



ST. MARTIN PARISH

TEACHER INFORMATION HANDBOOK

2009-2010

*Superintendent of Schools:
Richard Lavergne*

TABLE OF CONTENTS

MISSION STATEMENT.....	3
GRADING POLICIES	4
PROMOTION POLICIES	12
HONOR ROLL/HIGH SCHOOL RANKING.....	15
GRADUATION REQUIREMENTS.....	17
DIPLOMA ENDORSEMENTS.....	19
RETENTION POLICIES	24
RECORD KEEPING	29
ATTENDANCE POLICY	32
LESSON PLANNING	34
GROUPING FOR INSTRUCTION	36
DISCIPLINE	37
TESTING PROGRAM.....	38
SPECIAL SERVICES PROGRAM.....	48
TITLE I.....	50 51
OBSERVATION OF PERSONNEL	
INTENSIVE ASSISTANCE PROGRAM	52
RELEASING TEACHERS	53
EDUCATOR’S RIGHT TO TEACH.....	54

MISSION STATEMENT

The focus for 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 the third and sixth weeks of each grading period to keep parent's informed of their child's academic progress.

In certain cases where a numerical raw score may not be an appropriate form of grading, the teacher may opt to enter letter grades in lieu of numerical grades. Such cases include written composition, written and oral reports, and projects.

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 (JPAMS) 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 (JPAMS) 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).

The specific dates of the nine-week period should 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 GLE(s) 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 periods be of equal weight (exact number of points), however, the points awarded for each grade should be of similar value.

A gradebook is considered a confidential document and should be kept in a secure location at all times. Computer access to a teacher's on-line 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.

AVERAGING GRADES

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

A - 90 - 100	4 pts.	Excellent
B - 80 - 89	3 pts.	Above Average
C - 70 - 79	2 pts.	Average
D - 60 - 69	1 pt.	Below Average
F - 59 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

Any student with excessive absences will constitute a grade of "F" in the course which will be part of the student's GPA. Students shall not be allowed to make up work for unexcused absences and/or suspensions.

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 grades 1-8, nine-weeks, semi-final and final tests shall not be administered as a determinant for passing or failing a 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).

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.

PREKINDERGARTEN

Prekindergarten is considered a developmental, multidimensional level in which the developmental domains are highly interrelated. PreK 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.

Prekindergarten student progress shall be monitored by maintaining individual student portfolios. Dated work samples, anecdotal notes and the GLE Checklist of Skills (Modified State WAPO) must be maintained for all four domains including cognitive, physical, socio-emotional, and creative. Prekindergarten student progress will be recorded on a Prekindergarten Skills Checklist which will be maintained on each student

and shall serve as the official progress report. 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, the child's individual portfolio contents along with the Prekindergarten Skills Checklist will be considered the official documents used to monitor student progress.

KINDERGARTEN

Mastery of the GLEs will be documented on the GLE Checklist of Skills (Modified State WAPO). Kindergarten student progress will be recorded on a Kindergarten Skills Checklist which 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 including anecdotal notes and work samples shall be maintained as documentation of progress in all areas of development. Contents of the portfolio must be aligned with the kindergarten GLEs substantiating growth documented on the Kindergarten Skills Checklist. Reports to parents shall indicate progress in areas addressed that nine weeks period; however students will be given the entire year to master GLEs. In lieu of grades, the child's individual portfolio contents along with the GLE Checklist of Skills (Modified State WAPO) and the Kindergarten Skills Checklist will be considered the official documents used to monitor student progress.

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) and N (Needs Improvement) for 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.

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.

Note: The numeric values for N and U should be used in recording these values in JPAMS JGradebook.

- 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.
- The following guidelines will be adhered to when administering N or U marks:
 - Grade 1: Students not completing SFA book 20 or Book 1.2 of the current adopted reading series by midterm will be considered below level in reading and receive N or U marks.

- Grade 2: Students not in Book 2.1 of the current adopted reading series by midterm will be considered below level in reading and receive N or U marks.
- Grade 3: Students not in Book 3.1 of the current adopted reading series by midterm will be considered below level in reading and receive N or U marks.
- A school may opt to administer an Independent Reading Inventory (IRI) 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) 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.* At least 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 week grading period constitute 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.

In grades 4-8, students working in a textbook in the area of reading below the minimum grade level will receive N or U markings.

Note: The numeric values for N and U should be used in recording these values in JPAMS JGradebook.

- In the event a student progresses to grade level during the year, grades will be given for those reporting periods during which he 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 markings given. Final grades will be N or U markings.

The following guidelines are to be used in determining whether to grade a student at grade level in reading:

Grade Four - The student must be in the fourth reader by the end of the first nine weeks, and complete the book by the end of the year.

Grade Five - The student must be in the fifth reader by the end of the first nine weeks, and complete the book by the end of the year.

Grade Six - The student must be in the sixth reader by the end of the first nine weeks, and complete the book by the end of the year.

* Flexibility of reading level requirement is allowed for schools addressing students' reading levels by utilizing cross grade level strategies.

Grade Seven - The student must be in the seventh reader by the end of the first nine weeks, and complete the book by the end of the year.

Grade Eight - The student must be in the seventh reader by the end of the first nine weeks, and complete the book by the end of the year.

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

GRADES 9-12

In averaging the two semester grades in grades 9-12 for the purpose of the 1/2 or fraction in averaging, 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.

During the first two weeks of the spring semester, only seniors may drop a course without penalty. If a student fails to complete the course after the first two weeks, a grade of F will awarded and will become part of the student's GPA.

No student shall be denied one-half (2) unit of credit for any course for which that student has a passing grade for a semester. However, 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 semester grade is "F", the student is not eligible for a full credit even though the average of the two semester grades is one quality point. For example, if a student passes the first semester with a grade of "C" or better and fails the second semester, that student can only be eligible for one-half unit of credit, and 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 score on the state approved end-of-course credit recovery exam. Students completing Carnegie units through credit recovery shall obtain a score of 70 or higher on the end-of-course exam in order to obtain credit. The final grade of record for all courses through credit recovery shall be designated as

the final grade on the end-of-course exam.

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. ***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.**

LIMITED ENGLISH PROFICIENT STUDENTS

In grades K-8, evaluation of LEP students 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. LEP students 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/her English proficiency allows. "LEP" shall be added behind such grades (grade/LEP) 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.

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 state adopted curriculum guides for a course. 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.

LEP students shall be provided instructional programs which foster their success in math, social studies, and language arts. LEP students should be placed in a multi-sensory curriculum, such as Project Read or Language!.

If a LEP 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 LEP students functioning at a near fluent level of English proficiency, the teacher shall assign grades according to the regular grading policies.

To be considered English proficient and exit limited English proficient (LEP) status, a LEP student must score as

follows: (*Bulletin 111, Section 4001*)

- A. For grades K-2:
 - a. two years at composite level 5 on the English Language Development Assessment (ELDA); or
 - b.
 - i. one year at composite level 5 on ELDA; and
 - ii. on year at grade-level/benchmark/low-risk on a standardized reading assessment, such as DRA or DIBELS.

- B. For grades 3-12:
 - a. composite level 5 on ELDA; or
 - b.
 - i. one year at composite level 4 on ELDA; and
 - ii. one year at proficient on English language arts portion of the iLEAP, LEAP, GEE, LAA 1, or LAA 2.

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 (JPAMS) 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 (JPAMS) 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 grade book 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 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.

Students who participate in LEAP Alternate Assessment 2 (LAA-2) will receive a report Card each nine week period to be accompanied by a progress report.

Students who meet the criteria for LAA-2 are performing below grade level and it is highly unlikely that they will earn a high school diploma; however, they may earn Carnegie units based on an Individualized Education Plan (IEP) committee decision. Students who meet LAA-2 criteria but choose to pursue a high school diploma must pass the required components of the Graduation Exit Exam (GEE) and earn the necessary Carnegie units. Students participating in LAA-2 are also eligible for a Certificate of Achievement but may earn Carnegie units when appropriate and may participate in the Pre-GED/Skills Option Program based on eligibility criteria.

Students may participate in LAA 2 and the regular statewide assessment:

A student who meets the LAA 2 participation criteria may test in all or in one or more content areas of LAA 2, based on the determination of the IEP team. The IEP team may decide that the student will participate in the LAA 2 assessment at the student's enrolled grade level in one or more content areas and participate in the regular statewide assessment for the student's enrolled grade (iLEAP/LEAP/GEE) for the remaining content areas.

Students eligible for participation in LAA-2 follow the same evaluation system as those in LEAP Alternate Assessment-1 (LAA-1).

Evaluation System, K-8: Students will receive marks as follows:

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

Evaluation System, 9-12: Students will receive marks as follows:

- A = Satisfactory
- B = Improving
- C = Needs Improvement
- 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.

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.

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
 - Achieve satisfactory progress on the reading program assessment by reaching the following minimum reading levels:
 - Grade 1: should reach Level 4 in Roots or complete the Grade 1 series in the current adopted basal
 - Grade 2: should complete 2.1 in the current adopted basal
 - Grade 3: should complete 3.1 in the current adopted basal
- * A school may opt to administer an Reading Inventory (IRI) to obtain additional assessment information.

GRADES 4-6 - 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
- Achieve satisfactory progress on the reading program assessment by reaching the following reading levels:
 - Grade 4 - should complete the fourth reader
 - Grade 5 - should complete the fifth reader
 - Grade 6 - should complete the sixth reader
- Achieve the state mandated proficiency level of *Basic/Approaching Basic* combination on the grade 4 LEAP in the areas of English language arts and mathematics
- **GRADES 7-8 - 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 weeks 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.
- Achieve the minimum reading levels listed below:
 - Grade 7 - should complete the seventh reader
 - Grade 8 - should complete the eighth reader
- Achieve the state mandated proficiency level of *Basic/Approaching Basic* combination on the LEAP in grade 8 in the areas of English language arts and mathematics.
- NOTE: For students in grades 1-8 who are being taught in an alternative reading program, the basal reader reading level requirement will not apply. 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.

GRADES 9-12

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:

0 - 5.5 credits	Freshman	9 th grade
6 -13.5 credits	Sophomore	10 th grade
14-19.5 credits	Junior	11 th grade
20-27 credits	Senior	12 th grade

Graduation requirements for St. Martin Parish students are adopted from the Louisiana Handbook for Administrators – Bulletin 741 as adopted by BESE. A listing of the current graduation requirements can be located on the following pages.

The grading scale to be used in **all** courses will be a ten point scale:

A - 90 - 100	4 pts.	Excellent
B - 80 - 89	3 pts.	Above Average
C - 70 - 79	2 pts.	Average
D - 69 - 60	1 pt.	Below Average
F - 59 or below	0 pts.	Failure

HONOR ROLL/HIGH SCHOOL RANKING

HONOR ROLL

In order for a pupil to be considered for the "Honor Roll", he or she must meet the requirements of the respective schools. The minimum grade point average required is 3.0 overall with the exclusion of grades in conduct.

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.

4 Englishes (I, II, III, IV)	8 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
Best of 3 of the following Mathematics	6 semester grades
Algebra I	
Algebra II	
Geometry	
Advanced Math	
Calculus	
Best 3 of the following Sciences	6 semester grades
General Science or Physical Science	
Biology	
Chemistry	
Physics	
Physics for Technology	
College Science (Biology II, etc.)	
TOTAL	26 semester grades

In addition to the Honors Curriculum listed above, the following requirements must be met. A minimum of twelve honors (formerly college prep or advanced placement courses (Carnegie Units), with no less than two per year, must be completed. These must include three of the four required Englishes. (Civics and Free Enterprise together constitute one course.)

The following courses may be counted as honors courses (H), although some may not be offered at all high schools.**

4 H Englishes (I, II, III, IV) (3 required)	8 semester grades**
1 H World Geography or World History	2 semester grades
1 H American History	2 semester grades
1 H Civics	1 semester grade
1 H Free Enterprise	1 semester grade
Best of 3 of the following Mathematics	6 semester grades
H Algebra I	
H Geometry	
H Algebra II*	
H Advanced Mathematics*	
H Calculus*	
Best 3 of the following Sciences:	6 semester grades
H Physical Science	
H Biology	
H Chemistry*	
H Physics*	
H Physics for Technology*	
H Human Anatomy, Biology II, Marine Biology*	
TOTAL	26 semester grades

Advanced placement courses may be substituted for honors courses.

* These courses are automatically considered honors level courses.

** Semester grades cannot be taken from two different courses. They must be from the same course.

***Additional honors level courses (electives) may include French II, III, IV, Spanish II, III, IV, Fine Arts, and CISCO.

The grading scale to be used in all courses will be a ten point scale:

A - 90 - 100	4 pts.	Excellent
B - 80 - 89	3 pts.	Above Average
C - 70 - 79	2 pts.	Average
D - 69 - 60	1 pt.	Below Average
F - 59 or below	0 pts.	Failure

Graduation Requirements for St. Martin Parish Schools
Adopted from Louisiana Handbook for Administrators - Bulletin 741

<p align="center">Current Curriculum Current Graduation Requirements for Freshmen Prior to 2008-2009</p>	<p align="center">LA Core 4 Curriculum (Effective for Incoming Freshman of 2008-2009 and Beyond)</p>	<p align="center">LA Core Curriculum (Effective for Incoming Freshman of 2008-2009 and Beyond who Opt Out of the LA Core 4 Curriculum)</p>
<p>English – 4 Units</p> <ul style="list-style-type: none"> English I, II, III and IV or Business English or Senior Applications in English <p>Math – 3 Units</p> <ul style="list-style-type: none"> Alg. I or Alg. I –Pt 1 and Alg. I –Pt 2, or Integrated Math I Remaining units shall come from the following: Integrated Math II, Integrated Math III, Geometry, Algebra II, Financial Math, Advanced Math – Pre-Calculus, Advanced Math – Function and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, and Math Essentials <p>Science – 3 Units</p> <ul style="list-style-type: none"> Biology 1 unit from physical science cluster: Physical Science, Integrated Science, Chemistry I, Physics I, or Physics of Technology I 1 unit from Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, an additional course from the Physical Science cluster, or a locally initiated elective <p>Social Studies – 3 Units</p> <ul style="list-style-type: none"> American History ½ unit of Civics or AP American Government ½ unit of Free Enterprise 1 unit from: World History, Western Civilization, World Geography, or AP European History <p>Health – ½ Unit</p> <p>Physical Education – 1-1/2 Units</p>	<p>English – 4 Units</p> <ul style="list-style-type: none"> English I, II, III, and IV <p>Math – 4 Units</p> <ul style="list-style-type: none"> Algebra I or Algebra I – Pt 2 Geometry Algebra II Remaining units shall come from the following: Financial Math, Math Essentials, Advanced Math-Pre-Calculus, Advanced Math – Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, or a locally-initiated elective approved by BESE as a math substitute. <p>Science – 4 Units</p> <ul style="list-style-type: none"> Biology Chemistry 2 units from the following: Physical Science, Integrated Science, Physics I, Physics of Technology I, Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, or a locally-initiated elective approved by BESE as a science substitute* <p>Social Studies – 4 Units</p> <ul style="list-style-type: none"> ½ unit of Civics or AP American Government ½ unit of Free Enterprise American History 1 unit from the following: World History, World Geography, Western Civilization, or AP European History 1 unit from World History, World Geography, Western civilization, AP European 	<p>English – 4 Units</p> <ul style="list-style-type: none"> English I, II, III, and IV or Senior Applications in English <p>Math – 4 Units</p> <ul style="list-style-type: none"> Algebra I or Algebra I – Pt 1 and Algebra I – Pt 2 Geometry Remaining units shall come from the following: Algebra II, Financial Math, Math Essentials, Advanced Math-Pre-Calculus, Advanced Math- Functions and Statistics, Pre-Calculus, Calculus, Probability and Statistics, Discrete Math, or a locally-initiated elective approved by BESE as a math substitute <p>Science – 3 Units</p> <ul style="list-style-type: none"> Biology 1 unit from Physical Science cluster: Physical Science, Integrated Science, Chemistry I, Physics I, or Physics of Technology I 1 unit from Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, an additional course from the Physical Science cluster, or a locally initiated elective approved by BESE as a science substitute <p>Social Studies – 3 Units</p> <ul style="list-style-type: none"> American History ½ unit of Civics or AP American Government ½ unit of Free Enterprise 1 unit from World History, Western Civilization, World Geography, or AP European History

<p>Electives – 12 Units</p> <p>Total – 27 Units</p>	<p>History, Civics (second semester – ½ credit), Law Studies, Psychology, Sociology, or African American Studies*</p> <p>Health – ½ Unit</p> <p>Physical Education – 1-1/2 Units</p> <p>Foreign Language – 2 Units</p> <ul style="list-style-type: none"> • 2 units from the same foreign language or 2 units of speech <p>Arts – 1 Unit</p> <ul style="list-style-type: none"> • Fine Arts Survey or one unit of Art, Dance, Music, or Theatre* <p>*Approved IBC related course may be substituted</p> <p>Electives – 6 Units</p> <p>Total – 27 Units</p>	<p>Health – ½ Unit</p> <p>Physical Education – 1-1/2 Units</p> <p>Electives – 10</p> <p>Total – 27 Units</p>
---	--	--

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

A total of twenty-seven (27) credits are required for graduation from the chart above as approved by BESE for St. Martin Parish on September 20, 2008.

STATE GUIDELINES FOR DIPLOMA ENDORSEMENTS:

High School Area of Concentration

All high schools shall provide students the opportunity to complete an area of concentration with an academic focus and/or a career focus.

- Incoming freshmen prior to 2008-2009 can complete an Academic Area of Concentration by completing the current course requirements for the Tuition Opportunity Program for Students (TOPS) Opportunity Award.
- Incoming freshmen in 2008-2009 and beyond can complete an Academic Area of Concentration by completing the course requirements for the LA Core 4 curriculum.
- To complete a career area of concentration, students shall meet the minimum requirements for graduation including four elective primary credits in the area of concentration and two related elective credits, including one computer/technology course. (See Bulletin 741; Section 2319 for a complete list of computer/technology course options)

Academic Endorsement

Graduating seniors who meet the requirements for a standard diploma and satisfy the following performance indicators shall be eligible for an academic endorsement to the standard diploma.

- Students graduating prior to 2010-2011 shall complete an Academic Area of Concentration. Students graduating in 2010-2011 and beyond shall complete the LA Core 4 curriculum.
- Students shall complete the academic area of concentration.
- Students shall pass all four components of GEE with a score of *Basic* or above, or one of the following combinations of scores with the English language arts score at *Basic* or above:
 - one *Approaching Basic*, one *Mastery* or *Advanced*, *Basic* or above in the remaining two; or
 - two *Approaching Basic*, two *Mastery* or above.
- Students shall complete one of the following requirements:
 - senior project;
 - one Carnegie unit in an AP course with a score of three or higher on the AP exam;
 - one Carnegie unit in an IB course with a score of four or higher on the IB exam; or

- three college hours of non-remedial, articulated credit in mathematics, social studies, science, foreign language, or English language arts.
- Students shall meet the current minimum grade-point average requirement for the TOPS Opportunity Award.
- Students shall achieve an ACT Composite Score of at least 23 or the SAT equivalent.

Career/Technical Endorsement

Graduating seniors who meet the requirements for a standard diploma and satisfy the following performance indicators shall be eligible for a career/technical endorsement to the standard diploma.

- Students graduating prior to 2010-2011 shall meet the current course requirements for the TOPS Opportunity Award or the TOPS Tech Award. Students graduating in 2010-2011 and beyond shall meet the course requirements for the LA Core 4 curriculum.
- Students shall complete the career area of concentration.
- Students graduating prior to 2009-2010 shall pass the English language arts, mathematics, science, and social studies components of the GEE at the *Approaching Basic* level or above. Students graduating in 2009-2010 and beyond shall pass all four components of the GEE with a score of *Basic* or above OR one of the following combinations with the English language arts score at *Basic* or above:
 - one *Approaching Basic*, one *Mastery* or *Advanced*, and *Basic* or above in the remaining two;
 - two *Approaching Basic*, two *Mastery* or above.
- Students shall complete a minimum of 90 work hours of work-based learning experience (as defined in the DOE Diploma Endorsement Guidebook) OR senior project related to student's area of concentration with 20 hours of related work-based learning and mentoring and complete one of the following requirements:
 - industry-based certification in student's area of concentration from the list of industry-based certifications approved by BESE; or
 - three college hours in a career/technical area that articulate to a postsecondary institution, either by actually obtaining the credits and/or being waived from having to take such hours in the student's area of concentration.
- Students shall achieve a minimum GPA of 2.5.
- Students graduating prior to 2008-2009 shall achieve the current minimum ACT Composite Score (or SAT Equivalent) for the TOPS Opportunity

Award or the TOPS Tech Award. Students graduating in 2008-2009 and beyond shall achieve a minimum ACT Composite Score (or SAT Equivalent) of 20 or the State ACT average (whichever is higher) or the Silver Level on the WorkKeys Assessment.

GRADUATION EXIT EXAM (GEE)

In addition to completing a minimum of 27 Carnegie units of credit, the student shall also be required to pass the Grade 10 English language arts and mathematics portions of the test and either the Grade 11 science or social studies portions of the Graduation Exit Exam (GEE) beginning in the 2001-02 and thereafter.

Remediation and retake opportunities will be provided to students who do not pass the test. All schools shall notify each student and parents or guardian of the requirements for passing the Louisiana Graduation Exit Exam prior to or upon the student entering the school.

ATTENDANCE

Students must meet attendance requirements. (Please refer to *St. Martin Parish School System Student/Parent Handbook and Discipline Policy* approved March 2009 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.

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, two or more retentions and age considerations (2 years older than normal age for that grade level). Exceptions for students in grades 4 and 8 must adhere to the LEAP requirements.

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

LIMITED ENGLISH PROFICIENT STUDENTS

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

MULTISENSORY STRUCTURED LANGUAGE 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 included Project Read or Language!.

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 shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English Language Arts and mathematics at no cost to Grade 4 and 8 students who did not take the spring LEAP tests or who failed to achieve the *Basic/Approaching Basic* combination on the spring tests.

Students (initial testers) -in grades 4 and 8 must attend summer remediation and take the summer retest to be considered for an appeal or a promotional waiver.

In grades 9-12, students may earn one Carnegie unit of credit for the whole credit courses and may only earn 1/2 unit of credit in those courses deemed 1/2 credit courses (such as Civics and Free Enterprise). Although a student may have earned 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 basal reading assessment being used by the pupil for instructional purposes. Placement in a given level is determined by one or more of the following: administration of an informal reading inventory, administration of the SFA assessment, administration of a basal reader placement test, administration of a diagnostic reading test, teacher judgment based on student performance. Satisfactory performance at a particular level is determined by results of basal formative and summative tests and student performance in other basal related materials.

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:

Grades 1-6 reading levels will be determined by the reading program assessment. The reading level will be determined according to the following:

- Grade 4.....Fourth Reader
- Grade 5.....Fifth Reader
- Grade 6.....Sixth Reader
- Grade 7.....Seventh Reader
- Grade 8.....Eighth Reader

*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 Section III, part H of 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 retentions 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. Any student not meeting the required state performance standard on the LEAP for grade 4 will be retained regardless of the number of previous failures. Any student not meeting the required state performance standard on the LEAP for grade 8 shall follow the guidelines outlined in Section III, part H of the *St. Martin Parish Pupil Progression Plan*.
- 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 Project Read, Language!, 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). Student’s 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 fail courses as electives.

PRE-GED/SKILLS OPTION PROGRAM CRITERIA

The Pre GED/Skills 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 and/or a Skills Certificate 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 Exit 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/Skills Option 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 GEE **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.

New 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 student (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 or Options Committee 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.

- Students graded easier should earn a skills certificate, not a Carnegie unit

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

1. Pass the GED
2. Complete an Industry-Based Certification
3. Obtain a locally-designed skills certificate

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 basal texts and district-level Scantron Benchmark testing. Success for All schools will use the reading progress card designed for Grade 1, SFA.
- *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:
 - CRT documentation, when available
 - Basal reader test records where applicable
 - Any other records the principal feels pertinent

Only principals 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 respectively.

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 on-line gradebook (*JPAMS 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/GLEs 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 *JPAMS* 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 CONTENT STANDARDS/COMPREHENSIVE CURRICULUM

State content standards, benchmarks, and grade level expectations (GLEs) (curriculum guides) are available for all core content subject areas at all grade levels. 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/guides (Standards 2.087.02, .03, .04).

Documentation for use of the content standards and benchmarks and for the teaching of the mandated grade level expectations is to be maintained in the *On-Course Lesson Plan Management System* and the gradebook section of the *JPAMS*, 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 (*JPAMS Gradebook*), and/or retaught (*On-Course Lesson Plan Management System*).

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 and shall be given failing grades in those subjects missed with no make-up work allowed. Students missing school as a result of any suspension shall be counted as absent and shall be given failing grades for those days suspended with no make-up work allowed.

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-two days each semester, 164 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 students must be present a minimum of 160 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.

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

Beginning with the 2005-2006 school year, schools within the district will begin converting from a manual lesson planning system to an online web-based system, *OnCourse Lesson Plan Management System*. All schools will utilize this system. Professional development will be provided for all new teachers entering the system in 2006-2007 and thereafter.

All teachers in all areas are required to prepare written daily lesson plans through the *OnCourse 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's office. Teachers are also required to keep a printed copy of all weekly plans in a binder on their desk. These plans should be available and readily assessable 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.

This teacher web-based lesson plan book allows teachers to create and archive lesson plans, link them to state standards, and submit them to administrators instantly. The accompanying web site 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 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/Benchmarks
3. Unit, GLEs and Activities from the Comprehensive Curriculum
4. Procedure(s)
5. Evaluation/Reteaching
6. Homework

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** - Indicate the state standards and benchmarks which aligns with what will be taught. The entire skill should not be listed; only list the benchmark, i.e., ELA-5-E5.
3. **UNIT, GLEs AND CC ACTIVITIES** – Indicate the unit, GLE number and activity number that will be taught. The entire GLE should not be listed; only the numbers, i.e., U-2, GLE-5, A-7.
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, 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** - 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.

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 in the lesson plans prepared by their teachers.

GROUPING FOR INSTRUCTION

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, skill/needs groups, team learning activities, Circle of Knowledge, etc.

The St. Martin Parish School Board mandated ability grouping in language arts and mathematics in grades four through eight beginning with the 1995-96 school year. However, the school board suspended this policy for the 1999-2000 school session for students in grade 4. Due to significant improvement in student performance, beginning with the 2000-01 school year, the school board instituted a revised policy in which the primary and elementary principals may select the grouping configuration that they deem most suitable and productive for the students within their schools. This policy is applicable to all primary and elementary grades, K-8.

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.

Beginning in August 2007, the St. Martin Parish School System will embrace the Discipline with Dignity model of discipline. The School-Wide Positive Behavior 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 Scantron, Inc. for students in grades 3-8. Students will be benchmark tested on the GLEs for each unit in the Louisiana Comprehensive Curriculum in the areas of ELA and mathematics.

Students will be tested in the core during the following months: late November or early December, mid February and early May. Testing reports obtained from the Scantron Assessment database shall be used for data analysis to guide instruction and assessment and improve student achievement.

LEAP (LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM)

The Louisiana Educational Assessment Program (LEAP) and the Graduation Exit Examination for the (GEE) constitute Louisiana's criterion-referenced testing (CRT) program. These tests measure how well a student has mastered the state content standards.

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

The LEAP is administered at grades 4 and 8 and the GEE to initial testers at grades 10 and 11. In order to receive a high school diploma, students must pass the Grade 10 English/Language Arts and Math portion and either the Grade 11 Science or Social Studies portions of the Graduation Exit Exam beginning in the 2001-02 school year and thereafter. 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). The students receive one of the following five achievement ratings: Advanced, Mastery, Basic, Approaching Basic, or Unsatisfactory.

The following High Stakes Testing Policy, revised May 2008 by the Louisiana Department of Education, will be implemented by St. Martin Parish School System beginning with the 2008-2009 school year:

LEAP High Stakes Testing Policy (Grades 4 and 8)

A student may not be promoted to the 5th or 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4th or 8th grade LEAP and at the *Approaching Basic* achievement level on the other (hereafter referred to as the *Basic/Approaching Basic* combination). For promotional purposes; however, a student shall score at or above the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP only one time.

A parent/student/school compact that outlines the responsibilities of each party will be required for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of the 4th or 8th grade LEAP, as well as for students who were retained in grades 4 or 8.

LEAs shall offer a minimum of 50 hours per subject of summer remediation and retest opportunities in English language arts and mathematics at no cost to students who did not take the spring LEAP tests or who scored *Approaching Basic* and/or *Unsatisfactory* on the English Language Arts and/or Mathematics component (s) on the spring tests. The LEA shall provide transportation to and from the assigned LEAP remediation summer site(s) from, at a minimum, a common pick-up point.

- A student who failed to achieve the *Basic/Approaching Basic* combination is *not* required to attend the LEA-offered LEAP summer remediation program in order to be eligible for the summer retest.
- All students with disabilities who participate in LEAP should receive services along with regular education students in summer remediation programs, with special supports provided as needed.
- Students with disabilities who participate in LEAP Alternate Assessment, Level 1 (LAA 1), are not eligible to attend LEAP summer remediation programs.
- Students with disabilities who participate in LEAP Alternate Assessment, Level 2 (LAA 2), are eligible to attend LEAP summer remediation programs.

In order to move students toward grade level performance, LEAs shall design and implement additional instructional strategies for students in grades 3, 4, 7, and 8 who have been determined to be at risk of failing to achieve the *Basic/Approaching Basic* combination on LEAP, and for 4th and 8th grade students being retained. The purpose of the additional instructional strategies is to move the students to grade-level proficiency by providing the following:

- focused intervention in the subject area(s) on which a student scored at the *Approaching Basic* and/or *Unsatisfactory* level on the *i*LEAP;
- focused remediation for those 4th and 8th grade students repeating the grade as a result of failing ELA and/or math on the LEAP;
- on-going instruction in the core subject areas using curricula based on State-level content standards and the Grade-Level Expectations.

Promotion/Retention Policies (See Section III, part C of the *St. Martin Parish Pupil Progression Plan* for details of local placement policies regarding grades 4 and 8)

Grade 4

A student may not be promoted to the 5th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 4th grade LEAP and at the *Approaching Basic* achievement level on the other.

The decision to retain a student in the 4th grade more than once as a result of his/her failure to achieve the *Basic/Approaching Basic* combination on the English Language Arts and Mathematics components of LEAP shall be made by the LEA in accordance with the local Pupil Progression Plan which shall include the following:

- A student who **has repeated** the 4th grade may be promoted to only the 5th grade. A district may apply for a waiver from this part of the policy if their specific plan is presented to the Department of Education, and the State Superintendent of Education approves it.
- However, a student who **has repeated** the 4th grade and who is 12 years old on or before September 30th may be promoted according to the local Pupil Progression Plan.

After the summer retest, a school system, through its superintendent, may consider granting an appeal on behalf of individual students, provided that all of the following criteria have been met:

- The student's highest score in English Language Arts and/or Mathematics on either the spring or summer LEAP must fall within twenty (20) scaled score points of the cutoff score for *Basic*.
- The student shall have a 3.0 grade point average on a 4.0 scale in the subject(s) for which the appeal is being considered.
- The student must have attended the LEAP summer remediation program.
- The student must have taken the LEAP retest given after the LEAP summer remediation program has been concluded.
- The student must have met State-mandated attendance regulations during the regular school year and any locally mandated regulations during the summer remediation program.
- The principal and the School Building Level Committee (SBLC) must review student work samples and attest that the student exhibits the ability to perform at or above the *Basic* achievement level in the subject for which the appeal is being considered.

- Students retained in the 4th grade shall retake all four components of LEAP.

Grade 8

A student may not be promoted to the 9th grade until he or she has scored at or above the *Basic* achievement level on either the English Language Arts or Mathematics component on the 8th grade LEAP and at the *Approaching Basic* achievement level on the other.

After the summer retest, a school system, through its superintendent, may consider a waiver for an 8th grade student who has scored at the *Approaching Basic* level on both the English Language Arts and Mathematics components of LEAP. The LEA may grant the waiver in accordance with the local Pupil Progression Plan provided the following criteria are met:

- The student may be promoted to the 9th grade, provided that he or she has scored at the *Approaching Basic* level on **both** the English Language Arts and Mathematics components of LEAP, has attended the LEAP summer remediation program offered by the District, and has taken the summer retest administered at the conclusion of the summer program.
- The student must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of *Approaching Basic* or below was attained on the spring test.

The student who has repeated the 8th grade may be either

- 1) Retained again in the 8th grade.
 - 2) Promoted to the 9th grade, provided that the student has scored at the *Approaching Basic* level on **either** the English Language Arts or Mathematics component of LEAP, has attended the current year LEAP summer remediation program offered by the District in, at a minimum, the *Unsatisfactory* subject, and has taken the summer retest administered at the conclusion of the summer program. **If promoted with an *Unsatisfactory* on the English Language Arts or Mathematics component of LEAP, the student must enroll in and pass a high school remedial course in the *unsatisfactory* subject (English language arts or mathematics) before enrolling in or earning Carnegie credit for English or mathematics.**
- or
- 3) Placed in the Pre-GED/Skills Options Program that shall be available to students who meet criteria as outlined in *Bulletin 741: Louisiana Handbook for School Administrators*, §2907.

LEAP Testing

- Students repeating the 8th grade will retake all four components of LEAP.
- Students in the Pre-GED/Skills Options Program will take the 9th grade *i*LEAP.

Exceptions to the High Stakes Testing Policy

1. Policy Override – 4th and 8th graders

The local school system (LEA) may override the State policy for students scoring at the *Unsatisfactory* level in English language arts or mathematics, if the student scores at the *Mastery* or *Advanced* level in the other, provided that

- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the School Building Level Committee (SBLC);
- the student has participated in **both** the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and
- parental consent is granted.

Policy Override – 8th grade only

The local school system (LEA) may override the State policy for 8th grade students scoring at the *Unsatisfactory* level in English language arts or mathematics, if the student scores at the *Basic* level in the other, provided that the following criteria are met:

- the student scored *Approaching Basic* or above on the Science and Social Studies components of LEAP;
- the student had an overall 2.5 grade point average on a 4.0 scale;
- the student had a minimum 92% attendance during the school year;
- the decision is made in accordance with the local Pupil Progression Plan, which may include a referral to the School Building Level Committee (SBLC);
- the student has participated in **both** the spring and summer administrations of LEAP and has attended the summer remediation program offered by the LEA (the student shall participate in the

summer retest only on the subject that he/she scored at the *Unsatisfactory* achievement level during the spring test administration); and

- parental consent is granted.

If a student meets the criteria for this override, and is promoted with an *Unsatisfactory*, the student must enroll in and pass a high school remedial course in the *unsatisfactory* subject before enrolling in or earning Carnegie credit for English or mathematics.

2. Students with Disabilities Eligible under the Individuals with Disabilities Education Act (IDEA) participating in LEAP Alternate Assessments

- Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1), shall have promotion decisions determined by the SBLC.
- Students with disabilities who participate in the LEAP Alternate Assessment, Level 2 (LAA 2), shall have promotion decisions determined by the SBLC.

3. Waiver for Limited English Proficient (LEP) Students

- LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the State's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level.

4. Waiver for Extenuating Circumstances

A school system, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- a physical illness or injury that is acute or catastrophic in nature.
- a chronic physical condition that is in an acute phase.
- court-ordered custody issues.

Documentation:

- *Physical Illness:* Appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical

condition exists to the extent that the student is unable to participate in testing and/or remediation.

- *Custody Issues*: Certified copies of the **court-ordered** custody agreements must be submitted to the LEA at least ten (10) school days prior to summer remediation or retesting.

Student Eligibility/Retest Requirements:

- Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP and
- who are unable to participate in **both** the spring and the summer administration of LEAP, **or**
- who failed to achieve the *Basic/Approaching Basic* combination on the spring administration of LEAP English Language Arts and Mathematics tests and are unable to participate in LEAP summer retest
- shall take The LEAP placement test for grade placement within ten (10) school days of returning to school, which may include hospital/homebound instruction, in order to ensure the appropriate level of instruction;
- must score at or above the cutoff score on the selected form of the state LEAP placement tests for grade placement to be promoted to the 5th or 9th grade; and
- are not eligible for a retest. These students may be eligible for the policy override, the 4th grade appeal, or the 8th grade waiver in accordance with the local Pupil Progression Plan.

Students who meet the criteria for extenuating circumstances under the *physical illness, chronic physical condition, or court-ordered custody category* related to LEAP and

- who are unable to participate in the spring testing **and/or** summer remediation, including the provision of remediation through hospital/home bound instruction, are required to take the LEAP summer retest. These students may be eligible for the policy override, the 4th grade appeal, or the 8th grade waiver in accordance with the local Pupil Progression Plan.

5. State-Granted Exceptions:

- A local school superintendent, a parent or guardian, or the State Department of Education may initiate a request for a State-granted waiver from the State Superintendent of Education on behalf of individual students who are not eligible for promotion because of LEA error or other unique situations not covered under extenuating circumstances.
- The Department of Education will provide a report to the State Board of Elementary and Secondary Education detailing State-granted waivers.

Documentation:

- *LEA Error:* The LEA superintendent or parent must provide the State Superintendent of Education with school- and student-level documentation detailing the error, how the error occurred, and how the error will be corrected so that it will not occur again in the future.
- *Other Unique Situations:* Documentation must be provided to the State Superintendent of Education detailing the unique situation and justifying why a waiver should be granted.

Testing/Promotion Decisions:

The Department of Education will communicate to the LEAs the means for establishing promotional decisions for those students who have received a State-granted waiver.

The promotion policies outlined above will be reviewed in 2008.

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 Comprehensive Curriculum, instructional methods and the assessment format used in high stakes testing.

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

TRANSFER STUDENTS

Students transferring from schools outside the parish, both within and out of state, or transferring from non-public schools, will be given an informal reading inventory, a basal reader placement test, the Stanford Diagnostic Reading Test (SDRT), the Stanford Diagnostic Mathematics Test (SDMT) for diagnostic purposes, or the SFA assessment to determine reading placement. The parish Frameworks will be administered as a diagnostic instrument to assist teachers in identifying student needs.

Students transferring from non-approved schools, home study programs or foreign system will be administered an informal reading inventory and/or basal reader placement test to determine reading placement and the district's CRT Assessments in the areas of language arts and mathematics. Students should achieve the mastery level as specified for the grade level for which they are being tested or the average score achieved by parish students at that particular grade level. The decision for placement will be made by the school principal. Transfer students from home study will be awarded Carnegie credits based on the successful completion of end of course exams. The appropriate central office personnel may be consulted when necessary.

Effective with the 2000-2001 school year, students in grades 5 and 9 transferring to the public school system from any in-state nonpublic school (State approved and unapproved), any home schooling program, or Louisiana resident transferring from any out-of-state school shall be required to pass the English language arts **and** mathematics portions of the state-developed LEAP placement test.

Students transferring into the school system after the LEAP summer retest but **prior to February 15** are required to take the state selected form of the LEAP placement tests for

grade placement, if the student has not taken LEAP. Students taking the LEAP placement tests are not eligible for either a retest or the appeals process. These students may be eligible for the policy override based upon a decision by the School Building Level Committee.

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. (Example: A senior with 18 units transferring from a school requiring 23 units for graduation would not be able to earn 27 units, even with 8 in the final year).

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 Room

Children who are identified as exceptional may attend the resource room. 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 room 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.

NO CHILD LEFT BEHIND

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.

Eleven schools serving students from pre-kindergarten to grade six are participating in the Title I program. At each school, a committee comprised of staff 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

1. The principal must obligate himself to observe all personnel in his/her school during the school session:
 - a. each beginning teacher must be observed a minimum of three times by the principal during the school year.
 - b. all second and third year teachers must be observed at least twice during the school session by the principal (1-3 years).
 - c. all tenured/certified teachers should be observed at least once during the school year by the principal (4 or more years).
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 conference.
3. All observation reports should be channeled to the school principals, who will then be responsible for forwarding these reports to the personnel office. Supervisory personnel in federal programs will follow the same procedure.
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:
 - a. all beginning teachers have been observed at least three times
 - b. all second and third year teachers have been observed at least twice, and
 - c. all tenured teachers have been observed at least once.

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 Intraschool/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.

1. The principal of the school, by the nature of his position, must be the dominant factor leading to the release of a teacher.
2. 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.
3. 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.
4. 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.
5. 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 _____

