

PLACEMENT

Placement into a *looping classroom*, as in all classroom assignments, is determined by a collaborative effort which takes into account a child's:

- ◆ developing level,
- ◆ learning style,
- ◆ makeup of the classroom, and,
- ◆ parental input,

as well as any other special considerations for that individual.



**HARRY LEE COLE
ELEMENTARY SCHOOL**
(Grades: K-2)

(978) 887-2856

**BOXFORD
MASSACHUSETTS**

Looping



Cole School
FAQs

**FREQUENTLY
ASKED
QUESTIONS
SERIES**

Looping



TWO-YEAR ASSIGNMENTS AT THE HARRY LEE COLE SCHOOL:

In an effort to provide a variety of classroom environments to best meet the diverse needs and learning styles of all its students, the Harry Lee Cole School offers a variety of classroom environments. These include traditional one-year assignments, multiage classes, and some years, two-year assignments, or "looping" classrooms. Looping classes will remain with the same teacher for the duration of first and second grades.

CHARACTERISTICS OF A LOOPING ASSIGNMENT INCLUDE:

- ◆ Apprehension and transition time at the beginning of the second year is reduced. Students and teachers spend less time learning new routines and expectations, and can pick up where they left off the previous year.
- ◆ Teachers gain a deeper knowledge of each student's strengths and weaknesses. Less time is needed for beginning-of-the-year assessments to determine prior knowledge in the second year, which provides the opportunity to better customize curriculum and instruction.
- ◆ Students have time to build strong relationships with their teacher and peers, which fosters a sense of community. Support and caring, group interaction, and risk-taking all increase due to a greater comfort level with each other.
- ◆ In some instances, a looping situation may occur due to staff and/or enrollment changes. Parents have the opportunity to continue their child's placement in the class or choose placement in a different class.
- ◆ Continuity of relationships and routines can provide much needed stability for children at this time in their lives.
- ◆ A second-year curriculum builds upon the prior year's knowledge base. Teachers are able to spread certain themes over a longer period of time. Teachers can help children carry over experiences from the previous year that relate to present activities and build on these connections.
- ◆ Parents also benefit from a longer time frame to become familiar with the teacher's classroom style and to develop a stronger parent/teacher relationship.