE: PHYSICS (MASTER'S)
- SOCIAL STUDIES (MASTER'S)

Further, this approval is subject to the following contingencies:

(Motion continues on page 25)

1. At the August 2018 BESE meeting, the teacher preparation provider must submit and present a report outlining the following:
 - the milestones that have been completed to align programs to BESE policy, and any additional work that is needed to complete the alignment process, including securing institutional approval for the aligned programs; and
 - a draft of the innovative model, including the percentage of time in residency, to be presented by providers proposing an innovative model, so that BESE and the LDE may provide formative feedback regarding this plan.
2. Providers must submit and present a report on this matter at the December 2018 joint BOR/BESE meeting or the January 2019 BESE meeting. The report shall indicate that the institutional approval of the aligned programs has been completed prior to January 1, 2019, and that the course catalogue, including the aligned programs for the 2019-2020 academic year, has been updated and/or approved to be updated.

6.3.15 On motion of Ms. Holloway, seconded by Mr. Roque, the Board received the minutes of the Teacher Certification Appeals Council meeting held November 30, 2017.

6.3.16 On motion of Ms. Holloway, seconded by Mr. Roque, the Board approved the following new appointments to the Teacher Certification Appeals Council for a 4-year term from 2018-2021, as recommended by the State Superintendent of Education:

- Dr. Verjanis Peoples, representative of the Louisiana Association of Colleges of Teacher Education (LACTE);
- Dr. Rhea Kiper, representative of the Louisiana Association of Educators (LAE);
- Dr. Christine Hypolite, representative of the Louisiana Association of Independent Colleges and Schools (LAICS);
- Ms. Gwile Freeman, representative of the Louisiana Association of School Superintendents (LASS);
- Mr. David Beard, representative of the Louisiana Association of Teacher Educators (LA ATE); and

(Motion continues on page 26)

- Ms. Carmen Minor, representative of the Louisiana Federation of Teachers (LFT).

Further, the Board approved the following three appointments, who are incumbents, to serve an additional 3-year term, from 2019-2021, to coincide with the terms of the new members, as recommended by the State Superintendent of Education:

- Ms. Karen Parrino, representative of the Associated Professional Educators of Louisiana (APEL);
- Mr. Rick Wentzel, representative of the Louisiana Association of School Executives (LASE); and
- Dr. Louis Voiron, representative of the Louisiana State Association of School Personnel Administrators (LSASPA)

6.3.17 On motion of Ms. Holloway, seconded by Mr. Roque, the Board granted the issuance of the Louisiana teaching certificate appropriate to the credentials of Ms. Jerelda R. Barra.

6.3.18 On motion of Ms. Holloway, seconded by Mr. Roque, the Board granted the reinstatement of the Louisiana teaching certificate appropriate to the credentials of Mr. Kelly Taylor Messenger.

Agenda
Item 6.4.

School Innovation and Turnaround Committee

(Schedule 5)

6.4.1 On motion of Ms. Lewis, seconded by Dr. Boffy, the Board received the voluntary surrender of the Type 5 charter for ReNEW McDonogh City Park Academy, site code 369007, operated by ReNEW-Reinventing Education, effective at the conclusion of the 2017-2018 school year, as recommended by the LDE.

6.4.2 On motion of Ms. Lewis, seconded by Dr. Boffy, the Board received the 2016-2017 annual status report regarding Types 2, 4, and 5 Charter Schools, as recommended by the LDE.

6.4.3 On motion of Ms. Lewis, seconded by Dr. Boffy, the Board received the 2017-2018 Charter School At-Risk Report regarding charter school enrollment of economically disadvantaged students and students with disabilities, as recommended by the LDE.

- 6.4.4 On motion of Ms. Lewis, seconded by Dr. Boffy, the Board deferred until March 2018: "Consideration of an extension of the charter contract for Vision Academy, a Type 2 charter school operated by Learning Solutions, Inc.," as recommended by the LDE
- 6.4.5 On motion of Ms. Lewis, seconded by Dr. Boffy, the Board approved the renewal of the charter contract for JCFA-East, a Type 2 charter school operated by JCFA, for a term of three years, as recommended by the LDE.
- 6.4.6 On motion of Ms. Lewis, seconded by Dr. Boffy, the Board approved the renewal of the charter contract for Louisiana Key Academy, a Type 2 charter school operated by Louisiana Key Academy, for a term of three years, as recommended by the LDE.
- 6.4.7 On motion of Ms. Lewis, seconded by Dr. Boffy, the Board deferred until March 2018: "Consideration of the request for a material amendment to the charter contract for Vision Academy, operated by Learning Solutions, Inc., to use an alternate framework for the purpose of renewal decisions," as recommended by the LDE.

With no further business to come before the Board, the meeting was adjourned at 9:32 a.m.