Dear Newcastle Families,

Each spring we complete a thorough and thoughtful process to place students in classes for the following fall. Through collaboration and communication with specialists, support staff and our classroom teachers, our goal is to create classes that …

- Are balanced with all types of learners across all available classes considering academics, social, gender and other factors.
- Create a positive learning and social environment for all students, considering past experiences with peers and learning needs.
- Review all students with IEPs and 504 plans to plan for special needs and accommodations.
- Plan for a positive and productive transition for our students.

Communication is key, within our staff team and with parents, but we are seeking a balance. We want to know if there are major concerns about class placement and transition into the next grade, but class placement is already a complex and time intensive challenge, so we are asking for letters that focus on unique needs.

For most families, initiating with their new teacher in August about transition concerns is the most effective way to foster communication. But for parents who feel their concerns are significant enough that it may impact classroom placement, we have implemented the parent input process where parents may submit a letter to share concerns or issues that may impact placement or transition planning. This letter will be kept confidential as reviewed by the principal, dean and/or counselor, but summary considerations for placement may need to be shared appropriately with staff assisting with class placements.

Once a letter following the format below is received, the administrative team will sort parent input into two categories: **Special Considerations** and **General Input**.

**Special Considerations**: A Special Consideration is a unique need or issue regarding a child, not already included in an IEP or 504 plan, that we determine will significantly affect his/her placement. Special Considerations are intended to avoid counterproductive groupings with other children or to repeat an issue that has happened in previous years. Special Considerations may be based on the following:

- Significant and uncommon social, emotional or physical challenges.
- Past personal history with individuals (students or adults) that may substantially impact your child.

Special Considerations should take the form of one or more of the following:

- Identifying the accommodation needed that may affect class placement
- Identifying the peer that is requested as a positive support to directly address the special need
- Identifying a past experience that should not be repeated

Examples of Special Considerations include, but are not limited to...

**HINT:**

If you submit more than one consideration, be clear which is the most important as it is not always possible to accommodate more than one consideration.

- Johnny and Billy B had a lot of conflict this year and I request that they be separated next year.
- Johnny has been identified with an anxiety and communication disorder and Billy is a friend who really helps reduce anxiety and helps Johnny focus on learning.
- In the past we had an issue with ____ and we would like to avoid repeating that experience.

**IMPORTANT:**
The parent input process is not intended to offer the opportunity to request a specific teacher. Any request to be placed with a specific teacher will be disregarded and consideration will focus on the student need identified.
General Input: General Input also alerts us about a significant and unique need of the child. General Input will help us plan for a student’s transition and help us be proactive in communicating with families, but may or may not impact the placement process.

Examples of General Input may include:

- My child has ADHD and I need to understand the structures the teacher will use to meet his needs so I can support them at home.
- My child has extraordinary difficulty with transitions due to severe anxiety that, fortunately, has not been a major issue yet but seems to be impacting her more as she gets older. I would like to work proactively with her upcoming teacher to plan her transition for next year.
- My child has not had an existing friend placed in the same class for the last two years. Please consider placing my child with one of the following students...

Our goal through our placement process is to work to address concerns and to identify any additional supports needed during the transition from one grade to the next. So if you have a significant concern about your child’s placement, please follow the directions below:

Directions: Use this template (cut and paste) to submit your Parent Input by email or ask for a form from the office to submit on paper. Submissions are made to our Principal, Rich Mellish at mellisr@issaquah.wednet.edu

TO GUARANTEE CONSIDERATION OF PARENT INPUT INTO CLASS PLACEMENT, INPUT MUST BE RECEIVED BY THE SCHOOL BY May 2nd.

PARENT INPUT INTO CLASS PLACEMENT

Student’s Name:

Student’s Current Grade:

Student’s Current Teacher:

Parent’s Name Completing this form:

Parent’s email address of preference:

Parent’s phone number of preference:

What is this student’s unique &/or significant concern? (Examples: past conflict with certain peer, medical concern, social/emotional concerns, ADHD, anxiety...)

What would you like the school to consider during classroom placement or in planning for the student’s transition? (Examples: separate from a specific person, placement with a comfort peer, etc.)