

Policy of the Lancaster Board of Education

Students

SCHOOL PLACEMENT

The school district will keep in mind the following considerations when making student placement decisions.

Elementary/Middle Schools Level Placement –

If academic transcript or records are not available or do not contain appropriate information upon which to make a placement and/or programing decision, the student is administered nationally standardized achievement tests and/or district-developed criterion-referenced tests. Transfer students may also be administered an academic survey test encompassing areas of reading, math and spelling. The purpose of this test is to assist in classroom instructional placement and programing.

When a student transfers from an accredited public, private or parochial institution or school, the student is generally placed in his/her grade level at the time of transfer. “Transfers from accredited institutions or schools” include transfers from an in-state public, private or parochial institutions and other schools recognized by the DPI and transfers from out-of-state public, private, or parochial institutions accredited by one of the six regional accrediting agencies recognized by the U.S. Office of Education or from a school district that includes at least one school accredited by one of the six regional accrediting agencies recognized by the Office of Education.

When a student transfers from a non-accredited institution or a school that is not state or nationally recognized and/or no official transcript or records of academic accomplishments exist, the building principal uses any or all of the following information to determine the student’s grade placement:

1. The results of district academic testing.
2. A review of the student’s educational records, including evidence of academic achievement and/or academic work
3. The results of an interview of the student conducted by a guidance counselor, school psychologist or an administrator.
4. The results of an interview of the student’s parent(s)/guardian(s) conducted by the principal or the principal’s designee.

Kindergarten Placement Criteria:

Students are assigned to kindergarten sections according to available transportation random heterogeneous selection and balance by gender. Students may be assigned to other kindergarten sections upon parent/guardian request it permits and according to the merit and unique circumstances surrounding each situation.

Placement Criteria for Grades 1-4:

Students are assigned to classrooms based on the following: (a) heterogeneous selection; (b) balance by gender; (c) avoidance of apparent conflict (i.e., parent/teacher, student/teacher and sibling rivalry) ; and (d) reduction of conflict between students which is harmful to the learning environment. Parent/guardian requests for assignment of students to specific sections or to other sections are considered and decisions are made based on space availability and according to the merit and unique circumstances surrounding each situation.

Parent/guardian requests for assignment of student to specific teachers prior to receiving notice of placement are carefully limited to assure an equal opportunity for all students.

Placement Criteria for Grades 5 and 6:

Student placement is based on the following: (a) heterogeneous selection with respect to ability, (b) balance by gender, (c) avoidance of apparent conflict (i.e. parent/teacher, student/teacher and sibling rivalry) ; and (d) reduction of conflict between students which is harmful to the learning environment. Parent/guardian requests for assignment of students to specific sections or teachers are handled in the same manner as requests as in Grades 1-4.

Placement Criteria for Grades 7-12:

A master schedule is produced using summaries of students requests, teacher and facility availability, a minimum conflict time schedule. Teachers are assigned to courses and classes by the principal and/or designee. Students are randomly placed into specific teacher/class hour assignments as follows:

1. Students in grades 9-12 are scheduled by computer.
2. Students in grades 7-8 are scheduled by computer or by principal/designee hand scheduling based on special requests.
3. The principal may modify individual student schedules of classes in order to attain class size balances, gender balance in the class, to avoid student/teacher/parent conflicts, to allow for exceptional educational needs, and to promote harmonious peer relationships in class.

Parent/guardian requests for assignment of students to specific sections or teachers are handled in the same manner as requests in Grades 1-6.

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