

# CLASSIFICATION OF STUDENTS

## Ninth through Twelfth Grades

### Attendance

Students must attend school a minimum of 80 days per semester. (See Attendance Regulations)

#### Carnegie Units: Classification by grades

- Sophomore 2nd Year of high school with 5 units
- Junior 3rd Year in high school with 10 units
- Senior 4th Year in high school with 16 units
- Graduate: 23 units

Carnegie Units: Classification by grades for 2008-2009 freshmen and thereafter:

- Sophomore 2nd Year of high school with 6 units
- Junior 3rd Year in high school with 11 units
- Senior 4th Year in high school with 17 units
- Graduate: 24 units

### Retention: Grades K-12

Students who fail to meet the promotion criteria in Grades K-12 shall be retained.

Students cannot be retained more than once in grades K-3

Students may be retained more than one time in grades 4-8 when retention is recommended by the Pupil Performance Conference Committee.

No student in grades K-8 may remain in the same grade level for more than two years.

#### Grades K-8 Retention:

##### 1) Kindergarten

Consideration for retention is based on failure to meet the following criteria:

- a) Attendance
- b) Promotional Criteria

**NOTE:** Retention in Kindergarten may occur when recommended by the teacher and agreed upon by the Pupil Performance Conference Committee. Students who fail to meet the promotion criteria shall be referred to the Pupil Performance Conference Committee. The parent/guardian shall be afforded the opportunity to attend the Pupil Performance Conference Committee meeting. However, the signature of the parent/guardian is not required for Retention.

##### 2) Grades 1-8\*

Retention is based on failure to meet the following criteria:

- a) Attendance
- b) Reading Level (Grades 1-5)
- c) Mathematics Level (Grades 1-5)
- d) Number of subjects failed by grades (Grades 2-8)
- e) Louisiana Educational Assessment Program/Criterion Referenced Test (LEAP 21/CRT) scores as required by the State Department of Education (Grades 4 and 8)

\*A student who is not meeting promotion criteria at the end of the first semester and who has not been referred within the last three years to the School Building Level Committee MUST be referred to the School Building Level Committee at the beginning of the second semester for screening to determine the appropriate action.

### School Building Level Committee

A regular education function composed of a committee of professionals at the school building level serving as a coordinating team to determine the needs of students assigned to that particular school. It is a regularly scheduled staffing conference on the school building level.

Members of the School Building Level Committee may include the following:

- a. SBLC Chairperson
- b. Person(s) knowledgeable of dyslexia, ADD/ADHD, and other learning difficulties

- c. Principal or designee
- d. Teacher and other referring person, if applicable
- e. Any other persons deemed appropriate, including parents

\*A student who meets BOTH of the following criteria MUST be referred to the School Building Level Committee at the end of the current school year:

Student was Retained, Administratively Placed, or received Placement with Intervention at the end of the current school year, AND

Student has not been referred within the last three years to the School Building Level Committee.

NOTE: This information must be placed in the "Comments" section on the student's cumulative card and disposition shall be noted by the receiving teacher during the next school year.

### Kindergarten Administrative Placement\*

When a student fails to meet criteria for promotion, the student's teacher shall review the student's records to determine if the student meets the attendance requirements or attendance waiver and one or more of the additional criteria for Administrative Placement listed below.

Students who meet the Administrative Placement criteria must be referred to the Pupil Performance Conference Committee. In order for the student to receive Administrative Placement, he/she must meet the following criteria and must be recommended for Administrative Placement by the Pupil Performance Conference Committee.

- a) Waiver of attendance regulations by the Principal, where needed. Any appeal of the Principal's decision will be addressed by the Supervisor of Child Welfare and Attendance, where needed. An attendance waiver, if needed, must be approved before any additional Administrative Placement criteria may be considered.
- b) Lack of academic success (classroom performance) An attendance waiver must be approved, where applicable, before Administrative Placement criteria may be considered.
  - (1) Student has spent two years in the same grade.
  - (2) Student may be retained upon written request submitted by the parent or legal guardian.
- (c) Other extenuating circumstances (such as academic, social, emotional, physical, age, etc.) which are submitted in writing by the teacher and principal.

### Grades 1-3, 5-7 Administrative Placement\*

When a student fails to meet criteria for promotion, the student's teacher shall review the student's records to determine if the student meets the attendance requirements or attendance waiver and one or more of the additional criteria for Administrative Placement listed below.

Students who meet the Administrative Placement criteria must be referred to the Pupil Performance Conference Committee. In order for the student to receive Administrative Placement, he/she must meet the following criteria and must be recommended for Administrative Placement by the Pupil Performance Conference Committee:

- a) Waiver of attendance regulations must be approved by the Principal, where needed. The principal shall sign the waiver section on the End-of Year Placement card. Any appeal of the Principal's decision will be addressed by the Supervisor of Child Welfare and Attendance, where needed. An attendance waiver, if needed, must be approved before any additional Administrative Placement criteria may be considered.
- b) Lack of academic success. An attendance waiver must be approved, where applicable, before Administrative Placement criteria may be considered.

#### (1) Grades K-3

Students may not be considered for Administrative Placement unless they have been previously retained at least once in grades K-3.

#### (2) Grades 5-7

Students may not be considered for Administrative Placement unless they have been previously retained at least once at any grade.

**(3) Grades 4 and 8 Administrative Placement**

Grades 4 and 8 students who pass the LEAP test for promotional purposes, but fail the subject area in the classroom, may be considered for Administrative Placement.

c) Parent has requested for the student to be retained.

(Students who meet all promotion criteria may be retained upon written request submitted by the parent or legal guardian. The written request is to be stapled to the End-of-Year Placement Card.)

d) Other extenuating circumstances (such as academic, social, emotional, physical, age, etc.) which are submitted in writing by the teacher and principal.

If funding is available, the student meets the above criteria for Administrative Placement, and the Pupil Performance Committee recommends Administrative Placement the following is required in order for the student to be administratively placed.

The Pupil Performance Committee will meet with the parent and student at the end of the current school year. At this conference, a student plan will be outlined. If the parent agrees to the plan, the parent and student will sign the plan. If the parent does not agree to the plan, the student will be retained.

The plan will consist of the following:

- The student is required to attend an Extended School Year Program and/or Summer Tutorial Program. The student must have 90 percent attendance and show improvement as documented by the teacher.
- During the first six weeks of the following school year, a parent conference is required. During this conference, an Intervention Plan will be discussed. The parent and student will be required to sign this Intervention Plan.
- Monthly parent/teacher conference will be required.
- If the student's school offers an Extended School Day Program and transportation is provided, the student will attend that program.

NOTE: If the student does not complete the summer program and/or the parent does not attend the conference during the first six weeks, the student will be placed back in the previous grade.

**Grades 1-3, 5-7 Placement with Intervention**

When a student fails to meet reading, English, or mathematics criteria for promotion, the student's teacher shall review the student's records to determine if the student meets the attendance requirements or attendance waiver and the grade level academic criteria for Placement with Intervention listed below.

Students who meet the Placement with Intervention criteria must be referred to the Pupil Performance Conference Committee. In order for the student to receive Placement with Intervention, he/she must meet the following criteria and must be recommended for Placement with Intervention by the Pupil Performance Conference Committee:

- a) Waiver of attendance regulations must be approved by the Principal, where needed. The Principal shall sign the waiver section on the End-of-Year Placement card. Any appeal of the Principal's decision will be addressed by the Supervisor of Child Welfare and Attendance, where needed. An attendance waiver, if needed, must be approved before any additional Placement with Intervention criteria may be considered.
- b) Lack of academic success (classroom performance in reading, English, or mathematics) may qualify students for Placement with Intervention. Lack of academic success is indicated when the student has failed required subject areas as follows:

**Grade 1**

Students who fail reading, English OR mathematics ONLY may be placed with intervention.

Students may not fail more than one of the following subjects: reading, English, or mathematics and be Placed with Intervention.

**Grades 2-7**

Students who fail reading, English OR mathematics ONLY may be placed with intervention.

Students may not fail more than one of the following subjects: reading, English, or mathematics and be Placed with Intervention.

Students may fail reading, English, OR mathematics AND science OR social studies and be Placed with Intervention.

If funding is available, the student meets the above criteria for Placement with Intervention, and the Pupil Performance Committee recommends Placement with Intervention the following is required in order for the student to be Placed with Intervention.

The Pupil Performance Committee will meet with the parent and student at the end of the current school year. At this conference, a student plan will be outlined. If the parent agrees to the plan, the parent and student will sign the plan. If the parent does not agree to the plan, the student will be retained.

**(4) The plan will consist of the following:**

The student is required to attend an Extended School Year Program and/or Summer Tutorial Program if provided by the district. The student must have 90 percent attendance and show improvement as documented by the teacher. During the first six weeks of the following school year, a parent conference is required. During this conference, an Intervention Plan will be discussed. The parent and student will be required to sign this Intervention Plan.

Monthly parent/teacher conference will be required.

If the student's school offers an Extended School Day Program and transportation is provided, the student will attend that program.

NOTE: By the end of the first grading period of a school year, the students who received Placement with Intervention at the end of the preceding school year must have a Placement with Intervention form completed for the appropriate subject area of reading or mathematics. The accommodations and modifications which address the student's needs are to be stated on the form. The form shall be completed by the student's reading teacher or mathematics teacher. Copies of the form shall be distributed as noted on the bottom of the form. If the student does not complete the summer program and/or the parent does not attend the conference during the first six weeks, the student will be placed back in the previous grade.

**PARENT REQUEST FOR CONSIDERATION OF EVALUATION SERVICES**

Requests by parents to have their child referred to the local School Building Level Committee for consideration of the possible need for an IDEA (Individuals with Disabilities Act), Section 504, and/or Dyslexia evaluation must be submitted in writing to the principal with a copy to the Director of Special Education, Tangipahoa Parish School System, 1745 S.W. Railroad Avenue, Suite 302, Hammond, LA. 70403 or Section 504 Contact Person, Title I Resource Center, 500 East Pine Street, Amite, LA 70422.

## TANGIPAHOA PARISH SCHOOL SYSTEM STUDENT REQUEST TO INITIATE AN ON-CAMPUS MEETING OF A NON-CURRICULUM ORGANIZATION

Any student in good standing may request an opportunity to use a school facility during non-instructional time for the purpose of conducting a voluntary and student initiated meeting. The student thereby certifies that all activities conducted at this meeting will comply with existing policies and regulations and procedures that govern the operation of participation of any outside persons as defined in the School Board Policy. The student may receive other information (forms, procedures, etc.) from the school principal.