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| Policy Number |
| A.10.06.15 |

# SCHOOL COUNCIL POLICY

Pikeville Independent Schools Pikeville High School

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| Policy Type (Check One) |

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| Council Operations  School Operations |

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| POLICY TOPIC DESCRIPTION |
| Junior High Intervention Lab Placement Criteria |

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| POLICY STATEMENT |
| Reading and Math intervention “lab” classes will be provided, as staffing allows, for “at-risk” junior high students who meet the following criteria:   * Students not identified as special education and scoring below the 25th percentile in reading and math on a nationally norm-referenced assessment will be lab class candidates. * Students not identified as special education scoring the 15th percentile or below will be required to take the lab class as their elective. * Students who fail Pre-Algebra, Math 7, or English 7 for the year will be placed in lab for at least the first quarter of the following year. * The criteria above should be supported by teacher recommendation.   The maximum number of students in each lab class will be 20. The class will be sub-divided into reading and math groups, with a teacher designated for each group and each group not to exceed 10 students per one teacher. Students will be placed based on need, availability, and teacher recommendation for an initial period of time. ~~The groups will alternate reading and math instruction in a 3-day/2-day per week pattern. The students will receive 3 days of instruction in their area of greatest need.~~  Special education students will be grouped for an intervention class, not to exceed 10 students, and instructed by a special education teacher with support staff assistance.  Intervention programs purchased will be available to all intervention classes.  All lab students will be progress monitored at least every two weeks. Students will participate in charting/tracking their progress. Progress monitoring charts/reports will be shared with parents.  Administrators and the Intervention Teacher will meet each 9 weeks to review progress monitoring charts. For students showing insufficient progress or the possibility of readiness to exit, a Child Support Team (principal; instructional supervisor; intervention teacher; regular class teacher; and parent, if they choose to attend) will convene to determine intervention and/or placement changes.  On the progress monitoring chart, data points that meet or exceed the student’s “goal line” will indicate sufficient progress. Four to six data points below the goal line or a widening gap between the goal and trend lines will indicate insufficient progress. Data points consistently exceeding the student’s goal line indicate possible readiness to exit the lab class. Regular class progress reports and teacher recommendations (both regular and lab teachers) will be assessed before making a final decision. Qualifying students may be exited at the end of a quarter. Other at-risk students may be placed into the lab class as slots become available through student exits. |

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| Date of First Reading: May 15, 2010  Date Adopted: June 15, 2010  Date of First Amended Reading: February 18, 2013  Date(s) Second Amended Reading: March 25, 2013  Royce Mayo  Council Chairperson |