



LINCOLN PUBLIC SCHOOLS  
Lincoln, Massachusetts

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## PLACEMENT PROCEDURE FOR INDIVIDUAL SCHOOLS

Principal, teachers and specialist work together on class groupings which attempt to place each child in a situation which promotes maximum learning opportunities. We work to create classes which are equitable in numbers and sex, and which are balanced in terms of strengths and weaknesses socially, emotionally, and scholastically. Pupil traits of citizenship, leadership, work habits, relationships with others, individual and group habits are considered. Parent information and comments are thoughtfully considered.

### HANSCOM PRIMARY AND MIDDLE SCHOOLS

#### I. Spring Placement

- A. A parent survey is taken in April to determine the number of pupils returning the following September to the Hanscom Primary and Middle Schools.
- B. Working with the above lists, the teachers, social workers, specialists and Principal conduct grade level meetings to discuss placement of these children in grades K-8. A variety of factors are considered including, achievement, aptitude, social-emotional development, pupil-teacher rapport, and pupil-pupil rapport.
- C. Parents are notified of their child's placement in September.

#### II. August Placement

Registration and placement for children arriving on Base during the summer occurs during the last week of August. Principals and staff place children in classes to correlate with the initial placement lists completed the previous spring. The same criteria is considered.

Placement will be posted at each school's office the Wednesday after Labor Day.

#### III. Placement of Children Entering During the School Year

After registration, the Principal meets with classroom teachers and specialists to make the best possible placement for the child. The same criteria are considered for each individual enrolling. Class size and the number of children entering and leaving in any given class are given serious consideration.

For children in K-3, there is a two-day waiting period from the time of registration to actual enrollment in a class.

Children in grades 4-8 are placed in class on the day of enrollment or on the succeeding day.

HARTWELL

- I.
  1. In the Spring, teachers at each grade level meet with specialists and group children for the next grade. Groups are balanced according to academic skills, friendship patterns, behavior, sex, age, METCO.
  2. After the grouping is done, that grade level group meets with the grade level preceding it in order to ensure that there are no combinations of children which teachers in the past found difficult to work with.
  3. The Resource Room personnel reserve the right to place children receiving special needs services after the rest of the grouping is done. This is done only in cases where the dynamics of a classroom situation would make a difference in the child's learning.
  4. After the groups have been formed, the Principal assigns a teacher to each of the groups.
  5. Children are informed of their next year's teacher on the last day of school when they receive their report card.
- II. Appeals Procedure
  1. Because we go to such lengths to balance groups, we seldom make changes in groupings after the year starts.
  2. However, if a parent is concerned about the child's placement after an initial six week period, he/she may request a meeting with the teacher and Principal to discuss the problem.
  3. In most cases, we will try to resolve the situation without making a change but in the event that the classroom problem is interfering significantly with the child's learning, a change will be made.

BROOKS SCHOOL

I. Grouping Policy

For instruction, children are grouped heterogeneously for all subjects except mathematics. Each spring, when grouping students for the fall, a variety of factors are considered: achievement, aptitude, social-emotional development, pupil-teacher rapport, and pupil-pupil rapport.

For mathematics instruction, students are assigned to a group according to the student's performance in class, on teacher-made tests, and standardized tests.

II. Grouping Procedures

1. All classroom teachers and specialists involved with any student at a specific grade level meet as a group in May or June to place students in heterogeneous classrooms and homeroom groups for the next year.
2. Foreign language and math teachers draw up class lists for French, Spanish and math groups.
3. Placements of special need students are based upon their educational plan.
4. All groupings are reviewed by the appropriate staff and Principal.
5. Sixth, seventh, and eighth graders are notified of all their placements on the first day of school in September.

### III. Appeals Procedure

1. Parents who are dissatisfied with the placement of their children will be asked to submit a letter to the Principal or grade level chairman giving the reasons for their dissatisfaction.
2. If parents are dissatisfied with the Principal's decision, they can appeal in writing to the Superintendent.

Approved at School Committee Meeting of May XX, 1979  
Revised at School Committee Meeting of December 16, 1985  
Eliminated at School Committee Meeting of \_\_\_\_\_