



Cascade Ridge Elementary School

2020 Trossachs Boulevard SE
Sammamish, WA 98075
Phone: (425) 837-5500
www.cascaderidge.issaquah.wednet.edu

Principal: Colleen Shields

Classroom Placement Policies and Procedures

We are fortunate to have an excellent cadre of teachers at Cascade Ridge 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. Many factors are considered in the process of creating well-balanced classrooms including the following:

- 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.

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 with each step of the process followed as set forth. The process outlined below has been in place for several years at Cascade Ridge Elementary.

Colleen Shields, Principal

POLICIES AND PROCEDURES

For Classroom Assignment Changes at Cascade Ridge Elementary

During the summer and 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 will schedule a meeting directly with the classroom teacher to identify concerns and work together to resolve the issues. The plan to resolve these issues will be documented in writing. (i.e., create timeline, intervention plan; member of Guidance Team or teacher may be invited to the meeting). A reasonable period of time to implement the plan must be allowed before the next step in the process.

Following Formal Teacher/Parent Meeting and Implementation of Plan

- ➔ Review of assignment form. If it appears a change is still desired at this point, complete a *Review of Assignment* 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, 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 in consultation with the Guidance Team will determine if and when a placement change may be made. The Principal will then notify all parties of the status of the request. Parents may not as part of this process request a specific teacher for the change of placement.

Cascade Ridge 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:	_____

The process used to assign students is a comprehensive one. As a staff, we take the responsibility of class placement very seriously. Many factors are considered in the process of creating well-balanced classrooms including the following:

- 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.

(Continued on reverse)

TO BEGIN THE “REVIEW OF ASSIGNMENT”

- Have you followed the clear process outlined in Cascade Ridge’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 implemented interventions/strategies set forth in the plan developed during the parent/teacher meeting to address concerns?
- If after meeting with the assigned teacher and discussing/implementing 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

(Please answer on another sheet(s) and return for Guidance Team review.)

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.