



2102 K-8 CLASS PLACEMENT GUIDELINES

Policy Type: Educational
Applies To: All Staff, Students, Parents
Approved By: LCS Head of Schools
Policy Reviewed: every 2 years
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At Langley Christian School, we believe that the placement of any child into a K-8 homeroom class requires careful and prayerful consideration. These guidelines are followed by campus principals when assigning students to their homerooms during the class placement process each spring-summer.

1. Class placements take into account the following principles:
 - (a) Supporting the academic, and social-emotional needs of all students in the classroom
 - (b) Balanced classrooms within the same grade cohort to ensure no teacher's classroom needs are significantly greater than another.
 - (c) Placement of students with identified special needs and capacity of available support staffing (educational assistants, learning services teachers, youth care workers, counsellor) to assist in the education of those students.
 - (d) Supportive peers and social connections.

2. Role of administration
 - (a) Principals and assistant principals will be involved in the placement process and may not delegate responsibility to other staff.
 - (b) Administration is expected to collaborate with staff and facilitate a timely, transparent and equitable process for staff to provide input and identify academic and social-emotional needs of all students before any students are placed in classrooms.
 - (c) Principals will ensure that classrooms where the teacher has yet to be hired and assigned to, will not have imbalanced classroom needs. As best practice, all students should be placed on the class list before assigning of a particular teacher to the homeroom.
 - (d) At their discretion, administration may move students from one homeroom class list to another.

3. Parent requests
 - (a) All parent requests must be sent to the campus principal before the class placement process and must outline specific academic or social-emotional reasons for the parent request for particular peers or a specific teacher.

- (b) Parent requests sent directly to teachers will not be considered in the class placement process.
4. Placement Process: Students are placed in classrooms in the following order:
- (a) Students with identified special needs to be grouped in classrooms that enable learning support services to provide pull out and push in support most efficiently and effectively.
 - (b) English language learners at similar level are to be grouped in same classroom
 - (c) Students with recognized academic or social-emotional challenges
 - (d) New students
 - (e) All other students. Some consideration is given to ensure students are grouped with supportive peers and relationships that staff have reason to believe will best support all students' success in the classroom.
5. Transitions between schools.
- (a) At points of transition (kindergarten, grade 6), administration of both the current campus and receiving campus will ensure that there is a collaborative transition process, including the following:
 - Transition meetings with learning services staff and administration for all students requiring an IEP in the spring before class placements are completed
 - Relevant information and achievement data is forwarded to the receiving school before class placement process (documentation of behavioural interventions, literacy and numeracy achievement results, safety plans etc.)
 - Staff from the receiving school have been invited to observe in their current classroom any students who may present significant social-emotional challenges
 - (b) Placement of students into kindergarten and grade 6 is the responsibility of the receiving school administration
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RELATED POLICIES:

2104 Class Size Guidelines

2103 Combination Class Guidelines

2106 ELL Support Guidelines

Reviewed: 05 2024