

Instruction

C. Progress (6147)

All students will be given opportunity to progress through school in accordance with their ability. Sufficient courses, materials and personnel should be provided wherever possible to meet the needs of all pupils and to insure the maximum development of each pupil.

Those students who may not progress at the same rate as most pupils may have adjustments made in their assignment which is in keeping with their progress.

For pupils who function at a faster rate than most pupils, opportunities to accelerate to higher grades will be given by reassignments or special courses.

For pupils who function at slower rates, opportunities for remediation and intervention will be provided.

Some general guiding principles, as listed below, can be helpful, but they cannot substitute for the professional judgment of those who know the intimate details of the case.

Among the kinds of understandings necessary before a placement decision can be made are those about the pupil in the following areas:

1. Academic achievement.
2. Intelligence.
3. Physical development.
4. Chronological age.
5. Social development.
6. Emotional development.

Consideration of pupil placement should be a shared one involving the following persons.

1. Teacher.
2. Principal.
3. Parents (must be involved in and informed of a decision long before the end of school year).
4. The pupil.

The placement, services, programs and accommodations of students with disabilities who are eligible for special education will be determined by the Individualized Education Program (IEP) team and in accordance with the Individualized Education Program.

Legal Reference: Wisconsin Statute 121.02

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