

BROOKLIN SCHOOL COMMITTEE

POLICY NUMBER: 10.4

Adopted: 8/14/89

Previous Revision: 10/13/98, 5/10/05

Revised: 07/13/10

STUDENT PLACEMENT

1. It is the policy of the Brooklin School Committee to provide a progressive and sequential instructional program for every student based on developmental need of students in grades Pre-K-8. The program available to students shall be as comprehensive and varied as resources allow.
2. High academic standards combined with early intervention, individualized learning plans, differentiated instruction, after school support, an extended school year and parental/community participation in learning activities may be included in a comprehensive approach to learning that provides all students the opportunity to attain *Maine's Learning Results: Parameters of Essential Instruction*.
3. When a lack of academic progress makes intervention a consideration for a student, the teacher(s) shall develop specific plans with parents/guardians and the student (when age appropriate) to improve the student's progress. An intervention plan will also be developed for students in need of an accelerated program. When an intervention is being considered parents will be notified. Direct personal and telephone communication with parents is an essential component for a team approach to a student's academic needs.
4. Student placement decisions shall be made by the principal based on parent, student and staff recommendations. This shall be a consensus decision whenever possible, but failing that, the Principal will make the decision. In making placement decisions, the academic, attendance, social/emotional status and motivation of the child will be considered.
5. Research indicates that retention of students is rarely an effective intervention for low achieving students. When retention is a consideration, it is preferable for it to occur early in a child's education. Parents will be notified by the end of the second marking period that retention or acceleration is being considered for their child. Retention may be considered as a strategy of last resort after other interventions have been unsuccessful.

References: Burnes, D. and Yamamoto, K., (2001) *Academic retention of elementary pupils: an inside look*. Utah State University and Arizona State University (2000)

Thompson, C.L. (2000) *Retention and social promotion: research and implications for policy*. ERIC Digest Number 161.