

## **FILE: IKE**

### **PLACEMENT OF STUDENTS IN INSTRUCTIONAL PROGRAMMING**

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas of the Learning Results than in others. Students may also differ in their progress toward achieving the cross-curricular skills identified in the *Guiding Principles* of the Learning Results.

While most students will advance from one grade level to another at the end of the academic year, some students may benefit from learning opportunities more closely aligned to their needs.

Decisions regarding placement outside the expected grade level shall be made by the principal in consultation with the student, parent(s)/guardian(s), the student's teacher(s), and other professional staff or consultants (e.g., the gifted and talented education coordinator), as appropriate. A parent/guardian may appeal the decision to the superintendent. The superintendent's decision shall be final.

#### **Criteria**

The following criteria will be used in making decisions concerning placement. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the first criterion articulated below than any of the others.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the *Guiding Principles* of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Attendance;
5. Social and emotional considerations;
6. Health;

7. Age in relation to grade placement;
8. Program options;
9. Student input; and
10. Parental input.

### **Transfer Students**

For students who transfer into the school system, the principal will determine placement based on the student's prior educational experiences.

<b>FIRST READING:</b>	<b>October 8, 1987</b>
<b>SECOND READING:</b>	<b>October 20, 1987</b>
<b>ADOPTION:</b>	<b>October 20, 1987</b>
<b>FIRST READING OF AMENDMENTS:</b>	<b>May 8, 2003</b>
<b>SECOND READING OF AMENDMENTS:</b>	<b>June 12, 2003</b>
<b>ADOPTION OF AMENDMENTS:</b>	<b>June 12, 2003</b>
<b>FIRST READING OF AMENDMENTS:</b>	<b>May 25, 2006</b>
<b>SECOND READING OF AMENDMENTS:</b>	<b>June 8, 2006</b>
<b>ADOPTION OF AMENDMENTS:</b>	<b>June 8, 2006</b>
<b>FIRST READING OF AMENDMENTS:</b>	<b>November 16, 2017</b>
<b>SECOND READING OF AMENDMENTS:</b>	<b>December 14, 2017</b>
<b>ADOPTION OF AMENDMENTS:</b>	<b>December 14, 2017</b>