



Information about Class Building and Student Placements for the 2022-23 School Year

May 5th , 2023

Dear Parents/Guardians;

At this time in the school year we begin to look at class organization for the next school year. It is a process that takes much thought, consideration, collaboration, and consultation. At this time, and through to the end of May, we invite parent input into the class building process.

When planning the organization of classes, staff members carefully consider many factors. At the bottom of this letter you will see a list of what is considered when working through the class placement process, with one aspect for consideration being parent input.

Teachers get to know their students very well during the school year, and use this knowledge of students in making class placement decisions. If you have **additional information** that your child's classroom teacher would not already know, or any specific thoughts or comments regarding placement for your child(ren) for next year that would be important for us to consider, please communicate **in writing** (email or hard copy) to Jennifer Wilson (my email is below), by **Friday May 26th**.

**Please note: Requests for specific teachers will not be considered, for various reasons. Please do not name specific teachers in your requests.*

IMPORTANT: Please contact the school office (604-903-3720) ***as soon as possible, IF:***

- Your child (ren) ***will NOT be returning to Queen Mary*** for the 2023-24 school year
- Due to an extended vacation, your child(ren) will NOT be in attendance on the first day of school, **Tuesday, September 5th, 2023.**

Thank You!

Jennifer Wilson
Principal,
Queen Mary Community Elementary
jwilson@sd44.ca

Student Class Placement Considerations:

Creating optimal learning environments:

- students' academic needs and strengths, learning styles, and work habits
- additional supports required to support learners within the classroom

Social aspects:

- combinations that benefit learners (e.g., collaborative working groups)
- personalities and relationships with peers
- past combinations of students in classes

Balance:

- gender
- diverse and unique needs of the learners
- academic and social and emotional needs and abilities
- leadership abilities
- behavioural and educational supports required

Other:

- parental input