

CLASS PLACEMENT PROCESS

WHAT IS CONSIDERED:

When placing children into classes for the following year, various factors are taken into account by the staff team (teachers, principal and support staff) to meet the needs of the individual child and to achieve balance within the whole group: Children's academic, social and emotional needs, birth order, amount of time in the Co-op (including spreading out new students), special learning needs, learning/teaching styles, gender, personalities, class chemistry, family's previous placements (siblings), academic interests, and sometimes parent personalities and skills.

As part of the placement process, we invite parents to give their input about these many factors. Any input parents give will be considered as part of the whole picture. Parental input will be considered with all of the other information listed above. This balanced approach is in the best interest of our children.

Parental input will be accepted only on the official Maplewood Parental Input Form and will be considered if it is submitted before each year's cut-off date, usually in May. These forms will be submitted directly to the principal who will share information confidentially with the placement team. Families may not give information that is not written down on one of these forms; the placement team may not accept information that is not submitted on a form. Forms are available in the office.

WHEN WILL FAMILIES BE NOTIFIED OF PLACEMENT:

Maplewood will notify families of placement by posting class lists [on PCEP website in July](#).

Deleted: at the school in July. Parent Coordinators will be mailed a class list in July.

INFORMATION ABOUT CLASSROOMS:

The Maplewood Co-op strongly discourages classroom visitations by parents outside of their child's current placement for the following reasons:

With the large number of adults already in each class every day, some might see it natural to arrange tours or times for observation. Observation tours, especially with all of the extra adult bodies already in the room, potentially create a crowded distraction. This would not be beneficial to children's learning.

We also want to discourage what is sometimes called "teacher shopping". We believe every teacher in the Co-op is highly qualified and interested in helping all children learn. With positive parental support, each teacher's skills will be enhanced (this is a precept of the Co-op).

The Co-op has worked hard over the years to develop a sense of cooperation and camaraderie among teachers and between teachers and parents. Teachers plan as a team within the various grade levels. Visitations can create a sense of competition which is greatly detrimental to the program and the morale of the adults who work at the Co-op.

A visit to a classroom can be very deceiving; it is only a brief snapshot of the true culture of a class. Some parents have volunteered to substitute in a classroom into which they'd like a look. We greatly discourage this practice as well for several reasons, including the "snapshot" issue from above. Rotations are most successful when parents focus their full attention on their group of children.

WHAT IF FAMILIES ARE UNHAPPY WITH THEIR CHILD'S PLACEMENT:

Whenever parents have an issue with school policy or actions, they should follow the steps of the Problem Solving Worksheet in the PCEP Program Handbook. In the case of class placement, concerns will be directed to the Principal. The Principal will listen to concerns and give as much information/explanation as possible without breaching issues of students' confidentiality. However, s/he should not be expected to make changes in a child's placement by him/herself. Rather, if the principal feels the concern was not considered in the original placement and that it could affect the student's best placement, s/he will bring the concern back to the placement team (teachers, principal and support staff) for further consideration. The placement of students is ultimately the principal's responsibility.