



HB du Pont Middle School

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HB du Pont Middle School Class Level Review and Placement Policy

The assigning of students to classes is a task that we put much time and thought into. Student academic performance is carefully reviewed, teacher input is solicited, state test scores are analyzed, and student learning styles are discussed. As with any large database project errors can sometimes occur - both in data entry and because of technology glitches. The HB counseling team will work diligently during the first few weeks of school to prioritize the errors and then make the corrections. The prioritization of errors is as follows:

1. Technology Errors - classes scheduled at the same time, two of the same courses (ex: 2 math classes), etc.
2. Special Education - students who require specific classes and did not receive them on their schedule.
3. Missing Courses - students with gaps in their schedules, not enough exploratory classes scheduled, etc.
4. Exploratory Corrections - students who are assigned to band that don't play an instrument, students who are assigned to chorus that don't sing, or students who *should* be in either band or chorus.
5. Section Placement* - as stated above, student records are carefully reviewed before placing a student into a certain section. Students who feel as though they are in the wrong section can make a request to their grade level counselor for a section review. The section review does not guarantee that a change will be made only that the placement will be reviewed. The student will be informed in a timely manner as to the outcome of the review.
6. Other - any other miscellaneous schedule changes that need to be made.

*When determining section placement the following process will be followed:

1. Students' prior grades, state test scores (DCAS, Smarter Balance, etc.), and teacher recommendations are all considered during initial course assignment. The same information will be reviewed upon request to reevaluate placement.
2. Parent/guardians are welcome to provide additional input on their child's learning style and other insight into their scores, grades, etc.
3. If it's determined that a student is misplaced they will be reassigned into the correct section and be notified of the change.
4. If it's determined that a student's placement is appropriate they will be notified of that as well.

It is our hope that within the proper section placement your child will be challenged but not stressed, engaged but not overwhelmed, and performing well. Reviewing placement is an ongoing process. If the initial placement is deemed accurate based on the criteria above and there are continued requests for a placement change the following timeline for review will be as follows:

1. Initial reevaluation will be completed within the first few weeks.
2. A second evaluation can occur after the first round of state testing if a child's scores demonstrate the need for a more appropriate placement.
3. A third evaluation can occur at the end of the first marking period based on the students' grades.
4. Subsequent reevaluations can occur at regular marking periods.

It is our belief that this process allows the student to demonstrate their mastery of a particular subject. If and when a student is able to demonstrate mastery they can be considered for placement reevaluation. Similarly, if a student is unable to consistently not demonstrate mastery, a reevaluation of placement may also be considered.

Again, the assigning of students into sections is a careful and thoughtful process. If you have questions please call the school office (239 – 3420) and request to speak with your child's grade level counselor.