



## Central Elementary School Class Placement Procedures



Most parents/guardians desire that their child be placed with a caring and competent teacher. Our wish at Central is to work with you in putting your children first. It is little wonder parents/guardians often feel strongly about having a voice in the selection of their child's class placement. However, there are many things that need to be considered in order to create successful classrooms. I would like to share the process we ask all our teachers to participate in when assigning class placement for the upcoming school year. Hopefully, this will provide you with a better understanding of how complex a balancing act this can be.

I hope that by sharing this process, you will understand parent/guardian input is one of the many sources used to make informed decisions regarding class placement. Please trust the Central El staff's interest in your children and our knowledge of each other. Central Elementary School strives to create vibrant, excellent classrooms that serve the needs of all children.

### **Parent/Guardian Input**

Via the *Student Information Form*, parents/guardians are invited to share in writing observations regarding their child's learning style and any educational needs that should be considered. Written requests for specific teachers will not be accepted on this form. Passing conversations with teachers will also not be formally considered. A child's current teacher is open to hearing your concerns, however, **the teacher cannot guarantee placement**, particularly in an informal conversation. The *Student Information Forms* are being sent home with your child as well being made available in the school office. *The Student Information Forms* to be considered for the upcoming school year are **due** to the school office on hard copy paper format by **Friday, February 27, 2009**. **E-mail and/or faxed forms will not be accepted.**

### **Current Teacher Input Regarding Student Placement**

All grade level and resource teachers go through their list of current students and provide input on student academic performance, behavior, and special learning characteristics. Teachers identify if a student is academically strong, average or challenged by grade level curriculum. This identification is based on performance scores as well as general impressions. Teachers also identify students who may need special assistance, whether it is remediation or extension of the grade level curriculum. In addition to academic performance, teachers also make note of student behavioral skills, identifying those who are strong leaders with peers, in need of peer support, or challenged by group interactions. Teachers also consider those children who need to be separated.

### **Balanced Classrooms Make the Best Classrooms**

When the initial information gathering tasks have been completed, your child's current grade level team of teachers, resource teachers and the guidance counselor meet with the principal to draft the upcoming year's classes. The objective is to match student learning styles to teacher strengths and areas of talent, while creating classrooms that have a balanced number of students who are strong, self-directed learners, with those who need some support. It is important that students learn to work and socialize in environments of diversity. This not only prepares them for "the real world" but also allows individual talents to shine. As staff works together in developing balanced classrooms, they factor in all student information gathered from the variety of sources. ***Creating balanced classrooms to focus on meeting all students' needs is our top priority!***