



Classroom Placement Policies and Procedures

We are fortunate to have an excellent cadre of teachers at Issaquah Valley Elementary School. I am confident that in whatever classroom your child has been placed, he or she will encounter a warm and well prepared teacher who is committed to student learning, to student success, to children – to **your** child.

The process used to assign students is a comprehensive one. As a staff, we take the responsibility of class placement very seriously. Beginning in the spring, and continuing through the summer, many factors are considered in the process of placing every child. This includes adjustments necessary in the summer to incorporate new students. If you are new to Issaquah Valley and have only recently registered, please realize these factors were considered as closely as possible in placing your child in the classroom that will best meet his/her needs. Such factors involve:

- The program needs of the student;
- A balance of achievement levels in reading and math;
- The social needs of students and their leadership skills;
- Independent work habits of students;
- Behavior factors regarding students;
- The compatibility of students with each other (such as separating those who have not worked well together in the past);
- Information provided by the teacher through previous parent/teacher conferences;
- Recommendations of former teachers, principal, parents, guidance team or related information forwarded from a previous school;
- Classroom configuration; and
- The ratio of girls to boys.

Early in September the District staff and principal will review staffing based on increases/decreases in enrollment. If significant enrollment changes emerge, then we would need to make building changes in class sections. However, with the exception of such enrollment issues, because classroom placement has been so carefully determined with such a wide range of factors taken into account, parental concerns and requests for changes in classroom placement must follow a CLEAR PROCESS and are considered very carefully.

POLICIES AND PROCEDURES

For Classroom Assignment Changes at Issaquah Valley Elementary

- First Two Weeks of School** → No changes considered until the 3rd week of school. Class rosters and student assignments remain as posted the day before school starts.
- After “Two” Weeks** → Arrange to meet with the Teacher. If serious concerns still remain after this period of time, the parent is invited to schedule a meeting directly with the classroom teacher to identify concerns and work together to resolve the issues (i.e., create timeline, intervention plan; member of Guidance Team may be invited to the meeting).
- Following Formal Teacher/Parent Meeting** → Review of assignment form. If it appears a change is still desired at this point, the parent should complete a *Review of Assignment* form. (Teacher may initiate the form.)
- Principal Receives Request** → The principal reviews the form and contacts Parents and teacher to set a course of action in which any or all of the following may take place: *class observations of the student by parents and school staff, parents and teacher continue to communicate and may meet with the Principal, the school Guidance team may hear the concerns, student may be involved at any point, other teachers at a grade level may be consulted.*
- Decision made by Principal and Guidance Team** → After looking into the situation and consulting with everyone involved, the Principal and the Guidance Team determine if and when a placement change may be made. The Principal will then notify all parties of the status of the request and initiate as smooth a transition as possible.

Issaquah Valley Elementary School

Review of Assignment Form

Please refer first to the "Classroom Placement: Policies and Procedures" information sheet.

	Date: _____
Name of Student:	_____
Grade:	_____
Teacher:	_____
Your Name:	_____
Telephone:	_____

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- The program needs of the student;
- A balance of achievement levels in reading and math;
- The social needs of students and their leadership skills;
- Independent work habits of students;
- Behavior factors regarding students;
- The compatibility of students with each other (such as separating those who have not worked well together in the past);
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(Continued on reverse)

TO BEGIN THE “REVIEW OF ASSIGNMENT”

- Have you followed the clear process outlined in Issaquah Valley’s “Classroom Placement: Policies and Procedures” handout?
- Have you formally arranged to meet with the teacher to discuss concerns?
- Have you and the teacher discussed and/or implemented interventions to address concerns?
- If after meeting with the assigned teacher and discussing interventions it appears a request for change is still desired, carefully respond to each Review of Assignment question. Attach your complete responses to this form and return to the office. Please understand completion of the form is not a guarantee that a change of placement will be made.
- Subsequent steps in the process are noted on the Policies & Procedures handout.

“REVIEW OF ASSIGNMENT” QUESTIONS

1. What is your primary reason for requesting a change of assignment?
2. What specific event, if any, prompted your request?
3. What has your child (student) expressed about his/her classroom assignment?
4. What specific behavior has your child (student) demonstrated to indicate their feelings about his/her assignment?
5. To what extent have you spoken with the teacher (or parent, if request initiated by the teacher) about your concern? What problem solving strategies, if any, have you agreed to implement? If no such agreements have been reached, please explain why.
6. Without naming a specific teacher, what type of learning environment do you believe would be more appropriate for this child?

Please attach your responses. Thank you.