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Shane Estep, M. Ed., Principal

GRIGSBY INTERMEDIATE SCHOOL

Dear Parent(s) and/or Guardian(s):

Many hours are spent each spring considering classroom placements for the coming school year. Teachers complete information sheets which provide valuable information about student progress, learning styles, and achievement. Our focus is on the whole child as we consider the social and academic development of each student. In order to balance classes, many factors are considered.

* **Achievement:** Each child’s achievement is considered with particular attention paid to both reading and math. All children offer a model to other students. Creating a classroom with various levels of achievement allows children to learn from each other.
* **Work Habits:** Work habits and study skills are factors to consider when developing a classroom and when pairing children with specific teacher strengths.
* **Social and Emotional Needs:** Children have varying social and emotional needs and some will benefit from a specific placement.
* **Gender Balance:** It is important to balance each class with an equal mixture of boys and girls of different ability levels. To the greatest extent possible, each class should reflect the same gender ratio as reflected by the total grade level.
* **Special Needs:** Unique needs which require extra time and attention from the teacher may be physical, academic, emotional or behavioral. Children with specific needs identified through an individualized educational plan (IEP) are clustered with their case manager who is assigned to a specific class. When possible, students identified as gifted are clustered in one or two classrooms to help meet their unique needs and interests.

A classroom teacher is the authority on a child's performance in the school setting and every effort is made to place the child in a classroom setting that is appropriate for that child. Sometimes we may not be aware of the unique needs of a particular child, which makes parent input a valuable part of the placement process.

On the website, there is a form that should be used by parents and/or guardians to provide input about their child's placement. To be considered, completed forms must be **returned to your child's school by Friday, May 26, 2017.** Please understand that while parent input is an important part of the process, there is no guarantee that all factors can be met.

While we wish to be responsive to parent input regarding the needs of your child, *requests for a specific* *teacher may not be considered*. Routine and casual requests based upon parent or child preference may not be considered. **Parent input sheets past the May 26 deadline will not be considered**.

Sincerely,

Shane Estep