

St. Martin Parish



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TABLE OF CONTENTS

MISSION STATEMENT AND GOALS	1
GRADING POLICIES	2
Recording Grades	2
Averaging Grades	3
A-TEAM and Principals' List	4
Pre-Kindergarten	4
Kindergarten	4
Grades 1-3	4
Grades 4-8	5
Grades 9-12	6
Credit Recovery	6
Grade Recovery	6
English Learner	7
Multisensory Programs	9
Students Participating in Alternate Assessments	9
PROMOTION POLICIES	11
Acceleration	11
SBLC as it Relates to Promotion and Retention	11
Promotion/Progression of Students with Disabilities	12
Kindergarten	12
Grades 1-3	13
Grade 4	13
Decision to Retain at Grade 4	13
Grades 5-6	14

Grade 7	14
Grade 8	14
Grade Transitional 9th Grade	15
Requirements for T9 Program	16
Counseling for T9 Students	16
Documentation of Progress and Use of Data for T9 Students	16
Career Readiness for T9 Students	16
Curriculum for T9 Students	17
8th Grade Repeaters	17
Remediation	17
Promotion Grades 9-12	17
Instructional Minutes	17
Individual Graduation Planning	17
Financial Aid Planning	17
Early Graduation	18
Grade Classification	18
Grading Scale	19
High School Ranking	19
General Ranking	19
Honors Ranking	19
Honor Graduate Requirements	19
Louisiana Graduation Requirements	21
LEAP 2025 End of Course Exams	24
Attendance	24
Students in Special Instructional Programs	24
English Learners	25

Multisensory Programs	25
Summer School	25
Reading Levels	25
Retention Policies	26
Criteria for Alternative Scheduling	27
Pre-GED Program Criteria	27
School Building Level Committee (SBLC)	29
Record Keeping	30
Cumulative Records	30
Teacher's Gradebook	31
State and National Content Standards	32
Attendance Policy	33
General	33
Excused Absences	33
Unexcused Absences	33
Homebound Education	33
Minimum Attendance	33
Lesson Planning	34
Annotated Lesson Plans	36
Grouping for Instruction	37
Discipline in the Classroom	38
Testing Program(s)	38
St. Martin Parish Benchmark Testing	38
LEAP 2025	38
Teacher-Made Tests	39
Transfer Students (Placement Testing)	40

Special Services	40
Special Education	40
Title I	42
Observation of Personnel	42
Student Learning Targets (SLTs)	44
Intensive Assistance Program	45
Releasing Teachers	45
Educators' Right to Teacher	46

MISSION STATEMENT

The focus for the St. Martin Parish School System will be directed toward ensuring that all students learn and feel good about themselves. The teachers, administrators, and support personnel of the St. Martin Parish School System will provide both an atmosphere and an instructional program which reflect high expectations for all students and enables all students to develop to their fullest potential academically, socially, physically, and psychologically, in order to be lifelong learners and productive citizens.

GOALS

1. To raise the level of student performance through educational programs;
2. To recruit and develop stability with high quality staff members;
3. To provide efficient and effective administrative operations which meet school-based needs; and
4. To expand the connection of family, community, and schools through active involvement

GRADING POLICIES

RECORDING GRADES

Numerical grades in the form of raw scores are to be recorded in the grade book. Raw score is defined as the total number of points scored out of the total number of possible points. The average for the nine-week period is to be determined by adding the raw scores and dividing by the total number of possible points. The average is to be converted to a letter grade and entered as a letter grade on the report card. Semester and final grades are to be determined by averaging the letter grades issued for each grading period.

Progress reports shall be sent home for the parent's signature at the end of four and a half weeks of each nine week grading period to keep parents informed of their child's academic progress.

Teachers should use rubrics to set the criteria for scoring on assignments such as written composition, written and oral reports, and projects. Rubrics should be shared with students prior to the assignment.

In grades 1-3, a minimum of nine (9) grades (major/minor) per nine weeks, with no less than one per week, shall be recorded in the DAILY RECORD BOOK (JCAMPUS) in the major disciplines of reading and mathematics, and in the minor areas of social living (science/social studies), language, spelling, art, and physical education.

In grades 4-5, a minimum of nine (9) grades per nine weeks, with no less than one per week, shall be recorded in the DAILY RECORD BOOK (JCAMPUS) in the major disciplines of reading, language, mathematics, science, and social studies, and in all minor subjects including spelling, music, art, French and physical education.

In grades 6-8, a minimum of one major grade per week must be recorded for each discipline, for a total of nine (9) major grades in each discipline every nine weeks, excluding English Language Arts. Block scheduling for English Language Arts (reading, language and spelling combined) is recommended for grades 6-8. One grade for language arts that reflects literacy and language development is given rather than dividing literacy into English and reading. A minimum of fifteen (15) grades shall be required for English Language Arts in grades 6-8 due to the block scheduling of reading and language into one English Language Arts course (reading, language and spelling combined). If block scheduling cannot be accomplished for English Language Arts because of scheduling restrictions, the block can be split into two periods. However, one grade must be given for reading and language (which includes spelling) for promotional purposes. Note: this composite grade does not apply for students in the bilingual program when a world language replaces one of their two English Language Arts classes. The world language and English Language Arts are reported separately and are not averaged for grade reporting. A minimum of nine major grades per semester (one nine week period on 4 x 4 schedule) is required in grades 9-12 (4 X 4 block schedule).

Grade 8 students enrolled in Algebra I or French I with a certified secondary teacher must

receive a passing letter grade in order to receive Carnegie Units.

The **type of assessment/assignment**, as well as the specific **dates** on which the assessment/assignment was administered shall be identified in the gradebook. Grades should be placed in the section (box) corresponding to the appropriate date on which the grade was given. All grades should be identified as to the **skills/area** and **standards** being tested and the **total possible number of points** (raw score) should be indicated for each grade awarded. It is not necessary that the required grades per nine weeks period be of equal weight (exact number of points), however, the points awarded for each grade should be of **similar value**.

A printed gradebook is considered a confidential document and should be kept in a secure location at all times. Computer access to a teacher's online gradebook should be granted only to the teacher of record and designated administrative and central office personnel. Only the classroom teacher may grade, correct, and record grades and attendance in the official gradebook, pursuant to RS 17:414.2. Teachers are discouraged from the practice of allowing students within the classroom to grade/correct other student's work. However, peer editing is allowed.

AVERAGING GRADES

For grades 1-12 letter grades of A, B, C, D, or F according to the following standard:

A - 93 - 100	4 pts.	Excellent
B - 85 - 92	3 pts.	Above Average
C - 75 - 84	2 pts.	Average
D - 67 - 74	1 pt.	Below Average
F - 66 or below	0 pts.	Failure

The basis for averaging grades will be as follows:*

A - 4.0 - 3.5
B - 3.4 - 2.5
C - 2.4 - 1.5
D - 1.4 - 1.0
F - Below 1.0

Academic dual enrollment courses from the TOPS Course Matrix are measured on a 5.0 scale. Students who turn in proper documentation of absences within the allotted time will be allowed to make-up work for full credit. Students with unexcused absences will be allowed to make-up work and earn eighty percent (80%) of the actual score earned. The absences will still be considered unexcused. For suspensions, upon the return to school, students suspended shall be allowed to make-up work for the days suspended only. Students will earn seventy (70%) of the actual score earned for all make-up work.

Factors such as classroom behavior, excused absences, tardiness, work habits and attitude **shall not** play a role in assessing a student's academic progress. In grades 1-8, these factors

must be assessed in the conduct grade given by each teacher. In the event a student is caught cheating, teachers may opt to assign a zero to the assignment or assessment. However, teachers must have evidence of the cheating incident. Documentation of the incident should be kept on file.

In grades 1-8, nine-weeks, semi-final and final tests **shall not** be administered as a determinant for passing or failing a course/discipline.

For grades 1-12, **A-Team** will be determined by letter grades received. In grades 1-8, A-Team will constitute students receiving all A's for the semester. In grades 9-12, A-Team will constitute students receiving all A's for the final grades at each term (a term is defined as the average of 2 nine weeks periods). Students earning all A's for two consecutive terms during the school year shall receive an A-Team Jacket.

Principal's List will constitute students receiving straight A's for the nine weeks period. A-B Honor Roll will constitute students receiving all A's and B's in the content areas in which letter grades (A, B, C, D or F) are received, with the exception of conduct grades. Conduct grades are not to be counted for Honor Roll.

PREKINDERGARTEN

Pre-Kindergarten is considered a developmental, multidimensional level in which the developmental domains are highly interrelated. Pre-Kindergarten children will exhibit a range of skills and competencies in any area of development. All children within this age group should not be expected to master each skill to the same degree of proficiency at the same time.

Pre-Kindergarten student progress shall be monitored by maintaining individual student portfolios. Dated work samples, anecdotal notes and TS Gold Standards must be maintained for all six domains including social-emotional, physical, language, cognitive, literacy, and mathematics. Pre-Kindergarten student progress will be recorded on a Pre-Kindergarten Skills Checklist which will be maintained on each student and shall serve as the official report card. The Prekindergarten Skills Checklist will be completed at the end of each nine week grading period to record progress of individual students. In lieu of grades, a rubric with designated indicators will be used for recording purposes.

KINDERGARTEN

Mastery of the Standards in Kindergarten will be documented on the Kindergarten Skills Checklist. A Kindergarten Skills Checklist will be maintained on each student and shall serve as the official report card. In lieu of grades, a rubric with designated indicators will be used for recording purposes. Portfolios and anecdotal notes shall be maintained as documentation of progress in all areas of development. Contents of the portfolio must be aligned with the Kindergarten-State Standards substantiating growth documented on the Kindergarten Skills Checklist. Reports to parents shall indicate progress in areas addressed that nine weeks period.

GRADES 1-3

In grades 1-3, students receive letter grades in reading, math, and language. In grades 2 and 3,

students also receive letter grades in the areas of spelling and social living. In grade 1 only, students will receive S (Satisfactory) or N (Needs Improvement) for the first half of the first marking period. In grade 1, the spelling grade will be included with the language grade. Final grades are determined by the point system. However, F's earned in the final nine-week period constitute an automatic failing mark pending the recommendation of the SBLC and the principal with final approval by the Director of Curriculum. Schools will be required to provide documentation of extenuating circumstance(s) to the Director of Curriculum. Marks of S (Satisfactory) and N (Needs Improvement) are given in the areas of art, music, handwriting, physical education, French, and in grade 1, social living. Final grades in these are S and N markings.

For schools using the Success for All (SFA) program, students working below level in reading will receive a mark of N if successfully progressing below reading level and a mark of U if not progressing below reading level.

- In the event a student progresses to grade level during the year, grades will be given for those reporting periods during which he/she is at grade level. Final grades will be determined by averaging the letter grades only.
- Should a student fall below grade level at some point during the year, letter grades will be discontinued and N or U marking will be given, as specified above.

A school may opt to administer an Independent Reading Inventory (IRI) or Scholastic Reading Inventory (SRI) to determine reading levels or obtain additional assessment information.

In determining whether to grade a student at grade level, the reading program assessment will be used in reading. A school may opt to administer an Independent Reading Inventory (IRI), Scholastic Reading Inventory (SRI), the Independent Reading Level Assessment (IRLA), and/or the iReady Diagnostic Benchmark to obtain additional assessment information.

In all other subject areas, students are considered at grade level if they are working in a textbook at the grade level in which they are enrolled.

GRADES 4-8

In grades 4-8, students receive letter grades in all disciplines.* A minimum of a 1.0 (D) average is required to pass a subject. Final grades are determined by averaging grades for the 4-nine weeks periods. However, F's earned in the final nine weeks grading period constitute an automatic failing mark in that subject regardless of the other grades earned, pending the recommendation of the School Building Level Committee and the principal with final approval by the Director of Curriculum. Schools will be required to provide documentation of the extenuating circumstance(s) to the Director of Curriculum.

*In grades 4-6, letter grades are **not** to be given in the areas of art, music, and handwriting. Marks of S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory) will be given instead.

* Flexibility of reading level requirement is allowed for schools addressing students' reading

levels by utilizing cross grade level strategies.

In grades 1-8, final grades are determined by averaging the grades for the 4-nine weeks periods.

GRADES 9-12

In averaging the two semester grades in grades 9-12, the final grade shall be the average of the numerical value for the letter grades for the two nine weeks. However, Fs earned during the second or fourth nine weeks, constitutes a failing mark pending the recommendation of the School Building Level Committee, the principal, with final approval by the Director of Curriculum. Schools will be required to provide documentation of the extenuating circumstance(s) to the Director of Curriculum.

Students attending schools operating in a 4 X 4 block schedule will be required to reschedule the entire course, even if they have passed one semester. For courses in which a full credit is to be awarded, the final grade is determined by quality point averaging of the two semester grades. For full credit to be awarded, the average of the two semester grades must be at least one quality point. However, if the second or fourth semester grade is "F", the student is not eligible for a full credit even though the average of the two semester grades is one or more quality point(s). For example, if a student passes the first semester with a grade of "C" or better and fails the second semester, that student must repeat the entire course before a full credit is awarded. However if the student fails the first semester but passes the second semester with a grade of "C" or better, the student will receive a full unit of credit for the course. A student cannot receive more than one full credit for a one Carnegie unit course.

Students recovering credit for previously failed courses through credit recovery shall receive final grades based on their assigned make-up course work.

Guidelines for Credit Recovery (as per Bulletin 741; §2324)

- Students may earn a maximum of 7 credit recovery units (after four years in high school) with no more than 2 annually. School systems are required to report rationale to LDOE if additional credits are earned
- All credit recovery coursework is required to be documented on the official transcript
- Credit recovery courses are required to have an assigned Louisiana certified teacher of record

Grade Recovery

Grade recovery can be used during grading period or semester to help students keep on track to grade level mastery. The goal of grade recovery is to provide each student with opportunities to catch up or recover knowledge and skills of grade level content which they have not mastered.

Grade recovery allows teachers additional opportunities to individualize instruction for struggling students, while allowing students opportunities to experience success with grade level content. All teachers should review their grades after an assessment has been given to determine if reteaching and retesting are needed.

If **50% or more** of the students have received failing or below average scores, **“Ds” or “Fs”** on

the assessment, then reteaching and retesting should take place. Grades would be entered in the gradebook using repeat and delete or an extra column for recovered grades. If a smaller percentage students have received failing scores, then those students should be provided RTI and retaught the skill or content in small groups or individualized during Tier 1 instruction.

Each school administrator and counselor has the responsibility to advise parents as to the soundest educational recommendation in matters where, because of course content, the student will benefit from repeating the entire course. In such cases, students will receive credit only once for any course work repeated and passed for a second time. Only students in the TOPS Curriculum will be allowed to repeat TOPS core courses on a one time basis to achieve a higher grade point average to qualify for higher levels of funding. The final GPA will be calculated using the repeat/delete method.

Note: This policy adheres to legislative guidelines in which the State uses the repeat/delete method for calculating the GPA for TOPS recipients. To qualify to repeat a TOPS course, a review of the GPA must indicate that such action will move the student up to the next level of TOPS funding, i.e. TOPS Tech to TOPS Opportunity. This policy does not apply to students wishing to repeat a course to qualify as valedictorian, salutatorian or for other scholarships; only TOPS funding will apply due to applicable legislation.

ENGLISH LEARNERS

Upon registration, parents must complete a language survey. The results of the survey are input into the district's student information system. The English Learner (EL) tutor for the school will be notified of the results.

The English Learner (EL) tutor, when notified by the school that a student has registered and indicated that another language is spoken in the home on the language survey will administer the IPT language assessment for screening. If needed, the student will then begin receiving services from the EL tutor and will be monitored for progress thereafter using the ELPT assessment.

When enrolled, a limited/non English proficient student may be inappropriately placed because of a language barrier. Placement of these students will be reviewed by the School Building Level Committee (SBLC). The committee will recommend proper placement based on the assessment results, classroom performance, the results of teacher made tests, and the results of the parish placement assessments.

Promotion or retention shall not be based on English proficiency or lack of it. Promotion shall be based on grades awarded according to the criteria listed below:

The educational program for EL shall be revised to meet the needs of each student. EL shall be provided special language services that address their need for becoming fluent and literate in English. Programs such as Rosetta Stone may be used for language acquisition skills. In addition, EL shall be provided instructional programs that foster their success in math, social studies, and language arts. EL should be placed in a multi- sensory curriculum, such as Project Read, or Language!. Use of the appropriate curriculum guides issued by the state

and/or developed by the district for this purpose, along with supplementary EL materials designed for EL, and appropriate instructional methods and techniques shall be incorporated into the curriculum.

The instructional program for the secondary non/English Learner will be one in which the non-English speaking student will not be placed in highly language-dependent courses (i.e. American History) until he develops a degree of competency to succeed in the courses. Non/limited English students may be scheduled in courses such as reading, speech, music, and courses that facilitate oral comprehension and production while at the same time allowing the student to earn Carnegie credits.

In grades K-8, evaluation of EL will be according to their success towards course requirements i.e., content and skills mandated, and not based on their English proficiency. Each student will be evaluated according to his/her progress with the appropriate instruments, selected by the teacher, to meet their proficiency level. EL who cannot comprehend the language should not be assigned failing grades in the content area subjects. Grades should be assigned, rather, based on cooperation, effort, and participation in classroom assignments to the degree his English proficiency allows. "EL" shall be added behind such grades (grade/EL) on the report card.

The student, within his capabilities, should be expected to do the following: follow directions, have required materials, participate in activities, complete homework assignments within reasonable expectations, and show progress. If an EL student is able to perform the skills in a particular subject, he should be given an achievement, not participation grade in that subject. For identified EL students functioning at a near fluent level of English proficiency, the teacher shall assign grades according to the regular grading policies.

In assigning grades for content courses in grades 9-12, teachers should weigh semester or final evaluations more heavily than those at the beginning. Teachers should attempt to simplify course content by language proficiency level and/or concreteness provided by graphic materials. Evaluation of students' progress should be made in terms of successful mastery of the skills outlined in the district comprehensive curriculum for a course according to the content standards and grade level expectations. Evaluation instruments that test skills or concepts thus mandated should be developed by the teacher assigning the grade. The final grade should be determined according to the parish criteria. For identified EL functioning at a near fluent level of English proficiency, the teacher shall assign grades according to the regular grading policies.

- Promotion or retention shall not be based on English proficiency or lack of it. Promotion shall be based on grades awarded according to the criteria listed in this section.
- These policies apply to EL students in the regular education program as well as students in specially designed regular instructional programs.

Students with disabilities who are unable to meet the above exit criteria after 4 years or more in EL status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from EL status (but will still be required to take statewide assessments).

The scores on the ELPT are monitored each year to determine when the student is English proficient. To exit the EL program and be reclassified as “monitored”, students will need to have an achievement level in the Proficient range for their grade level. The schools and EL tutors monitor the student’s grades to determine if the student is successfully achieving in the core content areas.

New State Guidelines: EL students who have recently arrived in the US for the first time and have been in the school system less than 2 years are mandated to take state assessments, however, their test scores will be exempt for the first 2 years (LEAP, EOC, ACT). These students will be accountability coded as 81. **STUDENTS MUST TAKE THE ASSESSMENT IN ORDER TO BE EXEMPT**, otherwise they will receive a zero (and those zeros will count). Students in their third year will take state assessments and their scores will count in the Assessment Index/SPS.

Students taking ELPT for the first year will also be exempt from accountability. However, they will be included in the assessment index/SPS and subgroup component the second year.

To be considered English proficient and exit English Learner (EL) status, an EL student must score a combination of 4s or 5s in the following domains of the ELPT:

- A. Listening
- B. Speaking
- C. Reading
- D. Writing, and
- E. Comprehension (combination of reading and listening)

Multisensory Programs

Any student who receives instruction in a multi-sensory structured program should receive grades derived from that program in combination with the basal program for promotion. Training will be provided for schools in an approved multi-sensory program including Visualizing/Verbalizing by Nanci Bell, the Sondag System, Read 180/System 44, the 7-1/2 Program, transition programs, etc.).

STUDENTS PARTICIPATING IN ALTERNATIVE ASSESSMENT

Students in alternative programs will receive a report card every nine week period to be accompanied by a progress report. Preschool students will receive a progress report only. In grades K-8, students will receive marks as follows:

- S - Satisfactory
- U - Unsatisfactory
- N – Needs Improvement

In grades 9-12, students will receive letter grades as follows:

- A - Satisfactory
- C - Needs Improvement
- B - Improving
- D - Unsatisfactory

In grades 9-12, letter grades will appear on report cards only. Progress reports shall indicate M – Mastery, P – Progressing, NP – Not Progressing, and NA – Not Addressed.

All grades are to be recorded in the grade book. In grades 1-3, a minimum of nine (9) grades (major/minor) per nine weeks, with no less than one per week, shall be recorded in the DAILY RECORD BOOK (JCAMPUS) in the major disciplines of reading and mathematics, and in the minor areas of social living, language, spelling, art, and physical education.

In grades 4-6, a minimum of nine (9) grades per nine weeks, with no less than one per week, shall be recorded in the DAILY RECORD BOOK (JCAMPUS) in the major disciplines of reading, language, mathematics, science, and social studies, and in all minor subjects including spelling, music, art French and physical education.

In grades 7-8, a minimum of one major grade per week must be recorded for each discipline for a total of nine (9) major grades in each discipline every nine weeks. A minimum of nine major grades per semester (one nine week period on 4 x 4 schedule) is required in grades 9-12 (4 X 4 block schedule).

Nine weeks grades (K-8) and nine weeks grades (9-12) will be based on teacher evaluation of directed activities as well as teacher made tests which may include oral or verbal questioning, worksheets, teacher observation of student performance on assigned tasks, etc., being cognizant of the separate minimum standards. The date and skill should be documented in the gradebook and lesson plans for each skill taught.

No student will be removed from the regular program and placed in an alternative program without a multi-disciplinary evaluation and an IEP conference. Written informed consent by the student's parents and/or guardian will be obtained on the IEP.

Students who are identified in their IEP conference as being unable to address the state's curriculum standards will then be required to progress according to the objectives set forth in the IEP meeting. The objectives of the IEP will be based on a state approved alternative curriculum. Students participating in the alternate assessment will progress from one grade level to the next if they meet the following assurances:

- the student has met attendance requirements according to Bulletin 741;
- the student has completed 70% of his annual goals;
- transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher; and
- the student participated in the alternate assessment.

Special Education students not participating in alternate assessment will follow the regular education grading policy unless otherwise stipulated in the IEP.

PROMOTION POLICIES

Each teacher shall, on an individual basis, determine promotion of each student based upon the criteria established in these guidelines.

The policy in St. Martin Parish is that there will be **no acceleration** of students from one grade level to another (grade skipping) with the following exceptions:

- (a) Elementary/Middle school students may be administered a credit exam or proficiency exam in order to receive high school credit according to the policies listed in Bulletin 741.
- (b) In cases where student has been retained two or more times, the student may be placed at a higher grade level provided the following conditions are met:
 - The student's grades indicated average or above average work;
 - On the parish assessments, the student scores at the equivalent level of the State passing level or at the average score achieved by parish students at that particular grade level; and
 - In cases where a student has been retained two or more times, the student may be allowed to take major courses at one grade level and enroll in one or more courses at the next school level
 - The decision for placement in option 2 must be made by the School Building Level Committee and the principal in consultation with the Supervisor of Child Welfare and Attendance and/or other appropriate central office personnel
- (c) For students who are gifted, acceleration is based on the IEP

SBLC as it Relates to Promotion and Retention

The School Building Level Committee shall be composed of two regular education teachers, a special education teacher, the student's teacher(s), and the Pupil Appraisal Contact Person, when the student is being considered for a Bulletin 1508 or Section 504 evaluation as well as promotion/retention decisions. When applicable, the school building administrator and the parent will also serve as members of the committee. The committee shall serve as a day to day problem solving group for teachers within the school. The function of the committee is to help teachers cope with children who are having learning and/or behavioral problems.

Promotion and retention decisions for Students with Disabilities (SWD) shall go through the IEP Team and then the SBLC, pursuant to Bulletin 1530, Chapter 4, § 401 and 403. The district IEP facilitator/behavior strategist and the principal and/or school level behavior interventionist or disciplinarian, who deals with the student, shall participate in the SBLC for 1508 Students with Disabilities (SWD) exhibiting behavior problems. For students in the general curriculum exhibiting behavior problems, the principal or principal designee and the school level behavior interventionist shall participate on the SBLC.

The goal of the SBLC is to obtain more efficient and effective delivery of special help to students. The SBLC will serve as the Committee of Knowledgeable Persons for the

implementation of *Section 504, Bulletin 1903, Bulletin 1508 and IDEIA*. In determining eligibility, the committee will follow the procedures outlined in the St. Martin Parish School Building Level Committee Process Guide and the St. Martin Parish.

In making promotion and retention decisions for all students, all evidence pertaining to the child should be reviewed, including academic, physical, social, and emotional considerations. The decision must be based on what is best for the particular child. In the event a decision is made to promote a student who does not meet all of the promotion criteria listed, a form so indicating must be completed and placed in the student's cumulative folder. All committee members **must** sign the form as documentation of their participation in the process. Notification must also be sent to parents informing them of the SBLC decision and the due process procedures.

In the case of students who are eligible for and participate in Act 833 (Alternative Pathways to Promotion and Graduation), promotion decisions will be determined by the IEP committee (Chapter 4 of Bulletin 1530).

Each teacher shall, on an individual basis, determine promotion of each student based upon the criteria established in these guidelines.

Promotion/Progression of Students with Disabilities:

Promotion and retention decisions for Students with Disabilities shall go through the IEP Team and then the SBLC, pursuant to Bulletin 1530, Chapter 4, § 401 and 403.

Students who participate in alternate assessment or those who receive 50% or more of their instructional minutes outside of the regular education classroom may progress from one grade level to the next if they meet the following assurances:

- the student has met attendance requirements according to *Bulletin 741*;
- the student has completed 70% of his annual goals;
- Transition planning, if noted on the IEP, has been addressed by the student and documented by the teacher;
- the approval of the SBLC.

KINDERGARTEN - To be promoted from kindergarten, the student should:

- Show evidence and on-going development of knowledge of learned skills (progress), as documented by work samples and anecdotal notes in portfolio and as noted on the Kindergarten Skills Checklist.
- Meet attendance requirements.
- Parish Assessments may be used to support decisions made for promotion or retention.

GRADES 1-3 - To be promoted the student must:

- Achieve a minimum D (1.0) average in reading and math
- Meet attendance requirements
- For SFA schools, achieve satisfactory progress on the SFA reading program assessment by reaching the minimum reading levels identified by the program:*
- A school may opt to administer an Informal Reading Inventory (IRI) or the Independent Reading Level Assessment (IRLA) to obtain additional assessment information.

GRADE 4 - To be promoted the students must:

- Achieve a minimum D (1.0) average in at least four (4) major subjects, two (2) of which must be reading and math. Major subjects are reading, language, math, science, and social studies. Physical education, art and music are to be considered minor subjects.
- Spelling is included in the language course. All spelling grades should be posted under the language course in JCAMPUS
- Score Mastery in ELA or Math
- Meet attendance requirements

For students failing to meet the promotion requirements listed above, promotion or retention would be considered by the SBLC based on students meeting the following criteria and/or interventions:

- Student would receive an Individualized Academic Improvement Plan (IAIP), [located here](#), to be revisited each year through grade 8 or until the student reaches the proficiency level of Mastery or above in ELA and/or math
- Students in grade 4 who do not meet the current district promotional standards shall be provided remediation at the next grade level with a Highly Effective or Effective Proficient teacher. Each school shall provide such remediation on grade level using a Tier 1 curriculum until October 1st. Documentation shall be kept in the student's IAIP folder
- During remediation, students shall be exposed to a Tier 1 curriculum 65% of the time and remediation tools 35% of the time
- Student may also be placed in the class of a Highly Effective or Effective Proficient teacher during the school year

Decision to Retain Students at Grade 4

The decision to retain a student in the 4th grade more than once as a result of his/her failure to

achieve the promotion requirements outlined by the district shall be made by the SBLC in accordance with the local Pupil Progression Plan. Students repeating 4th grade shall be considered for promotion through the SBLC based on the St. Martin Parish local retention limit policy.

- A student who has repeated the 4th grade may be promoted only to the 5th grade
- Students who have repeated 4th grade and will be 12 on or before September 30th of the next school year, can be promoted based on the local Pupil Progression Plan

GRADES 5-6 - To be promoted the students must:

- Achieve a minimum D (1.0) average in at least four major subjects, two of which must be reading and math. Major subjects are reading, language, math, science, and social studies. Physical Education, spelling, art and music are to be considered minor subjects.
- Meet attendance requirements
- See the current St. Martin Parish Pupil Progression handbook for more detailed policies regarding promotion to grade four

GRADES 7 - To be promoted the students must:

- Successfully pass 4 of the 5 major subjects which must include reading, English, math, science, and social studies. Physical education, art, foreign languages, and other electives are to be considered minor subjects.
- Meet attendance requirements
 - Students with ten or more excused absences during a nine week period will be given an incomplete (I) and allowed to make up work missed. (Must adhere to parish policy regarding documentation and timeline for make-up work). A grade will be awarded prior to the end of the next grading period. In no case may an incomplete be awarded for more than one nine week period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.
- See the current St. Martin Parish Pupil Progression Handbook for policies regarding promotion to grade nine/high school.
- NOTE: For students in grades 1-8 who are being taught in an alternative reading program, specific promotional criteria will be developed for each of the programs as warranted. Parents will be notified at the school level as to the specific promotion criteria required for their child, determined by the program in which they are participating.

GRADE 8 - To be promoted students must:

- Successfully pass three (3) of the four (4) major subjects which must include English

Language Arts, math and either science or social studies. Physical education, art, foreign languages, and other electives are to be considered minor subjects.

Note: English Language Arts consists of reading, language and spelling in grades 6-8. All reading, language and spelling grades should be posted under the English Language Arts course in JCAMPUS

- Score Mastery or above in ELA or Math
- Be allowed to enroll in elective courses for Carnegie units at the middle and/or high school level. The placement decision is to be made by the School Building Level Committee and the principal.
- Meet attendance requirements – Students with ten or more excused absences during a nine week period will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an incomplete be awarded for more than one nine week period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.

For students failing to meet the promotion requirements listed above, promotion or retention would be considered by the SBLC based on students meeting the following criteria:

Transitional 9th Grade

First-time eighth grade students determined to be non-proficient may be considered for placement in the transitional ninth grade if the following criteria are met:

- Attendance requirements
- Attended summer remediation
- Does not meet the age requirements for the Connections Programs
- Meets requirements of the 9T waiver as defined by the Louisiana Department of Education (See Bulletin 741)
- SBLC has met to review student work samples, assessments, etc. Documentation is provided to support SBLC decision for placement in T9
- Remediation/Interventions are provided for students who have not met the Basic/Approaching Basic combination in ELA and math
- Student earned a D or better during summer remediation/summer school in the subject(s) for which he attended. **OR**
- Student **failed** to earn a D or better during summer remediation/summer school in **either** ELA **or** math; however, the student has earned a D or better in all other core courses including science and social studies. **OR**
- Although the student has not achieved the promotion criteria to be promoted to ninth grade, the student has demonstrated readiness for promotion to T9. Evidence must be provided.

Forms for documenting the progress of T9 students are located in [here](#).

Students placed in the T9 program will receive remediation from Tier 1 curricula at a minimum of 65% of the intervention time, through remedial courses during the school year in ELA and/or math. This also applies to remediation provided during the summer. The *iReady* program by Curriculum Associates shall be used to provide benchmark assessments, probes, and progress monitoring in ELA and math. The *iReady* and *Ready* curricula shall only be used 35% of the time to provide remediation. In addition, students will be provided a reading intervention using READ180, as well as other intervention programs.

Requirements for T9 Program

- T9 students do not enter a graduation cohort until the following school year
- Must take the 8th grade LEAP during the school year in all four content areas
- Must be provided dropout prevention and mentoring
- Must make a grade of “D” or better in the remediation course to enroll in English 1 or Algebra 1 for Carnegie credit
- Can earn Carnegie units in other subjects that earns the school Dropout/Credit Accumulation Index (DCAI) points for the T9 year only. T9 students do not have 2 years to earn DCAI credits

Counseling for T9 Students

Students in the Transitional 9th grade shall be provided individual counseling through the school guidance counselors and teachers in each pathway. The district graduation coach will assist guidance counselors and teachers in meeting with individual students to provide counseling on academic and career opportunities, career pathways, and skills required for credentials and certifications. Counselors and teachers will review benchmark and progress monitoring scores with students to help determine next steps in meeting their goals. Five year plans will be reviewed and updated as needed.

Documentation of Progress and Use of Data for T9 Students

Teachers of high school students classified as Transitional 9th (T9) grade students shall complete a progress chart administered by the district curriculum office. Teachers shall track student test scores on state testing, benchmark test scores using *iReady* benchmark assessments and progress monitoring by *Curriculum and Associates*. Each school shall be responsible for tracking students’ intervention plans, Lexile levels, promotion and retention(s), attendance, and career counseling activities on the [district administered tracking form](#).

Career Readiness for T9 Students

Students will take **Quest for Success** in grade 8 or as a Transitional 9th grade student. A

research-based career readiness tool and interest inventory will be used with all T9 students as a career counseling tool.

Curriculum for T9 Students

Remediation in English and math will be made available for T9 students not meeting the district promotion criteria and/or proficient on state mandated high stakes tests. Students will be taught from the district adopted Tier 1 curricula for at least 65% of the time. iReady will be used as an intervention/remediation tool and will be used no more than 35% of the instructional time. Students will be given the *iReady* screener and benchmark assessments to determine their individual strengths and weaknesses. Those students in need of interventions shall be provided prescriptive instruction and progress monitoring through the *iReady* software program. Growth shall be measured through analysis of the fall, winter, and spring *iReady* benchmark scores.

8th Grade Repeaters

Students who have already repeated 8th grade may:

- Students repeating 8th grade shall be considered for promotion through the SBLC based on the St. Martin Parish local retention limit policy or may qualify for a waiver for the Transitional 9th grade program
- Students repeating the 8th grade must retake all four components of the state mandated assessments.

Remediation

Students in grade 8 who do not meet the current district promotional standards shall be provided remediation at the next grade level or at the same grade level if they are repeating 8th grade. Each school shall provide such remediation on grade level using a Tier 1 curriculum until October 1st. Documentation shall be kept in the student's IAIP folder. Additional information on promotion of 8th grade students can be found in the current Pupil Progression Plan.

PROMOTION GRADES 9-12

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

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

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

- a. [Complete the FAFSA](#); or
- b. [Complete the Louisiana TOPS form](#); or
- c. Certify a waiver in writing to the LEA (sample: [Complete non-participation form/letter](#)); or
- d. Receive a waiver through the [district hardship waiver](#) process.

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

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

At grade levels 9, 10, 11, and 12, the semester grade is obtained by averaging the two nine weeks (semester) grades. To obtain credit in a course, the average of the two nine weeks grades must average at least one quality point. The semester grades will be indicated by the mid-point of the course (the end of the first nine weeks period).

- **Grade classification is as follows:**

NUMBER OF CREDITS	GRADE	CLASSIFICATION
0 – 4	9 th	Freshman
5 – 10	10 th	Sophomore
11 – 17	11 th	Junior
18 – 23/24	12 th	Senior

Graduation requirements for St. Martin Parish students are adopted from the Louisiana Handbook for Administrators – Bulletin 741, adopted by BESE. Grade reclassification according

to Carnegie units will be updated at the completion of each school year.

The **grading scale** to be used in all courses is listed below. However, academic dual enrollment and AP courses will follow the guidelines of the college/university or AP program.

The grading scale to be used in **all** courses will be as follows:

A – 93 - 100	4 pts.	Excellent
B – 85 – 92	3 pts.	Above Average
C – 75 -84	2 pts.	Average
D – 67 -74	1 pt.	Below Average
F – 0 – 66	0 pts.	Failure

HIGH SCHOOL RANKING

GENERAL RANKING

For the purpose of general ranking, the following grades in the specified courses will be used:

4 Best Englishes	8 semester grades
3 Best Mathematics	6 semester grades
3 Best Sciences	6 semester grades
1 World Geography or World History	2 semester grades
1 American History	2 semester grades
1 Civics	1 semester grade
1 Free Enterprise	1 semester grade
TOTAL	26 semester grades

HONOR GRADUATES

In order for a graduating senior to be considered an honor graduate, the following curriculum must be adhered to. The class Valedictorian(s), Salutatorian(s) and Class Representative(s) shall be selected from the Honor's Curriculum. In addition, a student must maintain a 3.5 grade point average to be honored. However, all students completing this curriculum will be recognized at graduation ceremonies for their accomplishments. Beginning with the Junior class of 2020-2021, for local ranking purposes 5 points will be awarded for Dual Enrollment and Advanced Placement courses only when determining Valedictorian(s), Salutatorian(s) and Honor Graduates.

HONOR GRADUATE REQUIREMENTS GRADUATES OF 2018 and THEREAFTER

1. Students must complete the TOPS University curriculum.
2. Students must take and pass all four English, math, science, and social studies courses at the Honors, Advanced Placement, or Dual Enrollment level (16 total courses).
3. Courses from the TOPS University Matrix approved by BESE and Board of Regents are calculated by the State on a 5 point scale. This includes to select, approved Gifted, Honors, Advanced Placement and core academic Dual Enrollment courses.
4. Beginning with the Junior class of 2020-2021, for local ranking purposes 5 points will be awarded for Dual Enrollment and Advanced Placement courses only when determining

Valedictorian, Salutatorian and Honor Graduates.

5. Honor Graduate GPA will be based on the 32 semester grades (not final grades) from the 16 courses previously mentioned.
6. Students must have a GPA of 3.500 or above (regardless of grades in each class) using **only** the following curriculum:

ENGLISH

8 semester grades

English I Honors

English II Honors

English III Honors

English IV Honors or AP English Lit & Comp or English IV DE

MATH (top 4 used if more than 4 taken)

8 semester grades

Algebra I Honors

Geometry Honors

Algebra II

Algebra III or Algebra III DE

Advanced Math or Advanced Math DE

Calculus or Calculus DE

SOCIAL STUDIES

8 semester grades

World Geography Honors

Civics Honors

U.S. History Honors

World History or AP European History

SCIENCE (top 4 used if more than 4 taken)

8 semester grades

Physical Science Honors or Environmental Science Honors

Biology I Honors

Chemistry or Chemistry Honors

Biology II Honors or AP Biology

TOTAL

32 semester grades

Please click [here](#) for TOPS Core/Dual Enrollment Matrix for a list of dual enrollment honors, AP, IB, and gifted and talented [5 point courses](#).

Note:

- Eighth grade Algebra I is considered Algebra I Honors
- Advanced placement courses may be substituted for honors courses.
- When calculating the GPA ranking for Honor Graduates, semester grades cannot be taken from two different courses. They must be from the same course.

Louisiana Graduation Requirements

Graduation Requirements for St. Martin Parish Schools Adopted from Louisiana Handbook for Administrators - Bulletin 741	
TOPS University (For incoming freshmen in 2014-2015 and beyond)	Jump Start Career Diploma (Shall include academic credits and participation in an approved training program leading to approved industry-based credential) Effective for Incoming Freshman in 2014-2015
<p>English — 4 Units:</p> <ul style="list-style-type: none"> ● English I ● English II ● One of the following: English III, AP English Language Arts and Composition, IB Literature, IB Language and Literature, IB Literature and Performance; ● One of the following: English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, 1B Literature and Performance <p>Math – 4 Units</p> <ul style="list-style-type: none"> ● Algebra I, ● Geometry ● Algebra II ● Note: Integrated Mathematics I, II and II may be substituted for Algebra I, Geometry and Algebra II sequence ● One of the following: Algebra III, Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, 	<p>English – 4 Units</p> <ul style="list-style-type: none"> ● English I, English II, ● The remaining units shall come from the following: Technical Writing, Business English, English III, English IV, any AP or IB English course; or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE <p>Math – 4 Units</p> <ul style="list-style-type: none"> ● Algebra I, Applied algebra I, or Algebra I-Pt. 2 (the elective course Algebra I-Pt. 1 is a prerequisite) ● The remaining 3 units shall come from the following: Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math - Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning; or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by BESE; ● Note: Integrated Mathematics I, II and II may be substituted for Algebra I, Geometry and Algebra II sequence <p>Science – 2 Units</p> <ul style="list-style-type: none"> ● Biology ● One unit from the following: Chemistry I, Physical Science, Earth Science, Agriscience II; (NOTE: Agriscience I is a prerequisite for Agriscience II and

<p>IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, Statistical Reasoning, or AP Computer Science A</p> <p>Science – 4 Units</p> <ul style="list-style-type: none"> • Biology I • Chemistry I • The remaining 2 units from the following: Earth Science, Environmental Science, Physical Science, Principles of Engineering, Agriscience II (Agriscience I is a prerequisite), one of Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, one of AP Environmental Science, IB Environmental Systems, one of Physics I, IB Physics I, AP Physics I, one of AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, one of Biology II, AP Biology, IB Biology I, IB Biology II, or Human Anatomy and Physiology <p>Social Studies – 4 Units</p> <ul style="list-style-type: none"> • One from: U. S. History, AP U. S. History, IB History of Americas I • One from: Civics (with a section on free enterprise), Government, AP U. S. Government and Politics: United States • Two units from: 	<p>is an elective course), Environmental Science, any AP or IB science course</p> <p>Note: Agriscience cannot count as both a science and a Jump Start elective.</p> <p>Social Studies – 2 Units</p> <ul style="list-style-type: none"> • One of the following: U.S. history, AP U.S. history, IB History of the Americas I; • One unit of the following: Civics, Government, AP U.S. Government and Politics: Comparative; or AP U.S. Government and Politics: United States; <p>Health – ½ Unit - JROTC I and II may be used to meet the Health Education requirement.</p> <p>Physical Education – 1-1/2 Units</p> <ul style="list-style-type: none"> • Physical Education I; • and 1/2 unit from among the following: Physical Education II, Marching Band, extracurricular sports; cheering; or dance team; • ROTC may be substituted; • adaptive PE for eligible special education students may be substituted; <p>At least 9 credits in an approved Jump Start Course Sequence, workplace experience and approved credentials (a minimum of one industry-based credential is required for graduation)</p>
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<p>One of: European History, AP European History, Western Civilization</p> <p>One of: World Geography, AP Human Geography, IB Geography</p> <p>One of: World History, AP World History, IB History of the Americas II, IB Economics, Economics, AP Macroeconomics, AP Microeconomics, History of Religion, AP Psychology</p> <p>Foreign Language – 2 Units 2 units from the same foreign language</p> <p>Art – 1 Unit Art, Music, Dance, Theatre, Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts, Photography I/II, Digital Photography</p> <p>Health – ½ Unit</p> <p>Physical Education – 1-1/2 Units</p> <p>Electives—3 units;</p> <p>Total = 24 Carnegie units</p>	<p>Total = 23 Carnegie units</p>
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For further guidance on high school requirements, please reference the Louisiana Department of Education’s High School Planning Guidebook at the link below:

<https://www.louisianabelieves.com/docs/default-source/course-choice/high-school-planning-guidebook.pdf?sfvrsn=36>

LEAP 2025 - End of Course Exams

In addition to completing a minimum of 23 or 24 Carnegie units of credit, student shall also be required to pass three End of Course (EOC) exams, one in each of the following content areas:

- Algebra I or Geometry
- English 1 or English II
- Biology or U.S. History

ATTENDANCE

Students must meet attendance requirements. (Please refer to the current *St. Martin Parish School System Student/Parent Handbook and Discipline Policy* for a detailed explanation of the policy on attendance).

Students with eight or more excused absences during the eighteen week period for 4 X 4 block will be given an incomplete (I) and allowed to make up work missed. A grade will be awarded prior to the end of the next grading period. In no case may an (I) remain on the report card for more than one grading period. In addition, an incomplete may not be given to an entire class except in extenuating circumstances with the approval of the principal.

Students who turn in proper documentation of absences within the allotted time will be allowed to make-up work for full credit. Students with unexcused absences will be allowed to make-up work and earn eighty percent (80%) of the actual score earned. The absences will still be considered unexcused. For suspensions, upon the return to school, students suspended shall be allowed to make-up work for the days suspended only. Students will earn seventy (70%) of the actual score earned for all make-up work.

EXTENUATING CIRCUMSTANCES

In cases of extenuating circumstances, students in grades 1-8 not meeting all promotional criteria may be placed at the next grade level on the recommendation of the School Building Level Committee and the principal. Extenuating circumstances include, but are not limited to, the St. Martin Parish retention limit.

STUDENTS IN SPECIAL INSTRUCTIONAL PROGRAMS

Identified special education students in special instructional programs will be promoted on the basis of the criteria established in these guidelines. All instructional adaptations, evaluative criteria, and time modifications will be included on their IEPs. Special Education students not participating in alternate assessment will follow the regular education grading policy unless otherwise stipulated in the IEP.

ENGLISH LEARNERS

Promotion or retention shall not be based on English proficiency or lack thereof. Promotion shall be based on grades according to the criteria listed for EL students.

MULTISENSORY PROGRAMS

Any student who receives instruction in a multi-sensory structured program should receive grades derived from that program in lieu of the basal program for promotion. The multi-sensory programs utilized within the district include Visualizing/Verbalizing by Nanci Bell, the Sunday System, Read 180/System 44, the 7-1/2 Program, transition programs, etc.).

SUMMER SCHOOL

Students not meeting the promotion criteria during the regular school year are eligible to attend a state approved summer school program for promotional purposes. In order to be considered for promotion, students must meet the same promotional criteria established for students during the regular school year. In grades 1-8, the final decision as to promotion shall be made by the principal prior to the beginning of the next school year. For students attending an approved summer school program out of district, grades for promotion/retention will be based on the local

grading policies approved in the Pupil Progression Plan of the district awarding credit(s) and will stand as the final grade(s) of record for the course(s) taken.

LEAs can determine the length of the summer school remediation programs for English Language Arts and mathematics to occur at no cost to students in grades 4 and 8 based on their academic needs who did not take the spring LEAP tests or who failed to achieve the *Basic/Approaching Basic* combination on the spring tests.

Students in grades 4 and 8 will be provided bridge hours of remediation during the following academic year and will be placed in the classroom with a teacher who has been identified as Highly Effective or Effective Proficient to the greatest extent possible. In grades 9-12, students may earn one Carnegie unit of credit for the whole credit courses. Although a student may have passed 1/2 unit of credit for a full credit course, the students will be required to repeat the entire course. Students will receive credit only once for any course work repeated and passed. The permanent grade for record purposes shall be the highest passing grade earned. A student will be reclassified to the next grade level upon successful completion of summer school if this credit allows the student to meet regular promotion requirements.

All students with disabilities should receive services along with regular education students in summer programs, with special supports provided as needed.

READING LEVEL*

Reading level is determined by the Independent Reading Level Assessment Framework (IRLA) in grades K-2. Placement in other reading levels is determined by one or more of the following: administration of an informal reading inventory, administration of the SFA assessment,

assessment of lexile levels in iReady, administration of a basal reader placement test, administration of a diagnostic reading test, teacher judgment based on student performance.

To ensure uniform interpretation of reading levels defined in the promotion policies, the following relation should exist between reading level (Bulletin 1588) and placement in the basal text:

*Does not apply to students in alternative reading programs.

RETENTION POLICIES

When a student's grades indicate that the student may be in danger of failing either the grade level or, in high school, a specific course, parents must be notified in writing that the student is in danger of failing the grade/course.

When a decision is made to retain a student, a record will be maintained indicating that the parent/guardian has been informed in writing of the decision, and of the system's due process procedure relating to placement procedures as defined in Section III, Part L of the *St. Martin Parish Pupil Progression Plan*.

Retention of a student will be based on the student's failure to meet state and local criteria for promotion as defined in the *St. Martin Parish Pupil Progression Plan*. However, the following special conditions will apply:

- Retention at the Kindergarten level is strongly discouraged.
- In grades K-8, a careful evaluation of the student's progress by the School Building Level Committee* should take place prior to the decision to retain. Students not meeting all promotion criteria may be promoted on the recommendation of the Committee based on the criteria stated in the *St. Martin Parish Pupil Progress Plan*. Consideration should be given to extenuating circumstances such as two or more retention and age considerations (2 years older than normal for that grade level).
- Students may be retained a maximum of one time at each school level: primary (grades 1-3), elementary (grades 4-6), and junior high (grades 7-8). However, a student may be retained a second time at any level on the recommendation of the Building Level Committee.
- Whenever possible, students who are retained and those who are promoted but do not meet all promotion criteria should be placed in an alternative learning situation such as, but not limited to, the following:
 - Alternative scheduling (extended time for language arts and math)
 - Alternative programs (such as Visualizing/Verbalizing by Nanci Bell, the Soliday System, Read 180/System 44, the 7-1/2 Program, transition programs, etc.)
 - Placement in failed courses as electives (Ex. Grade 8 student in grade 8 social studies and grade 7 social studies as elective)
 - Extended year/day programs.

Recommendations for such alternatives shall be developed at the school and parish levels.

Criteria for Alternative Scheduling/Programs:

7-1/2 Program – this program shall be utilized with incoming 7th grade students who will be 14 years of age on or before Oct. 1st and/or who are 2-3 grade levels behind their peers of the same age. Principals, along with the SBLC, should review each student's records to determine eligibility for this program and implement a plan of interventions for individual students allowing them to complete courses in the 8th grade curriculum upon successful completion of the program. Students may be double dosed in content areas in which they show identified weaknesses.

Students participating in the 7-1/2 program should be placed on a contract stipulating the criteria for promotion. Should the criteria for promotion not be attained, students shall remain at the 7th grade level. Communication with the parents and/or guardian(s) is an integral part of this process. Parents/guardian(s) should be notified periodically of student progress in the program. Documentation of parental/guardian contact should be kept on file in the student's SBLC and cumulative folders.

The Principal and the SBLC should convene at each progress reporting period and at the end of each grading period to examine student progress in the program. Documentation of interventions and assessments indicating progress and/or success in the program should be recorded through the SBLC process. Grades reflecting the intervention process should be reflected on the student's progress reports and report cards.

Placement in Failed Courses as Electives - When the option for attending summer school is not available to students in St. Martin Parish and/or students have failed one required course for promotion to the next grade level, Principals, along with the SBLC, may place students in failed courses as electives during the following school year. (For example, students may be scheduled in 8th grade math with 7th grade math as their elective). Students who have failed two or more required courses and are not 2-3 years behind their peers of the same age, would not be eligible for placement in failed courses as electives.

PRE-GED PROGRAM CRITERIA

The Pre GED Program will be available to students beginning with the 2001-2002 school year. A student who pursues this option will, if successful, receive a Louisiana Equivalency Diploma called the HiSET and not a standard Louisiana High School Diploma. Individual students may be considered on a case-by-case basis to re-enter the regular program.

The purpose of this Pre-GED option for high school students is to provide a successful path for those over-aged students who cannot earn a regular high school diploma within the standard four-year period typically allotted students to graduate from high school. It also will provide career information and training to participating students so that they may have the skills either to earn gainful employment upon graduation or pursue completion or

partial completion of certification in one or several work-based skills areas begun while still in the district school system. Students must have parental consent in order to participate in the Pre GED Program.

Students who are 16 years of age or older, or shall turn 16 years of age during the year they enroll into the program, obtain parental consent, **and** meet one of the following criteria:

- Failed 8th grade LEAP English language arts or mathematics for one or more years **or**;
- Failed English language arts, math, science, or social studies portion of LEAP 2025 **or**;
- Have earned not more than 5 Carnegie units by age 17, not more than 10 Carnegie units by age 18, and not more than 15 Carnegie units by age 19 (is two or more years behind his peers) **or**;
- Exhibits limited English proficiency.

Legislation allows any 15 year old that will turn 16 during the course of the said school year who also meets the other criteria for entry is eligible for the program. In an effort to reduce the number of entry dates, a list of junior high students who will meet the criteria for the upcoming year should be produced and evaluated by junior high school counselors and principals prior to the beginning of the school year. Students should then be counseled and allowed to enter the program on a voluntary basis. A grace period of two weeks at the beginning of the school year (or second semester) could be implemented for schedules to be finalized after which a final deadline for entry should be determined. Should the student choose not to enter at the beginning of the school year, they should remain on a diploma track until the beginning of the 2nd semester or the next school year. Only transfer students should be allowed to enter during a grading period.

Program components include the following:

- Academic Component - Individualized prescriptive study plan utilizing computer assisted instruction;
- Skills Component – 2 Carnegie units per year. Skills obtained through elective courses with outline of skill requirements for skills certificate, articulated credit, dual enrollment, industry-based certification, work-based learning with identified skills, PAES Program, AZTEC Program and Project Discovery Program; and
- Counseling Component – Students will receive individualized and group counseling on requirements, guidelines, progression in the program and career counseling. Counselors will keep a log of counseling sessions.

Program entrance includes the following:

- Adherence to state and local guidelines and entrance dates as stated in the district PPP;
- Student referred to the SBLC or Options Committee;

- SBLC or Options Committee will meet to determine eligibility of students (Documentation should be kept on file). The committee will examine student attendance and behavior records. Students with poor attendance and behavior problems may enter the program on a month-by-month probationary status. Students would be placed on a probationary contract. SBLC will review the student's progress on a monthly basis. Failure to maintain guidelines of the probationary contract could result in a change of placement back to the previous grade on the regular diploma track
- Counselor meets with student and parents to explain the program structure and requirements

Special Populations

- Special education students can only be placed in the program through an SBLC committee decision. Members of the student's SBLC team should participate in the IEP review to determine placement. Additionally, a member of the Options program should be present at the IEP meeting for consulting purposes.
- Special education students not meeting the program progression or attendance requirements can be removed for a change of placement by the SBLC committee. The IEP Team must participate in the review and decision process.
- Special education students participating in alternate assessment before entrance into the program will continue to complete alternate assessment for every year of their enrollment.
- Special education students enrolled in the program must have an area of concentration specified on their IEP. The individualized prescriptive study plan must reflect the area of concentration specified on the IEP.

Program Completion/Exit Policy

- All program completers will participate in a formal graduation ceremony
- Students can receive Carnegie credits for electives if they complete the same criteria as other students in the class.

To complete the program, students must complete one of the three criteria listed below:

1. Pass the HiSET
2. Complete an Industry-Based Certification

SCHOOL BUILDING LEVEL COMMITTEE

The School Building Level Committee (SBLC) shall be composed of two regular education teachers, a special education teacher, the student's teacher(s), and the Pupil Appraisal Contact Person, when being considered for a Bulletin 1508 evaluation. When applicable, the school building administrator and the parent will also serve as members of the committee. The committee shall serve as a day-to-day problem solving group for teachers within the school. The function of the committee is to help teachers cope with children who are having learning and/or

behavioral problems.

The goal of the SBLC is to obtain more efficient and effective delivery of special help to students. The SBLC will serve as the Committee of Knowledgeable Persons for the implementation of Section 504, Bulletin 1903 (the Louisiana Dyslexia Law), and Bulletin 1706 (Individuals with Disabilities Education Improvement Act - IDEIA). In determining eligibility, the committee will follow the procedures outlined in the St. Martin Parish School Building Level Committee Process Guide.

In making promotion and retention decisions, all evidence pertaining to the child should be reviewed, including academic, physical, social, and emotional considerations. The decision must be based on what is best for that particular child. In the event a decision is made to promote a student who does not meet all of the promotion criteria listed, a letter so indicating must be placed in the student's cumulative folder. All committee members **must** sign the letter as documentation of their participation in the process. Notification must also be sent to parents informing them of the SBLC decision and the due process procedure.

RECORD KEEPING

The importance of keeping neat, accurate, systematic records cannot be overemphasized. Records kept by the teacher throughout the school year serve as documentation of student performance, progress, and attendance. These records are the basis on which promotion and retention decisions are made, as well as decisions affecting student placement and ranking at the secondary level.

CUMULATIVE RECORD

The Cumulative Record consists of all of the information relating to student progress and performance which is maintained on each student throughout his school career. It is the permanent record of student achievement and attendance. Listed below are the specific records which must be updated annually on each student.

- *CUMULATIVE CARD* - This is the primary source of information on student performance and achievement. A computer label with information on academic data, attendance, grade, year, teacher etc., is placed on the card at the end of the school year. Background information on the student should be updated periodically. (Previous handwritten Cumulative Cards should remain in the folder.)
- *IEP CUMULATIVE CARD* – Must include the goals and objectives achieved during the current school year. Objectives identified and achieved must be submitted to Special Services. Special Education student's *Brigance* assessment data shall be kept in the blue IEP folder.
- *TEST RECORD CARD* - Results of the state tests, the parish CRT's (when applicable), and results of any norm-referenced test administered are to be recorded on this card.

- *BENCHMARK TESTING CARD* - The results of school-level and district-level benchmark testing shall be recorded on the benchmark testing card as a record of student progress, including but not limited to, the progress made in district adopted Tier 1 texts, LEAP 360, iReady Diagnostic Benchmarks, Center Point diagnostics and interim assessments, and district-made assessments. Success for All schools will use the reading progress card designed for Grade 1, SFA. LEAP 360 Diagnostic and iReady Benchmark Assessments.
- *STATE TESTING PROGRAM* - Copies of student test results as well as individual student record forms pertaining to remediation should be placed in the student's folder.
- *BUILDING LEVEL COMMITTEE STATEMENTS* - Whenever a promotion/retention decision is made by the School Building Level Committee (SBLC), a statement indicating that decision must be included in the student's folder.

Documentation of SBLC procedures and actions regarding qualified students with disabilities under Section 504 must also be included. All 504 students should have documentation filed in the gold 504 folder.

- *NOTIFICATION OF RETENTION/DUE PROCESS PROCEDURES* - Whenever a student is to be retained, a copy of the notice/letter informing the parents of the decision to retain the student and of the due process procedures relating to placement must be included in the student's folder.
- *INFORMATION PERTAINING TO STUDENT PLACEMENT* - The folder should include information or reasons for student placement, copy of information sent to parents relative to participation in compensatory programs, parental consent for placement in or removal from an alternative program, copy of parent's refusal of LEAP remediation services.
- *ADDITIONAL RECORDS* - It is recommended that the following records be included in each student's folder in grades 1-6:
 - iReady screener and benchmark documentation, when available
 - IRLA for grades K through 2
 - LEAP 2025 assessment records for grades 3-6
 - Any other records the principal feels pertinent

Only principals, along with their guidance counselor(s) or curriculum coordinator(s), are allowed to purge records. Records should be purged upon completion of grades 3, 6, and 8 by the primary, elementary, and junior high school principals and their counselor or curriculum coordinator respectively. Records should be kept for a period of 5 years before discarding.

TEACHER'S GRADE BOOK

The Teacher's Grade Book is the official record of attendance and student achievement in all academic areas. As such, it is to be maintained in an orderly and systematic manner by all teachers.

- *GRADING* - All grades are to be recorded in the district's online gradebook (*JCAMPUS* by

EdGear). A current printout of the gradebook shall be made available at the end of each grading period. In grades 1-8, a minimum of one major grade per week for a total of nine grades shall be recorded for each discipline. A minimum of nine major grades per semester (nine weeks) are required in grades 9-12.

The specific dates of the nine-week period should be identified, along with the date, identified skill(s)/areas, content standards/benchmarks being tested and the total possible number of points for each assignment.

A log of accommodations and/or modifications for students with an IEP and/or IAP should be kept in the gradebook. All students receiving accommodations and/or modifications as specified on the IEP and/or IAP shall receive the appropriate assistance in all applicable courses in which the student participates.

- **ATTENDANCE** - In recording attendance, the following items should be documented based on the symbols used in the *JCAMPUS* grading system:
 - Date of Entry
 - Date of Drop/Loss
 - Number of Absences – excused and unexcused
 - Number of Tardies – excused and unexcused

Please see the *St. Martin Parish School System's Student/Parent Handbook and Discipline Policy, Section IV - Attendance Rights and Responsibilities for the St. Martin Parish Attendance Policy and guidelines for recording attendance.*

STATE AND NATIONAL CONTENT STANDARDS

State content standards and curriculum resources are available for all core content subject areas at all grade levels on the Louisiana Department of Education's website at louisianabelieves.com. State or national Content standards are also available for most elective courses. As mandated by *Bulletin 741*, each teacher is required to teach the skills and competencies listed in the standards and planning by the teacher must reflect use of the standards and resources.

Documentation for use of the content standards is to be maintained in the *On-Course Lesson Plan Management System* and the gradebook section of the *JCAMPUS*, Student Information System by *EdGear* for the major subject areas. Teachers should document the date skills are taught (*On-Course Lesson Management Planning System*), tested (*JCAMPUS Gradebook*), and/or retaught (*On-Course Lesson Plan Management System*) and retested (*JCAMPUS Gradebook*).

ATTENDANCE POLICY

GENERAL

Schools shall administer attendance regulations in accordance with state and locally adopted policies (See St. Martin Parish School System Student/Parent Handbook and Discipline Policy).

EXCUSED ABSENCES

Students shall be considered temporarily excused from school for personal illness, as verified by a physician, medical or dental appointments, serious illness in the family, death in the family, or for recognized religious holidays and shall be given the opportunity for make-up work.

UNEXCUSED ABSENCES

Students shall not be excused for any absences other than those listed above. Students missing school with an unexcused absence shall be allowed to earn 80% of the actual score earned on make-up work. Students missing school as a result of any suspension shall be counted as absent and shall be given shall be allowed to earn 70% of the actual score earned on make-up work. Students shall not be excused from school to work on any job, including agriculture and domestic service, at any time, even in their own homes or for their own parents or tutors.

HOMEBOUND EDUCATION

A student enrolled in regular education who, as a result of physical illness, accident or the treatment thereof, is temporarily unable to attend school shall be provided instructional services in the home or hospital environment through special education, when appropriate (procedures outlined in Act 754 and Bulletin 1508).

MINIMUM ATTENDANCE

High School students must be in attendance a minimum of eighty-four (84) days each semester, 168 days for the school year, in order to be eligible to receive grades. These days will include temporarily excused absences, unexcused absences, and suspensions. Elementary and middle school students must be in attendance a minimum of 180 days in a school year in order to be eligible to receive grades, these days to include temporarily excused absences, unexcused absences, and suspensions. The only exception to this shall be the delineated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance. For more detailed information on St. Martin Parish attendance policies, please see the St. Martin Parish Student/Parent Discipline Handbook located on the St. Martin Parish webpage at <https://www.saintmartinschools.org/policies/student-handbook>.

A committee composed of the school principal, school nurse, and Supervisor of Child Welfare and Attendance will, by majority vote, approve or deny extenuating circumstances.

Students who are verified as meeting extenuating circumstances, and therefore are eligible to

receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.

EXTENUATING CIRCUMSTANCES

1. Extended personal, physical or emotional illness as verified by a physician.
2. Extended hospital stay as verified by a physician
3. Extended recuperation from an accident as verified by a physician
4. Extended contagious disease within a family as verified by a physician
5. Prior school system approved travel for education
6. Death in the family
7. Natural catastrophe and/or disaster
8. For any other extenuating circumstances parents must make a formal appeal in accordance with the due process procedure established by the parish.

LESSON PLANNING

All schools will utilize the *OnCourse Lesson Plan Management System* to record weekly lesson plans. Professional development will be provided for all new teachers entering the system.

All teachers in each content area are required to prepare written daily lesson plans through the *On-Course Lesson Plan Management System*. Resource and inclusion teachers are required to submit separate lesson plans indicating individualized instruction for 1508 students. Copies are to be submitted weekly to the principal via *OnCourse*. Teachers are not required to keep a printed copy of all weekly plans in a binder on their desk unless stipulated by their principal. All lesson plans should be available and readily accessible in *OnCourse* for formal and informal observations by school and district level personnel. Plans are to be reviewed by the principal or his/her designee on a weekly basis.

The *OnCourse* web-based lesson plan system allows teachers to create and archive lesson plans, link them to state standards, and submit them to administrators instantly. The accompanying website editor allows teachers to personalize web pages where homework assignments are published automatically from their lesson plans each night. Teachers can also opt to post syllabi for courses, as well as resource pages and assignments for students, parents, and colleagues.

The format and guidelines for all lesson plans as established by the district are listed below.

GRADES K-12

In grades K-12, lesson plans are to include the following:

1. Objective(s)
2. Content Standards

3. Unit, GLEs (where applicable) and Activities from Tier 1 or district adopted curricula
4. Procedure(s)
5. Evaluation/Reteaching
6. Homework/Home Learning

In order to ensure that all teachers understand what is required in each of the four sections, a brief explanation of each follows.

1. **OBJECTIVE(S)** - The objective should be stated in terms of learner behavior. It should be written as "TLW" ("The learner will"). Because of limited space, objectives should be briefly stated or summarized. In cases where several skills are being reinforced, it is necessary to list only the main objective(s). That is, the objective(s) that will be evaluated. In cases where the objective remains the same for two or more days, it need not be rewritten for each day. The teacher may simply indicate in some manner that the same objective applies.
2. **CONTENT STANDARDS or GLEs (if applicable)** - Indicate the state or national standards which align to the content to be taught. The entire skill need not be listed; teachers may simply identify the standard, i.e., ELA-5-E5 or GLE, i.e., U-2, GLE-5, A-7. All standards must be linked in OnCourse Lesson Manager. If the standards for the subject taught are not available in the OnCourse system, please contact a Supervisor of Technology or the Supervisor of Computer Services.

NOTE: The most up-to-date standards or GLEs must be linked to the lesson plans in OnCourse each week.

3. **UNIT, MODULE, LESSON AND ACTIVITIES** – Indicate the unit number, module number, lesson number and activity that will be taught if applicable.
4. **PROCEDURE(S)** - This area includes all activities: teacher directed activities, checking for understanding, guided and independent practice. Materials to be used should be included (such as, indicating text or teacher manual pages, videos or film titles, manipulatives, maps, etc.) This information should be stated briefly; however, the terms *same* and *ongoing* are not sufficient clarification of procedures. This includes a proper lesson closure must be included in the lesson cycle.
5. **EVALUATION/RE-TEACHING** - Indicate what type of evaluation will be done (teacher-made test, basal test, teacher observation, etc.). If re-teaching, indicate which skill will be re-taught. In some cases, evaluation and re-teaching activities may not be included each day. However, there should be a consistent pattern of both activities to indicate that they are being done on a regular basis.
6. **HOMEWORK/HOME LEARNING** - Indicate briefly the homework assignment (worksheet, reading assignment, review notes, etc.). The skill need not be listed since the homework assignment should reflect the objective. Again, in some cases,

homework may not be assigned every day. However, there should be a clear indication that homework is a regular part of the instructional program.

In writing the plans, the words "Objective," "Procedures," etc., need not be written. Instead, the numbers 1-6 may be used to indicate which area is being addressed. In addition, the components do not necessarily have to be in the order listed above, as long as it is easy to discern each lesson plan component.

Modifications/accommodations utilized with special needs students should be documented in the lesson plan book. When documenting modifications and accommodations in the lesson plan book, the names of individual students should not be recorded. A detailed log of accommodations and modifications listing the names and specific modifications/accommodations for individual students should be kept in the grade book.

In cases where the teacher will be absent, an attempt should be made to provide additional detailed plans for the substitute teacher. It should be kept in mind that the lesson plans are not designed to be used by substitute teachers. While they should be used as a guide, more detailed plans are needed to assist the substitute in continuing with the daily instructional program.

The above requirements are the minimum which must be done in the area of lesson planning. Principals may require additional information on the lesson plans prepared by their teachers.

ANNOTATED LESSON PLANS

In the case of the core content areas with scripted lessons, teachers must annotate the scripted lesson plans to identify the individualized plans for struggling students. This action is vital to teachers' success in that they ensure two key things are happening during the process of planning. First, teachers are engaging with the content in which they are to teach. Second, teachers are engaging with the content with their students' needs in mind. The annotation process ensures teachers are strategic, purposeful and intentional in planning lessons. Below are steps in the annotation process. Please note that the first four steps are considered pre-annotation work. The information gained here will be beneficial in making connections and ensuring teachers are focused in planning for the specific needs of their current students.

1. Ensure the lesson is on grade level (O) and not an enrichment (E) or remediation (R) lesson. (See the example in the **LA Guide to Implementing Eureka – "Action" column**).
2. Identify the targeted standard(s). (One good resource is the **Teachers Companion Documents**).
3. Identify the component(s) of rigor in the targeted standard(s). (**Teacher's Companion Document** or the **Rigor Guide**).

4. Identify how the target standard(S) will be assessed on LEAP 2025. In math, will the standard be assessed as a Type I, II or III item or a combination of all 3? (**Assessment Guides**)

Annotate the lesson!

5. Work every problem and answer every question! This includes problem sets, homework sets, exit tickets, mid and end of module assessment items, questions, etc.

6. Review the “Concept Development” or “Classwork” section and write 2-3 key understandings on the side of the page.

7. Determine what problems or sets of problems can be omitted.

8. Determine strategies for instruction to be used (whole class <WC>, group work <GW>, individual work <IW>) in the lesson.

9. Think through and identify hot spots in the lesson, or places that students are likely to get stuck. Determine a plan to support students’ learning. Identify scaffolds that will allow student access to the Tier 1, grade-level curriculum.

10. Think through ideal answers and how to push students to explain their thinking and think deeper about a problem or idea.

11. Review “Student Debrief” or “Closing.” Identify desired reflections and possible opportunities for clarification.

12. Determine a how to support students who miss the exit ticket items

GROUPING FOR INSTRUCTION

The St. Martin Parish School System strongly believes that all students can learn and that teachers must have high expectations for all students. Teachers are encouraged to implement strategies and techniques which have been proven to enhance learning for all students. These include such activities as cooperative learning groups, flexible grouping, team learning activities, Circle of Knowledge, Jigsaw, etc.

The grouping for reading in schools adopting the Success for All Reading Program will adhere to grouping procedures designed to be utilized according to the guidelines of the program.

When grouping Students with Disabilities (SWD), it is recommended by the district that 1508 and 504 students do not make up more than 50% of the regular education class

DISCIPLINE IN THE CLASSROOM

Our parish philosophy on discipline states in part that, in order to help create an atmosphere which encourages learning according to the school philosophy, it is necessary that certain levels of conduct and discipline be maintained. To achieve this end, certain guidelines are to be followed to enable the teacher and the student to be more comfortable with one another.

Discipline, under this policy, means convincing students that it is to their benefit to follow rules. Self discipline means the ability to make a plan and carry it out. Responsibility means the ability to look at one's behavior, evaluate it, and make a plan to do better. Allowing individuals to live with the natural and/or reasonable consequences of their actions is, in the opinion of the School Board, the essence of an effective discipline system. Therefore, if punishment is used it will always be characterized by the following: (1) it will be directly related to the unacceptable behavior; (2) it will not be cruel; (3) it is to consist chiefly of the withdrawal of freedoms related to the offense(s) that negatively impact the learning environment of the school.

Every member of the school community, including students, parents, and the school staff, has a responsibility to promote (1) self-respect and self-discipline, (2) maximum opportunities for learning, (3) regular attendance at school, (4) orderly conduct and behavior, and (5) freedom from fear, insult, or injury.

The spirit of this philosophy is extended to every school and to every classroom within the schools. The *St. Martin Parish Discipline Policy Handbook* includes all parish policies pertaining to student discipline. Teachers should review the handbook and refer to it as needed.

St. Martin Parish School System has embraced the **Discipline with Dignity** model of discipline. The **School-Wide Positive Behavior Intervention Support** Program will be implemented at all schools district-wide.

TESTING PROGRAM

ST. MARTIN PARISH BENCHMARK TESTING

St. Martin Parish will implement a schedule of benchmark testing through iReady for students in grades K-8 in ELA and math. Students will be benchmark tested on the standards-based content for each grade-level standard in the Louisiana Student Standards for ELA and mathematics. Students will be screened on the first diagnostic exam and benchmarked at mid-year and the end of the year.

Testing months will vary depending on barriers occurring that limits the ability to test students. Testing reports obtained from the iReady Assessment database shall be used for data analysis to guide instruction and assessment and improve student achievement.

LEAP (LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM) 2025

The Louisiana Educational Assessment Program (LEAP 2025) constitutes Louisiana's criterion-

referenced testing (CRT) program. These tests measure how well a student has mastered the state content standards.

The LEAP 2025 is administered at grades 3 through 11. For students to receive a high school diploma, students must pass the following state exams administered in grades 9-11:

Algebra I or Geometry
English II or English III
English I or English II
Biology or U.S. History

These CRT tests are directly aligned with the state's content standards and are designed to be as rigorous as those of the National Assessment of Educational Progress (NAEP). Students receive one of the following five achievement ratings: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, or *Unsatisfactory*. Grade level proficiency or proficiency in a specific subject is defined by the LDOE as *Mastery or Advanced*.

The State prohibits the use of cell phones by teachers, students, administrators and district level personnel during the administration of the LEAP 2025.

TEACHER-MADE TESTS

Teacher-made tests are in direct contrast to standardized tests. They are constructed by the classroom teacher and/or possibly by a committee of several teachers. The content area is more circumscribed, being based on the curriculum of a particular course. The test covers a narrower domain therefore materials will be covered in more detail. Scores are usually interpreted with reference to the student's classmates. Teacher-made tests are used when determining whether specific curriculum goals have been met. Tests can be used either to measure the outcomes of learning or to facilitate the learning process.

There are two approaches to the construction of teacher-made tests. One method is to define the objectives for a particular course or unit and then write items that measure attainment of these objectives. This is the criterion-referenced approach. The other approach is to specify the content and skills covered in the course or unit and then build a test that samples the content and skills. Regardless of the method used for constructing teacher-made tests, they should be aligned to the rigor of the Louisiana Student Standards in each content area or the national standards for the courses, instructional methods, state assessment guidance on question types and rigor, as well as the format used in high stakes testing.

In any event, the results of these tests shall be the principal criteria used in evaluating student performance and assigning grades.

TRANSFER STUDENTS

Information on placement of transfer students can be found in Section II of the St. Martin Parish Pupil Progression Plan located on the St. Martin Parish website at <https://www.saintmartinschools.org/policies/pupil-progression>.

Grades 9-12

A student transferring from a state approved school, in or out of state, will be allowed credit for work completed in the former school. When a student transfers from one school to another, a properly certified transcript showing the student's record of attendance, achievement, and the units of credit earned, is required. Transfer students from home study will be awarded Carnegie credit based on the successful completion of end-of-course subject/content exams.

The principal of any approved school receiving a student from an unapproved school, in or out of state, should carefully investigate the composition of the unapproved school and its instructional program. If, in the principal's and/or superintendent's judgment, the quality of instruction is of

inferior grade, the student may be required to take an examination on any subject matter for which credit is claimed. The school issuing the high school diploma must account for all credit required for graduation and its records must show when this credit was earned.

When high school students transfer from a school on traditional scheduling (non-block), each student's transcript will be reviewed in order to determine the number of Carnegie units of credit required. Transfer students working toward a Louisiana high school diploma must meet Louisiana's criteria on the number of Carnegie units required for graduation in their selected graduation pathway.

SPECIAL SERVICES PROGRAM

SPECIAL EDUCATION

Special Education provides services to children from birth to age 22 in St. Martin Parish as set forth by Bulletin 1706 (Individuals with Disabilities Education Improvement Act - IDEIA).

Initial Screening Process

When a student is identified as having some educational concern (academic, behavioral, motor, etc.), the classroom teacher, in conjunction with the SBLC and overseen by the Pupil Appraisal Contact person, will initiate a process of data gathering and review. This includes a review of sensory screening, academic/social performance, teacher-parent communication, and any other relevant information. The SBLC will suggest appropriate research-based interventions to address the noted concerns and the teacher will implement the interventions for a period of time (*See St. Martin Parish School Building Level Committee Handbook*). This process will continue with consistent monitoring of progress through the SBLC, until such time as interventions are successful or more intense intervention or further referral is required.

Parents are continually invited to participate in all SBLC meetings where they are updated on their child's progress and where their assistance in addressing their student's concern is needed.

Individual Evaluation Services

If classroom interventions or other school based interventions are unsuccessful, the SBLC may consult the Pupil Appraisal contact person for assistance in determining the need for a special education referral. Once a decision has been made regarding a child, the parents are notified of the decision. If an individual is recommended for a special education referral, parental permission is requested and must be obtained before the evaluation can be considered.

An individual evaluation is conducted when a child is thought to be exceptional. The evaluation report contains psychological, social and educational, speech, and health information. From the evaluation, strengths and weaknesses are reported and recommendations are made for academic instruction.

Placement Services

Upon completion of the evaluation, a meeting is scheduled by the Pupil Appraisal Evaluation Coordinator for the parent and any interested school personnel to discuss the child's educational needs and to make a decision about his educational placement.

Inclusion Classroom

A classroom where both regular education students and special needs students have total access to the general curriculum. Support is provided by the special needs education teacher. The special needs education teacher is responsible for developing lesson plans for students with disabilities that include individualized instruction.

Resource Services

Children who are identified as exceptional may require resource minutes. These students are scheduled in the regular class no more than 79% and no less than 40% of the instructional day. The individualized educational plan (IEP) is written based on the child's evaluation report. IEP's include specific goals and objectives for the child.

Self-Contained Classes

Children who are identified as exceptional may be considered self-contained, if less than 40% of the instructional day is provided in the regular classroom. Children in this setting must be integrated with the regular education population to the maximum extent possible for each particular student.

Hospital/Homebound Services

Hospital/homebound is a placement for those students who as a result of a medically diagnosed physical illness, accident, or treatment thereof, cannot attend school. Some students may

receive homebound as decided by the IEP Committee or ordered by a judge. A student is eligible if he expects to be at home at least fifteen school days and will be able to participate in an educational program. The student must be under a physician's care and free of infectious or communicable disease. A hospital/homebound referral must be signed by the physician and sent to the special services office before services can commence.

Number of Instructional Hours

All exceptional students (students in self-contained and resource classes) receive the same number of hours as regular students.

Reporting

Children who are in self-contained or resource programs and are addressing the content standards will receive the regular report card and progress report each reporting period.

Grading of exceptional students will be according to the same criteria as that of non-exceptional students, unless otherwise noted in the IEP.

Promotion of a child at a particular level will be determined on an individual basis. Students addressing content standards will be promoted according to the same criteria as regular education students.

TITLE I: HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS EVERY STUDENT SUCCEEDS ACT

Title I is a federally funded program designed to help educationally disadvantaged students master challenging content and complex problem solving skills.

Funds are funneled from Washington through states to local educational agencies, i.e., St. Martin Parish, based on high concentrations of children from low income families.

Thirteen schools serving students from pre-kindergarten to grade eight are participating in the Title I program. At each school, a committee of staff members and parents conducts a needs assessment to determine how funds might best be used to meet the intent of the law, which is "helping disadvantaged children meet high standards."

OBSERVATION OF PERSONNEL

The principal must obligate himself/herself to observe all personnel in his/her school during the school session:

1. All teachers must be observed twice during the school year, by the principal and assistant

principal, using the COMPASS Rubric, except those teachers in TAP schools who must be observed three times during the school year by the principal, assistant principal, and master teacher.

Due to the COVID-19 pandemic, TAP schools will be required to conduct two (2) observations on each teacher during the 2020-2021 school year.

2. The observer must document each observation. Strengths and weaknesses should be descriptively noted and discussed with the teacher after the observation. The observer must write his/her recommendations to the teacher on the observation report. Such observation reports must be signed by the teacher after the post conference.
3. All signed observation reports should be forwarded to the Department of Human Capital.
4. It is desirable and highly recommended that the results of an observation be discussed with the teacher's principal.
5. Observations and documentation of classroom teaching performance must always be interpreted as a medium to enhance teacher growth rather than as leverage for the expressed purpose of terminating employment.
6. As a minimum, at the end of the school session, the record of principal observations must indicate that all teachers have been observed a minimum of two times in non-TAP schools and a minimum of three times in TAP schools.

Teacher Observations at TAP Schools

1. All Teachers at TAP schools will be observed 3 times each year, one announced and two unannounced.
2. Master Teachers will conduct observations at their assigned schools.
3. Mentor Teachers will be observed three times using the TAP observation rubric.
4. TAP final observation scores are weighted by EEPASS. Observations are weighted differently based on who is conducting the observation. These weights are computed at the end of the year when final SKR scores are averaged. The chart below illustrates the recommended and default weightings by teacher type.

Evaluations for Career & Mentor Teachers			Evaluations for Master Teacher		
Evaluator Type	Weighting	Adjusted Weighting	Evaluator Type	Weighting	Adjusted Weighting
Mentor	20%	0%	Mentor or Maser	35%	0%
Master	35%	45%			

Administrator	35%	45%	Administrator	55%	90%
Self Evaluation	10%	10%	Self Evaluation	10%	10%

Student Learning Targets

1. All teachers will write two student learning targets each school year. The LDOE recommends teachers focus on the priority standards at their grade level when writing their SLTs. For this reason we use LEAP 2025 to set student learning targets and measure student growth.
2. Core teachers will write SLTs on two of the core subjects they teach. The assessment used for 3-8 core teachers is LEAP 2025.
3. All high school teachers for English I, English II, Algebra I, Geometry, US History and Biology will write SLTs on these subjects. Due to block scheduling, each high school teacher will write one SLT for the Fall semester and one SLT for the Spring semester.
4. K-2 teachers will write SLTs on iReady and a comprehensive post test created by the district. The scores will be used to create a class performance index.
5. The target audience on each SLT will include all of the students they teach for that subject area. The SLT will be written to improve student achievement by increasing the index score for those students. Baseline data of LEAP scores from the previous year will be used. Transitional growth targets will be provided by the LDOE and used by teachers when determining an appropriate prediction on the student's expected growth. Teachers will use a class performance calculator to predict a target index for each SLT. The predicted target index must be higher than the index from the previous year's scores.
6. All other teachers not in the above categories will write two SLTs on the majority of the students they teach. Teachers or administrators will create a pre and post test to be used for these SLTs.
7. Teachers who do not complete the SLT process will receive an incomplete on their yearly evaluation.
8. Principals will approve SLTs for each teacher/professional employee on their campus.
9. Adjustments to SLTs can be made in January for Pre-K to 8th grade teachers. Adjustments to SLTs for high school teachers can be made during the first three weeks of October for the Fall semester and during the first two weeks of March for the Spring semester. Adjustments to SLTs outside of these adjustments windows will only be allowed with written permission of the Director of Curriculum and the Superintendent.

INTENSIVE ASSISTANCE PROGRAM

It is necessary to promote the professional growth and development of the professional personnel of the school district. This is particularly true in those cases where documentation indicates that professional performance is unsatisfactory or in need of improvement. When such occurs, the evaluatee shall be placed in an intensive assistance program. The intensive assistance plan, developed by the evaluator and evaluatee, will specify what the evaluatee needs to do to strengthen his/her performance, a statement of objectives, the expected level of performance, and a timeline.

The types of options to be employed shall include one or more of the following:

1. Informal Counseling Sessions - Conference between teacher- principal, teacher-supervisor, teacher-teacher
2. Inter- and Intra School/Department Visitations - Allowing an employee to observe the performance of competent personnel in the same or similar assignments.
3. Staff Development Workshops - The evaluatee attends a parish or other workshop defined for a particular group need
4. Job related Professional Study - Prescribed on the job training; formal programs outlined and defined; Helping Teacher Program
5. Prescribed Research in Need Area
6. University Course Work - Formal academic program designed to focus on upgrading a specific performance area.

The evaluation of the person needing assistance will design, monitor, and determine the degree of achievement of the professional assistance schedule.

RELEASING TEACHERS

The principal of the school, by the nature of his position, must be the dominant factor leading to the release of a teacher.

The release of a teacher is an action which necessitates serious deliberation. The teacher's principal, the supervisor, the program director and/or the curriculum consultant, and the Director of Personnel should participate in the deliberation.

Except in extreme cases, a teacher should have been observed by more than one observer prior

to being recommended for release and not without first having been explained the reason(s) why. All of the reasons must be documented and descriptively stated on the observation reports, signed by the teacher, and having been brought to the teacher's attention in conference sessions.

A letter from the teacher's principal stating specifically the reason(s) why (documented evidences) the teacher should be released must be sent to the Superintendent prior to the teacher contract awarding date. The principal shall retain a copy of said letter for his files. In a case involving a tenured teacher, no action will be taken without legal counsel.

The teacher involved shall be notified at least 15 days in advance in writing by the Superintendent that such a recommendation is forthcoming.

St. Martin Parish School System Educators' Right to Teach

RS 17:416.18

§416.18. Educators' Right to Teach; disciplinary actions

A.(1) A teacher has the right to teach free from the fear of frivolous lawsuits, including the right to indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5, and 416.11, for actions taken in the performance of duties of the teacher's employment.

(2) A teacher has the right to appropriately discipline students in accordance with R.S. 17:223 and R.S. 17:416 through 416.16 and any city, parish, or other local public school board regulation.

(3) A teacher has the right to remove any persistently disruptive student from his classroom when the student's behavior prevents the orderly instruction of other students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c).

(4) A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S. 17:416(A)(1)(c).

(5) A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.16.

(6) A teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12.

(7) A teacher has the right to communicate with and involve parents in appropriate student disciplinary decisions pursuant to R.S. 17:235.1 and 416(A).

(8) A teacher has the right to be free from excessively burdensome disciplinary paperwork.

B. No city, parish, or other local public school board shall establish policies that prevent teachers from exercising the rights provided in this Section or in any other provision included in R.S. 17:416 through 416.16.

C. The provisions of this Section shall not be construed to supersede any other state law, State Board of Elementary and Secondary Education policy, or city, parish, or other local public school board policy enacted or adopted relative to the discipline of students.

D. Each city, parish, or other local school board shall provide a copy of this Section to all teachers at the beginning of each school year.

Acts 2003, No. 1252, §1, eff. July 7, 2003.

Teacher Signature

Date

