



CLASS PLACEMENT FOR INCOMING STUDENTS AND MOVE UP CRITERIA



Welcome to the Suzuki School! It is important that parents understand the criteria used for placement of students in particular age groupings. Class placements are determined based on a variety of factors that include each child's readiness using the guidelines published below. These guidelines help to ensure that the child will thrive in that classroom, and will successfully be part of a larger community. Because of this, we will not accommodate parental requests for classmates or teachers. Please read over this information carefully so that we can ensure a smoother transition for your child in their new classroom.

STARTING IN INFANTS



- At least 3 months of age
- Has developed a level of independence that does not require almost one-on-one attention (or acclimate to a 1:4 teacher to student ratio)
- Can drink from a bottle and in a reasonable timeframe
- Able to sleep in a crib without a swaddle, blanket, or special accommodations, with some amount of ambient noise. (A swaddle may be used temporarily with a doctor's note)
- Developing self-soothing skills and displays the ability to self-regulate some of the time
- Accustomed to floor time and being out of the arms of a caregiver/parent for 10-20 minutes at a time

MOVING UP FROM INFANTS TO TODDLERS OR STARTING IN TODDLERS



- Sits independently
- Is mobile; either crawling, scooting, or cruising
- Pulls up to standing position with assistance
- Takes 2 firm naps a day, mid-morning and mid-afternoon, OR has transitioned to one mid-day nap
- Is learning to drink out of an open cup
- Feeds self well independently (i.e. holds bottle well; eats some if not all food offered on our school menu)
- Children over 12 months of age are able or ready to transition to sleeping on a cot
- Demonstrates an ability to work and socialize independently and with other children (as opposed to requiring one-on-one attention/consolation from a teacher)

MOVING FROM TODDLERS TO PREPRIMARY OR STARTING IN PREPRIMARY



- Confidently and independently walks
- Requires only 1, mid-day nap on a cot
- Uses hands to feed self or exhibits readiness for using utensils
- Can drink from an open cup (or ready to do so), and does not require a bottle or sippy cup
- Consistently eating solid foods in order to eat family style with the Suzuki School menu items and does not require assistance
- Does not require a pacifier during the day
- Accustomed to walking in hard bottom shoes (we require water proof shoes like Crocs for classroom time and regular hard bottom shoes for outdoor time)
- Able to work independently for 2-3 minutes
- Able to communicate using basic words
- Understands and follows simple, one-step directions, like “wash your hands” and uses some basic words to express needs (like “eat” or “no”)
- Separates easily; minimal tears at drop off and/or can be easily engaged with the routine or work materials
- Self-control is developed enough to participate well in a group environment and to work independently

MOVING FROM PREPRIMARY TO PRIMARY OR STARTING IN PRIMARY



- Toilet trained in the school environment and requires minimal assistance with toileting needs (for example, the child is expected to be able to clean themselves after a bowel movement)
- Able to verbally articulate needs and desires to teachers and peers
- Interacts with peers using appropriate language rather than physical touch
- Able to manage clothing and other belongings with little or no assistance from teachers
- Can select work, use the materials correctly (for the most part), and return them in the same condition to shelf
- Follows 2-3 step directions willingly and successfully (or ready to do so)
- Is self-directed and exhibits independence during morning work cycle and throughout the day, including self-care needs
- Self-control is developed enough to participate positively in a group environment
- Ability to work independently without continuous direction from a teacher for an extended period of time

What Happens If A Child Does Not Demonstrate All The Milestones?

If a parent of an incoming child has a concern that a child has not demonstrated certain milestones, please address your concerns with Admissions before any confirmation to enrollment takes place. It is important that you do so. If a child is accepted into a classroom and these criteria are not to be substantially met at the time of their entry, a plan must be developed to appropriately support the child and the classroom community. This can include, but is not limited to, several courses of action including: moving to another classroom, a dedicated shadow paid by the parent, withdrawal, or a shorter school day.