



# Manoah Steves Elementary School



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Mr. Gordon Fitt  
Principal

Mrs. Mika Livingston  
Vice Principal

Please see the back of this sheet for more information about completing this form.

## STUDENT PLACEMENT FORM

STUDENT'S NAME: \_\_\_\_\_

PRESENT GRADE: \_\_\_\_\_ PRESENT TEACHER: \_\_\_\_\_

We welcome your input and take all the information you provide to us into consideration. As there are many factors and students to consider, the final decision regarding placement needs to be a school-based decision. Please note that if you complete a placement form, the expectation is that the information you write is respectful of all students and staff and that we do not consider requests for specific teachers. Forms that do not fall within these expectations cannot be considered. This year, placement forms are due on Friday, June 11, 2021. Late forms may be considered only for exceptional circumstances (not for simply missing the deadline).

I request that the following information be kept in mind when my child is placed in a classroom for next year.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Additional information that may be unknown to the current classroom teacher/administrator and would be useful to consider when placing my child.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2021-2022 School Year – Due to School Office by June 11, 2021

## Class Placements

Each year, the school makes organization plans based on the number of returning students and new registrations. Your child's classroom teacher, resource staff, educational assistants and administrators work together to place students for the upcoming school year. These plans are tentative until the end of the first week when final student numbers are known. During the first week, all staff meet to confirm teaching assignments and to review student placements.

In organizational meetings, many factors are considered when placing students. These considerations include:

- \* Learning styles and strengths
- \* Work habits
- \* Social/personal characteristics
- \* Male/female balance
- \* Special needs
- \* Friendship groups
- \* ELL levels
- \* Age and physical maturity
- \* Contractual obligations

As you can see, this is a complicated process, and this list is by no means exclusive, as there are many factors unique to a situation that must be taken into account. Parents are welcome to provide information that may assist the staff in planning for next year. Please note that information about how your child learns provides the most valuable information. The information you provide should not include a request for a specific teacher, but rather some important personal or educational information that will assist us in our decision. Teacher requests are not the basis for class placements. All information you provide about your child(ren) at the end of the year will be shared with the teachers and taken into consideration. Please be aware the final decision regarding placement needs to be a school-based decision.

## Understanding Combined Classes

We are beginning our initial planning for next year in the coming weeks and often find that the philosophy behind combined classes is unfamiliar to parents. Children who are placed in the upper grade of a combined class are not placed there because they struggle in school. For example, in a combined Gr. 4/5 class, we do our very best to ensure that for each grade, we have students who encompass a range of learning styles and abilities. We do not place all of our strongest Gr. 5 learners in a Gr. 5/6 when a Grade 4/5 classroom is also available.

Teachers are trained to provide instruction to diverse classes of students, looking at children as individuals, and providing for individual education plans, where warranted, for students who are faster or slower to develop. In this student-centered approach to teaching and learning, we recognize that not all students learn at the same rate and at the same time. Common topics explored in classrooms allow for a diverse range of students to learn at their own pace, while working toward learning outcomes specific for their grade. Combined classes offer enhanced opportunities for all students to demonstrate confidence, positive self-concept, and a strong sense of belonging. Combined classes can help students form broader and more varied friendships, as older students provide role models for younger students. Sometimes the teacher/student relationship can be enhanced if the same teacher teaches a student for more than one year, leading to increased feelings of security for returning students and a smoother transition in September because the teacher already knows their learning styles and needs well. Teachers in combined classes, like those in straight grades, follow the curriculum requirements defined by the Ministry of Education.

You will find that over the course of your child's schooling, there are years that he/she will be in the lower grade of a combined class and other years when he/she will be in the higher grade of a combined class. These are both valuable learning experiences and will benefit your child's development academically, emotionally and socially.