

April 2017

Dear Poplar Tree Parents/Guardians:

We are already beginning our planning for class assignments for the 2017-2018 school year. Classroom teachers along with the counselors, specialists, resource teachers and administrators work collaboratively to decide the best placement for our students. We very much value your input and would like to give you the opportunity to provide some information about the best learning environment for your child as well. ***Please do not request or refer to any specific teacher as it serves to limit the options available to your child and the other students.*** If you would like to participate, please respond to the following questions and **return this form by Friday, May 12, 2017.**

Student's First and Last Name _____ **Current Grade** _____

Current Teacher: _____

My child (Please check all that apply):

- _____ works well independently.
- _____ is a self-starter, task-oriented.
- _____ accepts responsibility for assignments and learning.
- _____ is highly motivated.
- _____ is easily distracted or unable to stay focused.
- _____ requires frequent teacher follow up and reminders to begin and complete assignments.
- _____ requires a highly structured learning environment.
- _____ prefers opportunity to move around frequently within the classroom.

Describe your child's academic strengths.

Describe your child's academic needs/challenges.

Please share any additional information you would like us to consider for your child, i.e. friendships, social/emotional growth, allergies.

Parent(s) Name: _____

Parent(s) Email (Please print clearly) _____

Please return the completed form in an envelope addressed to Mrs. Williams, Principal- PTES, via U.S. Mail or drop it off at the main office by **Friday, May 12, 2017.** This form will also be available on our website at <http://www.fcps.edu/PoplarTreeES/> under Parent Resources and may be scanned and emailed to sharon.williams@fcps.edu. Thank you for your continued involvement in your child's educational experience.

Sincerely,

Sharon S. Williams
Principal

