



CLASS PLACEMENT

How Classes Are Formed to
Promote the Success of All Students

GOALS

1. Form **balanced** classes where all children can thrive

- a) **Academic ability-** reading and math
- b) **Social development-** language/problem solving ability, self-regulation
- c) **Learning styles, needs**
- d) **Support services-** speech, OT, ENL, Special Education
- e) **Gender**
- f) **Preschools or WS/LH**

2. Foster Relationships

- a) **Create opportunities for new friendships**
- b) **Build appreciation for diversity**
- c) **Avoid the creation of mini-cliques**
- d) **Foster independence and resiliency**



THE PROCESS

- A placement card is created for each child.
- Reading, math levels and support services are recorded.
- Teachers consider overall academic ability.
- Teachers reflect on students' social development.
- Students are placed in pairs to ensure a “familiar face,” and with consideration to supporting budding friendships, and/or provide a one-year “break.”



NEXT STEPS

- Mrs. Herschlein works with teachers to form groups that are balanced with regard to learning strengths, needs, social development, and gender.
- Special area and support teachers review the groupings and share their insights and recommendations.
- (PE, Art, Music, Speech, Special Education, Psychologist)
- Preliminary lists are created.
- Three to six meetings are held with teachers to review and discuss the placements.
- The principal adds new students.
- Placement is finalized.
- Letters are posted on the portal.



GUIDELINES

- Forms are submitted only to the principal and were due in the Main Office by April 4th. (not via email) **Requests should not be made to a teacher.**
- Requests for placement *with* a specific child cannot be accepted. Our goal is to help students build friendships with many different children over the course of their educational experience.
- Requests for *separation from* one specific child may be considered. We cannot accept a request to separate your child from **more than one child.**
- **Requests for a specific teacher will not be considered.** In fairness to all, letters of this nature will be returned.
- If you would like to request that your child *not* be assigned a particular teacher, it must be due to the prior experience of a sibling. Please include the name and year the sibling was in the class. **This is the only request with regard to a specific teacher that will be accepted.**
- For students entering second grade, the placement process is completed by the Goosehill team.
- Letters from past years are not saved, and therefore cannot be considered.



POTENTIAL RAMIFICATIONS OF PARENTAL REQUESTS

Request for placement WITH: *dependence/over-reliance, exclusion behaviors, discomfort for one set of parents, dictates teacher/class for the other, and the potential to affect the placement of other students.*

Request for SEPARATION FROM (especially more than one): *limits the placement of your child, affects the placement of other children, there may be another child with the same potential, limits opportunities to teach empathy, tolerance*

Request for/not to have a specific teacher: *if we accept a request from one parent, we would have to offer the same opportunity to every parent, based upon hearsay, placement success is about FIT.*

Past years' requests: *cliques; counter to our belief that all children grow and change and deserve a fresh start.*



OUR PROMISE TO PARENTS

- Attention is given to the placement of every child.
We are committed to a fair process and a positive school experience for all children.
- Our school is supportive, nurturing, and responsive.
- All teachers work diligently to build an inclusive classroom community.
- Any concerns during the year will be addressed.
- Over the course of your child's education, s/he will have a variety of experiences. The net result will be very, very positive!

