

Raymond School District Policy - JECD

PUPIL PLACEMENT

The Raymond School District will endeavor to provide the flexibility necessary to meet the individual needs of each child in the assignment to a grade level.

Assignment, Grade 1

Because of the importance of success in the first year of school, School District personnel will assess an entering child's social/emotional, physical/neurological, and intellectual maturity to estimate his/her school readiness. The child will then be assigned to an instructional group with appropriate developmental curricula to maximize the opportunity for the teacher to individualize the child's needs and increase the probability for success.

Assignment, Grades 2-4

Experience has demonstrated that the majority of students in grades two through four are best served when placed in heterogeneous classes, as long as the teacher and supplementary service personnel are able to provide programs that meet individual student needs. The latter is the key to effective individualization. Individualization should be measured not by the number of students who are taught one-to-one by the classroom teacher, but rather by the school's ability to properly diagnose and treat problems that cause a particular child to differ significantly from the norm in terms of behavior and academic progress.

Assignment, Grades 5-8

Social and emotional growth is important to the child in grades five through eight, and the student's level of maturity will be considered by School District personnel in the student's placement and promotion. A normal range of learning potential and academic achievement is to be anticipated and encouraged within classes or instructional groupings. Grouping of students of similar potential or achievement shall be limited to those subject matter areas where the specific skills are sequential in nature and produce minimal social isolation.

Assignment, Grades 9-12

Developing social responsibility is of marked significance in this level. Students are encouraged to make course selections on the basis of a thorough self-assessment and parental involvement. This is especially important in the areas of communication and computation where specific skills are sequential in nature. In other areas of the curriculum, a reasonable range of learning potential and academic achievement is the goal.

PUPIL PLACEMENT

(continued)

Assignment, Exceptional Children

Certain children have exceptional behavioral, physical, or intellectual capabilities and needs that require special consideration in programming and assignment. Some of these children are emotionally, physically, or intellectually handicapped under definitions established by the New Hampshire Department of Education. The Superintendent, on the advice of the Raymond School District Pupil Placement Team, shall assign a handicapped child to a suitable program within the School District or make a recommendation to the School Board for an assignment outside the School District when such is needed.

There are also other children who, though not handicapped under the N.H. Department of Education definitions, do have learning and behavior problems that affect classroom performance and may require evaluation, diagnosis, and special treatment through the classroom teacher and/or supplemental services.

NOTE: The N.H. State Board of Education regulations, which have the force of law, clearly state that the Superintendent is responsible for the assignment of students to grade levels and classes.

Appendix JECD-R

Adopted: August 7, 1974

R/R: 3/19/81

Revised: August 1, 2002