

**PHANTOM LAKE ELEMENTARY SCHOOL**  
**STUDENT PLACEMENT POLICY AND PROCEDURES**

One of the most important responsibilities of the school staff is to assign students to classes for the next year. The ultimate goal of student placement is that each child be placed in the best possible learning environment, taking into account academic strengths and areas for growth, work habits, interpersonal relationships, and social/emotional development in establishing balanced classes.

Phantom Lake Elementary School has identified the following process and criteria for student placement:

Placement Process:

1. The current teacher evaluates each student's academic skills, work habits, behavior, leadership, etc. on a placement profile form. Additionally, each spring, parents or guardians are asked to complete an input form providing more information to be used by the Placement Team.
2. Placement Teams are established for each grade level. Each Placement Team includes all teachers from the present grade level and other staff members as appropriate including: specialists, other grade level teachers, special education teacher, psychologist, counselor, ELL staff, facilitators, and administration.
3. Based upon projected enrollment for the next school year, the Placement Team will use the teacher and parent profile forms to make tentative class lists without teacher assignments before the end of the school year. The team's ultimate goal is to create a balanced and highly functional learning environment for each classroom, based on the skills, needs, and attributes of the students.
4. In late August, newly enrolled students will be added to tentative class lists. This process will be overseen by the principal who will consult with grade level Placement Teams and school support staff as needed.
5. Principal will assign staff to balanced class lists. Final approval of student placement and assignment of teachers rests with the principal.
6. When enrollment and staffing are judged to be stable by principal, class lists will be finalized and students will be notified about their assignments via postcard mailing in late August.

Other Placements:

As additional students move into the Phantom Lake attendance area during the school year, these students will be placed in classes by the principal. In making these placement decisions, the principal will gather as much information as possible about each new student. Input from receiving teachers about their classes will also be used, and the placement criteria will be applied.

### Placement Criteria:

1. Classes should be balanced by number, gender, and ethnicity.
2. Classes should be balanced by academic abilities, leadership qualities, and other specific behaviors as identified on the profile forms.
3. Classes should contain students who have a positive influence on each other academically and socially.
4. Classes should have a similar distribution of children with special needs or programs (i.e., Special Education, ESL, etc.)
5. Whenever possible, students who have had a history of negative influence on each other should be placed in separate classes.
6. Newly enrolled students will be placed by principal using information provided by family and previous school.
7. Parent input form information is considered.

### Request For Change in Placement:

The Phantom Lake Teams work judiciously to ensure the best placement for all students. Input from staff and families regarding a child's academic and social/emotional development are considered in the creation of classrooms balanced by gender, cultural diversity, academic abilities, interpersonal skills, special needs and class size. Every effort is made to ensure that your child has positive peer models enrolled in their classroom community.

For that reason, we require that students remain in the assigned classroom for the first two weeks of school. Concerns regarding student placement will be addressed beginning the second or third week of school. The new school year signifies a time of change and transition. Like any adult, students may need the gift of time in order to integrate into their new classroom community.

Parental appeals for change of placement, clearly indicating why the placement of the child is inappropriate, are to be directed in writing to the principal. Upon receipt of a written request for a change of placement, the following process will be used:

1. The principal will discuss the request with the parent(s) - if the request is at the start of the year, this discussion will occur during the second week of school;
2. The principal will communicate placement concerns to the student's classroom teacher.
3. The principal, classroom teacher and family will collaboratively develop a plan to best meet the needs of the student. These stakeholders will schedule to meet within two weeks to assess the success of the plan;
4. Should placement concerns remain following implementation of the plan, the principal will ultimately decide on the best course of action:
  - Keep the original placement;
  - Determine a second trial period for the original placement, and establish criteria for further review after the trial period, or
  - Grant a change of placement.

Any and all changes will take into consideration balanced classes and class dynamics as a whole.