

SEDGWICK SCHOOL COMMITTEE

POLICY NUMBER: 10.4

Adopted: 4/5/83

Previous Revisions: 5/22/90, 7/20/99, 5/12/05

Revised: 11/16/10

**STUDENT PLACEMENT
INCLUDING
TRANSFER STUDENTS AND HOME SCHOOLING STUDENTS**

1. It is the policy of the Sedgwick School Committee to provide a developmentally appropriate, progressive and sequential instructional program for every student in grades K through 8 based on individual student needs. The program available to students shall be as comprehensive and varied as resources allow.
2. Student placement decisions shall be based on parent, student and staff recommendations and shall be made by consensus whenever possible. When a consensus is not possible, the teaching principal will make the decision. In making placement decisions, the academic, attendance, social/emotional status and motivation of the child will be considered.
3. High academic standards combined with parental/community participation in learning activities, early intervention, individualized learning plans, differentiated instruction, an after school instructional program, and an extended school year may be considered in a comprehensive approach to low achievement. These interventions could provide all students the opportunity to meet the standards established by the Common Cores Standards adopted by the Maine Legislature.
4. 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. Direct personal and telephone communication with parents is an essential component for a team approach to a student's academic problems. When an intervention is being considered parents will be notified as soon as the student's academic progress falters. Intervention with a student is not to be a means of punishment or disciplinary action.
5. 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. Research indicates that retention of students is rarely an effective intervention for low achieving students. Retention may be considered as a strategy of last resort after other interventions have been unsuccessful.
6. For students in need of an accelerated academic program, the regular classroom teachers in consultation with the teaching principal shall develop an individualized learning plan that meets the needs of these students.

7. The teaching principal shall be responsible for determining the value of a transfer or former home-schooled student's prior educational experience toward meeting the content standards of the Common Core Standards and applicable School Committee policies. In assessing the value of the student's prior educational experience, the teaching principal may consider performance on standardized tests, academic records, portfolios, projects, writing samples, performances, and other demonstrations of achievement consistent with academic work at the appropriate grade level. The Principal may require an incoming student to participate in tests or other assessments to aid in this determination.
8. The Principal will be responsible for assigning a transfer or formerly home-schooled student to a class or grade.
9. A parent/guardian or eligible student who is dissatisfied with the teaching principal's class/grade decision or with the evaluation of the student's prior educational experience may appeal to the Superintendent whose decision shall be final.

Reference: Ch. 127 §§ 5.03, 6.02, 7.02(A)(5) (Me. Dept. of Ed. Rules)