

ACADEMIC POLICIES

CURRICULUM

St. Bartholomew Catholic School provides a religious education curriculum in accord with the Catechism of the Catholic Church. Archdiocesan policy determines the religious education curriculum and appropriate curriculum materials.

Overall curriculum guidelines, in all subject areas, must conform to Archdiocesan and state guidelines. Parents' cooperation with school curriculum policies is important for an effective teaching/learning environment in the school community. Our curriculum requires our Middle School students to fulfill a minimum amount of service hours per year:

6th Grade – 10 hours
7th Grade – 20 hours
8th Grade – 30 hours

This is a requirement for Religion, thus non-compliance will result in a loss of a letter grade in Religion.

ST. BARTHOLOMEW STEPS PROGRAM

The Exceptional Student Education Department at St. Bartholomew Catholic School has the goal of providing the highest quality of specialized education utilizing structured, direct, diagnostic, and prescriptive learning techniques, combined with unparalleled support from enthusiastic, qualified professional educators, and innovative programs in such a manner as to allow all students to reach their full and true learning potential. The school is committed to real, measurable, and continuous improvement of the program and its techniques.

St. Bartholomew's STEPS program incorporates a diagnostic component to assess the learning needs of students. It starts with a Student Success Plan, and is conducted in small class settings. Techniques are then adapted to match the set Archdiocese of Miami Curriculum Standards and academic foundations, skills, and discipline.

All students entering this program must have a copy of their most recent Learning Plan, as well as a copy of the most recent Psycho-Educational Report.

STEPS PLACEMENT AND GRADE MODIFICATION

Students who are not already enrolled in the STEPS program and are willing to be placed in it or receive accommodations will not receive such consideration without the following:

‡Parental permission to begin the process

- ‡Initial meeting with the referring teacher
- ‡Classroom observation by the STEPS Director and/or Guidance Counselor
- ‡Screening test by the STEPS Director
- ‡Meeting with parents, referring teacher, and STEPS Director, Guidance Counselor and/or Assistant Principal/Principal.
- ‡Arrangement made by parents for public school psycho-educational testing or private psycho-educational testing. (Paperwork must be submitted to the school for verification)

Unless this process is completed and parents **have** the student tested for an official diagnosis of a learning disability, students will not be placed in STEPS classes and/or will not receive any grade modifications for any subject. Students in the self-contained class will not receive grade modifications as they are already receiving a modified curriculum

GRADE LEVEL GRADING POLICIES

The evaluation of student progress is one of the most complex and important duties of teachers. Grades for reports are apportioned to include class work, class participation, projects, homework, tests and quizzes.

Primary Grades (PreK-2nd Grade)

Report Card Grades

Pre-K and Kindergarten:

- C I can (100-85)
- W I am working on it (84-77)
- N I need more time (76-0)

First and Second Grades:

- O Consistently produces work of high quality and applies learned skill (100-93)
- VG Regularly produces work of high quality and applies learned skill (92-90)
- G Frequently produces quality work and applies learned skill (89-85)
- S Produces work of satisfactory quality and usually applies learned skill (84-77)
- I Produces work of inconsistent quality and needs frequent re-teaching (76-70)
- U Produces work of unsatisfactory quality (69-0)

Trimester Averages

Activity Centers/	30%
Seatwork	
Tests	20%
Homework	10%
Social Skills	15%

Participation	10%
Portfolio	15%

Home Learning

Students will be assigned Language Arts and Math homework daily. Homework for other subject areas and specials will be given intermittently.

Pre-Kindergarten Assessments

- † A minimum of three (3) developmental assessments per trimester
- † A minimum of two (2) written assignments per week, per subject

Intermediate Grades (3rd-5th Grade)

Report Card Grades

Third – Fifth Grades

A	100-93
B	92-85
C	84-77
D	76-70
F	69 and below

Trimester Averages

Core-Curriculum, including Religion and Foreign Language

Classwork	30%
Tests	25%
Homework	15%
Quizzes	15%
Portfolio	15%
Projects (2 test grades)	

Middle Grades (6th – 8th Grades)

Report Card Grades

A	100-93
B	92-85
C	84-77
D	76-70

F 69 and below

Certain other report card categories may be applicable, depending on the circumstance

Trimester Averages

Core-Curriculum, including Religion and Foreign Language

Tests	35%
Quizzes	20%
Homework	10%
Classwork	25%
Portfolio	10%
Projects	2 test grades

Homework

Homework either reinforces the skills learned during the school day or prepares for the following day's lesson. Because homework is a necessary and valuable part of a student's education, it is very important that homework assignments be accurate, neat, and thorough. Study time is a serious part of a student's homework.

Homework is assigned Monday through Thursday. In some cases, homework will be assigned for the weekends, which are usually set aside for the students to do extra study or to complete long-term assignments.

Parents, as the primary educators of their children, are encouraged to check homework, reports, projects and tests, in order to evaluate their children's progress.

Make up Work

- †It is the student's responsibility to obtain assignments/handouts from the teacher or a classmate.
- †A student has as many days to complete assignments as he or she was absent from school.
- †Homework will not be accepted after the specified completion time has passed.
- †A student has one (1) week from the original test/quiz date to make-up that test or quiz.

ZAP Program

ZAP is a no zeros approach to work and it stands for Zeros Aren't Permitted. This program requires students to finish incomplete assignments during their lunch periods. This is a concept that adults call "working lunch".

ZAP does not ensure passing grades but does increase test scores due to students completing their work and practices. ZAP is not a cure all, but it does remind the students they are accountable and need to be prepared. It also helps them develop a sense of pride about having good grades.

ZAP works in the following way:

- †The school's faculty takes turn supervising the ZAP sessions.
- †When an assignment is not turned in, the teacher places the student's name on the ZAP list. The student is given until the following morning to complete the assignment and give it to the teacher for a lower grade. The teacher will then remove the student from the ZAP list.
- †If a student opted not to do the work at home, the name remains on the ZAP list. At lunch time, the students who are ZAPPED are collected and placed in the ZAP room where they eat and work.
- †At the end of the ZAP session, the work is collected for less credit than if it had been done at home, but still not a zero. The student's name is removed from the list and assignment is given to the corresponding teacher.

Final Exams

- †Final Exams will count as two (2) test grades towards the 3rd Trimester report card.
- †Students will take final exams in the following subject areas:
 - Language Arts
 - Math
 - Literature
 - Religion
 - Social Studies
 - Science
- †Final exams are not required for special area classes. It is up to the individual teacher whether the students will take one or not (i.e. Foreign Language).

PORTFOLIO GRADING

Portfolio grading is a concept used to evaluate and give a student credit for the progression and improvement of all graded work in a particular trimester.

PROGRESS REPORTS

Progress reports will be distributed during parent-teacher conferences that will be scheduled at the midpoint of the 1st trimester. It is the responsibility of the parent to check their child's progress by accessing their Edline account. Parents should communicate regularly with teachers

and are encouraged to schedule additional parent teacher conferences in order to be aware of a student's academic status.

FAILURE WARNING REPORT

Failure Warning Reports are sent home when it becomes apparent that the student is at risk of failing for the year. It is intended as an opportunity for the student to improve his/her work to avoid failure. These reports are distributed with the second and third trimester report cards.

REPORT CARDS

Report Cards are distributed at the end of each of the three trimesters of the school year. The trimester report cards will be distributed to the students, unless a parent teacher conference is required.

Report Card Guidelines

The following symbols are used for subject subheadings in First through Eighth Grades unless otherwise indicated:

- + Strength in a specific skill
- Weakness in a specific skill (Blank line indicates satisfactory performance)
- M Curriculum area has been modified

Special Area Subjects (1-8 Grades)

The special area subjects (Art, Computer Science, Music, Foreign Language and Physical Education) will be graded in the following manner:

O	Outstanding	93-100
G	Good	85-92
S	Satisfactory	77-84
I	Needs Improvement	70-76
U	Unsatisfactory	69 and below

Modified grading is not given for any of the special subject areas.

Personal and Social Growth/Effort and Study Skills

Personal and Social Growth and Effort and Study Skills in all grades and subjects will be evaluated in the following manner:

- 4 Exceeding
- 3 Developing Appropriately
- 2 Needs Improvement
- 1 Unsatisfactory

CHEATING/PLAGIARISM POLICY

Cheating is a form of stealing. It is taking work or thoughts from another person. Students may feel pressure to cheat because of parental, peer or teacher expectations. Students may also cheat because they have not taken the proper responsibility to be prepared on their own.

Anyone caught cheating, copying homework, class work or exams, or giving such material to other students will receive a zero (0%) grade to be averaged into the subject involved, regardless of the assignment. Disciplinary action may also be taken.

HONOR ROLL AND OTHER AWARDS

Students in grades Fourth through Eighth:

Principal's Award

A special "Principal's Award" will be awarded to any student in grades Four through Eight who has received all 93's (or above) or O's in all subjects and all 4's in Conduct and Effort.

First Honors

First Honors is awarded to students receiving all 93's (or above) in the major subject areas: Religion, Language Arts, Mathematics, Social Studies and Science, all G's (or above) in the minor subject areas of Foreign Language, Computers, P.E., Music, and Art and all 3's (or above) in Conduct and Effort.

Second Honors

Second Honors is awarded to students receiving 85's or G's (or above) in the major and minor subject areas, and all 3's (or above) in Conduct and Effort.

END OF THE YEAR AWARDS

At the End of the Year Awards Ceremony, eligible students will receive special academic recognition for individual school subjects, etc. Perfect Attendance awards will only be awarded to students who have not been absent or tardy.

Certain awards are reserved for the graduating eighth grade class. The Valedictorian Award is issued to the student who has achieved the highest grade point average within the eighth grade year. The Salutatorian award is issued to the student who has achieved the second highest grade

point average within the eighth grade year. Other awards are issued at the discretion of the administration.

PROMOTION AND RETENTION

Successful completion of all academic subjects is the requirement for a student's promotion from one year to the next.

- † Any student in grades K-2 who fails in the area of Language Arts and/or Math will not be promoted.
- † Any students in grades 3-7, having one or two failures in a major academic subject will be required to attend a summer session before he/she may be enrolled for the subsequent year.
- † Any students in grades K-7 having three (3) failures at the end of the school year will be asked to repeat the year.
- † A child who is retained will only be accepted in St. Bartholomew Catholic School through the approval of the administration and the Admissions Committee.
- † If a student is absent in excess of 21 days during the school year, the administration reserves the right to retain the student at the same grade level.
- † The Archdiocese requires that 8th grade students pass all subjects in order to be granted an 8th grade diploma.
- † An 8th grade student failing three (3) subjects will not be allowed to return to St. Bartholomew Catholic. Any 8th grade student who fails one or more subjects will not be granted a diploma.

Teachers will attempt to identify students with promotion-threatening difficulties as early as possible during the school year so the school and the home may address and correct the situation if possible. The procedures for doing this may include the following:

- † At the end of each trimester, parents or teachers may request or recommend tutoring or testing.
- † **A minimum of two written notices will be given to parents indicating possible retention; one with the second report card and the other with the third trimester progress report.**
- † Copies of conference reports between school and home concerning student's progress will be kept in the students file.
- † The decision on retention will be made during the third marking Period.

The teacher indicates retention or promotion on the last report card. The principal must approve the recommendation. Students may not be retained in the same grade more than once.

EIGHTH GRADE GRADUATION REQUIREMENTS

All eighth graders will be assigned a second grade prayer partner. It is expected that the eighth grader be a supportive role model to their prayer partner and show enthusiasm regarding their spiritual growth as they prepare for their sacraments. All eighth graders **must attend all** in school scheduled retreats, as well as, one family retreat scheduled on a Saturday during the second trimester. **Parents and students are required to attend this retreat.**

All eighth graders are to fulfill these graduation requirements, as well as their academic requirements in order to participate in any graduation activities/ceremony.

STANDARDIZED TESTING POLICY

A comprehensive testing system is an integral part of the educational program. In the fall of each year, the IOWA Test of Basic Skills is administered to Grades three through eight. Second grade students will be taking the ITBS Battery in the spring. These tests are designed to test achievement skills and grade level attainability. The results of these tests are used as supplemental information by the principal and teachers in identifying particular student needs. The quarter that IOWA grades are received a parent/teacher conference is required and written notification of below grade level scores should be given to the parent on the appropriate form. They are only one of the various indicators used to measure student performance, potential, and problem areas.

LITURGY

The part which liturgy plays in the life of the students at St. Bartholomew Catholic School is a vital one. A fully Christian life cannot be conceived without participation in the liturgical service in which the faithful, gathered into a single assembly, celebrate the Paschal Mystery. During the school year, different classes prepare the liturgy. On the first Friday of each month, and on Holy Days the entire student body attend the Mass together. Parents are welcome to attend.