

## ASSIGNMENT, RETENTION, AND ACCELERATION OF STUDENTS

Progress in school is a matter of individual student achievement in the respective program of study and is affected by age, the maturation process, and social development. Ordinarily, most students will move from one level of instruction to the next during the course of a school year.

### Assignment

Students shall be assigned to classes at the respective school level by the building administrator in consultation with the professional staff on the basis of the student's overall performance. Such assignment shall not, however, be limited to ability potential of the student alone.

At the elementary school level, heterogeneous grouping of students is considered to be a more effective teaching/learning climate. Sub grouping of students within a class, such as for reading, based on performance and progress may be practiced. Assignment to a group is not permanent but subject to periodic evaluation in order that the student may progress at his or her own level of achievement.

At the middle school level, students will be assigned to academic clusters or teams, with heterogeneous grouping as a common element in the makeup of the cluster. Regrouping of students within each cluster may be practiced by teachers during the course of the school year, but this is flexible and subject to periodic evaluation.

At the high school level, predetermined decisions regarding a high school program of studies, including the option for elective subjects, may result in classroom grouping of some students in terms of performance and interest.

While authority and responsibility for student assignment within the school rests with the professional staff of the school, items to be reviewed in making such assignment should include the following:

1. Teacher evaluation of student performance and recommendation for placement
2. Attitude and work habits of the student
3. Past progress and performance of the student
4. Standardized test results of the student
5. Maturity factors of the student
6. Other factors, such as psychological test results and information from parents about the student

### Retention

School administration and staff will make every effort for students to function effectively and succeed at their grade level. Retention of a student will only occur in exceptional circumstances. When retention is suggested, recommended, or requested, the retention procedure will be followed.

### Acceleration

Students who are advanced in their academic performance and maturity may have their needs met by acceleration to the next higher sequence of study. When it appears that the student has demonstrated unusual ability and interest in particular areas of study, every effort should be made to accelerate that student.

In general, acceleration implies moving up from one grade level to the next or an accommodation within the program of studies, particularly at the middle or secondary school level, enabling a student to take advanced work in a given subject matter area.

Recommendation for acceleration may be initiated by the school and should be made by letter to the parent, guardian, or student over 18 years of age only after very careful study of the needs of the student by members of the professional staff. At the pre-high school level, recommendation for acceleration to the next grade level may be initiated by the school or the parent only after very careful consideration of the student's learning potential, chronological age, and social-emotional development.

While final authority for acceleration of the student is a professional decision that must rest with the school, a parent-teacher conference with the building administrators, as well as parental approval, should precede such determination to accelerate.

A parent, guardian, or student over 18 years of age may initiate a request for student acceleration. Such request shall include the same review and appeal procedures identified elsewhere in this policy statement.

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