



# **Traut Core Knowledge School Policy for Student Placement in Classrooms**

Amended and Approved on January 24, 2019

## **Preface**

Each teacher at TCKS has been carefully selected so that the delivery of the classroom curriculum is of exceptionally high quality.

## **Goals of the Placement Process**

1. To place each student in the learning environment (classroom) that will best match the student's learning needs and style and promote his/her success.
2. To establish within each classroom a balance of academic ability levels, leadership skills, special needs, genders, and involved parent partners to create an optimum environment for all students.

## **Steps of the Placement Process**

1. During the month of May, the current and future teachers will meet to discuss the best classroom placement for each student. The following factors will be carefully considered: academic ability, learning style, social and behavioral factors, peer relationships, age, gender, personality, and special needs. The degree of involvement by parent partners will also be considered to evenly distribute volunteer support among classrooms. Decisions about student placement will be made to best meet each student's needs while at the same time creating balanced and diversified classrooms.

Parents/guardians are welcome to submit written input describing the exceptional placement needs of your student. Forms for this purpose are available in the office and must be turned in to your student's current teacher by the last school day of April. Each form will be carefully considered.

2. On the first working day in August, class lists will be posted outside the TCKS office. During the month of August, teachers will welcome their new students via written correspondence.

**Roster Changes Before the School Year**

Occasionally, circumstances occur which cause an imbalance in a classroom (multiple families moving, for example). If this happens after lists are posted, impacted families will be contacted directly by the principal, and an updated roster will be posted outside the office.

**Grievance Procedure**

Parents/guardians dissatisfied with a student's classroom placement will meet with the teachers to discuss the issue. If a resolution is not achieved, parents/guardians will meet with the teachers and a member of PAB and TAB. If a resolution is not yet achieved, parents/guardians will then meet with two PAB members, two TAB members, and the principal.

*Final decisions regarding student placement will be made by the principal.*

### INPUT FOR SPECIFIC LEARNING ENVIRONMENT

The following factors are carefully considered when teachers place students: academic ability, learning style, social and behavioral factors, peer relationships, age, gender, personality, parent involvement, and special needs. If a parent/guardian feels their child's individualized needs warrant further detail, this form should be completed. Please return this form to your child's teacher no later than the **last school day of April**.

Prior to class placement, your input will be reviewed by the grade level team. **Please focus on environmental needs. Do not request a teacher by name. Forms with teacher names or negative comments will be returned without review.** You may retype this form, but please do not edit the questions.

Parent/Guardian Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

1. Please describe your child's strengths and weaknesses:

2. Please describe teaching strategies that have proved successful with your child in the past:

3. Please describe discipline strategies that have proved successful with your child in the past:

4. Please describe any **exceptional** needs you feel your child has (academic, social, behavioral, etc.):