

WEST MARION ELEMENTARY

"CAN DO---ATTITUDE



STUDENT ASSIGNMENT POLICY

At the end of the school year, the teachers of each grade level will meet together to best determine placement of students for the next school year.

All persons responsible for placing students in classrooms will follow the District Confidentiality Policy.

The following guidelines/criteria will be used when placing students in the primary program:

- Equalization of boys/girls
- Equal number of students in each class at all grade levels (i.e. 4- 1st grade classes with a class size of 22 for each class.)
- Each classroom will have the same number of students with behavior problems- no one classroom will be overloaded
- New enrollees will be disbursed equitably among the various classrooms in each grade. No one teacher should have all new students.
- When applicable, the ratio of students in multi-grade classes will be as close to equal as possible. (i.e., twelve second graders and twelve third graders in a 2nd/3rd grade class)
- Before any classroom in a grade level is over cap size, all other classrooms must be at cap.

The following guidelines/criteria will be used when placing Special Education students in the primary program:

- Consultation with Special Education Teachers is necessary for placement of special education students.
- Special Education students will be placed based on their needs.
- The primary teams will rotate on a specified schedule.
- Parents of a special education student may have the option of moving siblings with the special education student or leaving the siblings on their present team.
- If possible, no more than 5 special education students should be placed in one single age classroom. In multi-age classrooms the ratio should be appropriate for the number of students at their grade level.
- If at all possible, 1 or 2 slots will be held open for newly enrolled special education students.
- If it is necessary to go over cap-size, then it will not be in a special education classroom unless all other classes at that grade level are already over cap size.

Students will be heterogeneously placed in order to have a multi-ability classroom. The distribution of ability/behavior levels will be equal among classrooms. The following ability/behavior level guidelines/criteria will be followed when placing students in the primary program:

- Extra year of primary/retention
- Diagnostic Reading Assessment Data (Level, Accuracy and Comprehension Scores)
- Reading Scores
- Identified ADHD students with medication
- Identified ADHD students without medication
- Behavior Issues
- Emotional Issues
- Gap Students (students that have been referred for special services but do not qualify)
- Personality Conflicts/ Peer Interaction

The following guidelines will be used when transferring students from the classrooms during the school year:

- At time of request, a scheduled meeting that must include the Principal, Parent/Guardian, Counselor, and Current Classroom Teacher will consult and create intervention strategies to be implemented for a specified amount of time.
- After specified amount of time expires, the Committee will reconvene to reconsider appropriate placement for the child.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 3/13/06

Date Reviewed or Revised: 3/12/09 Council Chairperson's Initials *JBM*

Date Reviewed or Revised: 3/8/11 Council Chairperson's Initials *JBM*

Date Reviewed or Revised: 7/18/13 Council Chairperson's Initials *JBM*

Date Reviewed or Revised 6/19/14 Council Chairperson's Initials *JM*