Dear Parents:

This is just a note on the questions and answers regarding student classroom placement. A great deal of thought goes into placing children in classes each year. The process is also time consuming, as teachers focus on each child’s needs. Every effort is made to place each child in a learning environment where they will be most successful. This learning environment incorporates several factors.

Every April and May, teachers reflect about the students in their classes. They think on the qualities, such as academic skills, social skills, talents and special needs. During these transitional meetings notes are taken on the things learned about the student during the year.

In scheduling students, we are required to make certain of the following:

* A balance of boys and girls
* A balance of academic ability
* A balance of ethnic diversity to promote multi-cultural understanding
* Socially balanced groups to reduce peer conflicts
* Equal portions from existing classes, so new friendships can be formed
* A balance of different learning styles

Throughout this process, changes and adjustments are made. Each time a change is made, it can cause a chain reaction of other changes. Because of all of the factors mentioned above, **the final decision on student assignments needs to rest with the school staff and Administrators.**

Please note: At grades 5-8, students switch between teachers during the day for various academics. Homeroom designations at these levels act as an indicator for attendance, school record keeping, etc., but students are not in a particular classroom all day. We rarely change an assignment, because it can cause a chain reaction within the class balance that would be unfair to the teachers and the many students within the class.

While we feel we consider the individual child during the placement process, parents must realize that their child is part of a complex equation in school placement. Once placed, if the child is having difficulty in his/her placement after school has started, we will do everything we can to problem solve in other ways first. Parents should then speak with the teacher and administrators immediately, so the child’s needs can be addressed. Teachers, just as much as parents, want their students to be happy and productive in school. Children can only do this if they feel comfortable and accepted. Tell us the problem, and we will try to work it out together.

Finally, we want to stress to parents that all information about children is valued and heard. Teachers feel the children they teach are theirs. Teachers want to construct the smoothest transitions possible for the students for which they care so much. Parents can help also by being as positive and encouraging as possible to their children in this process which impacts student, parent and teacher a great deal.

We hope we have answered questions and explained the process clearly. If you have any more questions or input, please feel free to contact me.