



BUTLER ELEMENTARY SCHOOL

Important Information about Student Placement for 2022-23

Dear Butler Parents,

The purpose of this letter is to help you understand the process we use at Butler Elementary School for deciding your child's placement for the next school year. This is an important and challenging task. Our professional staff considers many factors and gathers as much information as possible on each child so that we can create well-balanced and productive learning groups in each class and grade-level. In creating our class rosters, we consider many factors including: girl/boy ratio, academic profile, behavioral characteristics, talents, personalities, needs, and learning styles. Our goal is to ensure that each child is in a class that has an appropriate balance of students with the proper teacher. In addition, we assess each child using the data collected from the present classroom teacher(s) and the input of the Student Support Counselors, Reading Specialists, Special Education Teachers, School Psychologist, and Principals. We appreciate the trust you place in our professional judgment, and we will work hard to provide the most appropriate class placements possible.

The placement process works on three levels:

- **Parent Input (Optional) – Parent Input Form available at <http://www.cbsd.org/domain/2510>**
- **Professional Staff Involvement**
- **Principal and Assistant Principal Involvement**

The information on the next page is designed to explain each stage of the process. There is a **Parent Input Form** for you to provide us with information about your child, which can be located on the Butler School Website (link above). Most parents have already been involved as a result of ongoing parent-teacher conversations and communication throughout the school year. In fact, many parents **do not** feel the need to fill out the form because their child's teacher has all the information needed. Given the complexity of the placement process for 800+ students, **please be aware that the following requests will NOT be considered:**

- **Requests for a specific teacher;**
- **Requests that specific students be placed with your child;**
- **Requests to NOT have specific teachers, (unless you have had another child who has been placed in that teacher's classroom in the past).**

We welcome your input and value your information about your student. If you have information you would like to share about your child, and you choose to complete the form, please email the Principal's Secretary, Peggy Bernabei, (pbernabei@cbsd.org) no later than **Monday, May 2, 2022.**

Please Note: Timing and method of communication for student class placement assignments will occur based upon District determination. In addition, *Move-Up Day* plans are in the developing stages and we will share the plans and timing as we get closer to the end of the year. In short, more information will be shared at a later date.

As always, thank you for your support and cooperation.

Sincerely,

Karl Funseth, Principal

Sinead Doherty, Ed.D., Assistant Principal

An Overview of the Classroom Placement Process at Butler Elementary School

Parent Involvement

The Parent Input Form is designed to gather parent input about your child. You are not required to fill out this form, but we encourage you to do so if you have any information to share. In light of the complexity of the class placement process for 800+ students, requests that name or identify specific teachers, rather than the characteristics of an optimal learning environment, **will not** be honored. The form can be found at <http://www.cbsd.org/domain/2510> or downloaded from the community email. All shared information will be strictly confidential.

Professional Staff Involvement

The professional staff is very involved in placement decisions for our students. Classroom teachers are asked to summarize the academic and social growth of the students in their classes in preparation for placement meetings. The entire grade-level team meets with the Student Support Counselors, Reading Specialists, School Psychologist, and Principals to discuss each individual child's progress. The whole team then begins the delicate process of creating combinations of children to form a balanced classroom grouping. The classes are designed to be heterogeneous with a wide range of abilities — academic, social, and emotional. We carefully examine the balance of needs and personalities within each homeroom group. The grade-level team reviews each child's needs in relationship to the classroom groupings. Once we all believe the classroom grouping is a good one, the professional staff has completed its part of the process.

Principal and Assistant Principal Involvement

Following the completion of the parental and professional staff phases, the principal and assistant principal review the class groupings for balance from a school-wide perspective. It is the responsibility of the school principal and assistant principal to match the class with a specific teacher.

At this time, the district has not decided when class placements will be announced. More information will be shared at a later date.