STUDENT ASSIGNMENT TO SCHOOLS AND CLASSES

Assignments of students to specific schools is in the discretion of the Superintendent of Schools or his/her designee. Assignment of students to particular grades, classes, programs and other district opportunities and assignments is at the discretion of the school principal in consultation, where appropriate with the Superintendent or his/her designee.

The Board of Education directs that assignment of students to schools and classes be consistent with the best interests of students and the best, equitable use of the resources of the district.

In assigning students to classes/teachers, the following criteria may be considered: age, social and emotional maturity, demographic characteristics, academic ability potential and/or achievement in relation to individual ability, in order to assure appropriate assignments. It is the goal of administration to create classes that can productively learn together. Assignment of a student to a particular class, teacher, program or other district opportunity does not guarantee that students’ continued placement, or placement of any other similar student or the continuation of such opportunities.

Assignment of students to schools and classes may be based on current district population patterns, enrollment projections, building capacity, educational programs, students’ educational needs and/or interests, transportation requirements and other practical and feasibility concerns, demographic factors, considerations of equity and the presence of diversity where possible.

The Board also recognizes that diversity in school environments has been shown to have a positive impact on student achievement, including, but not limited to diversity on the basis of race, ethnicity, sex and/or gender, religion or religious practice, disability, socioeconomic status, language, neighborhood, academic achievement, and/or academic potential. In addition, schools must prepare students for a future in which they interact with people from all backgrounds. While many aspects of individual and cohort student diversity are outside the scope of the Board’s control, the Board aspires to prevent student isolation where possible and in the best interests of the students. This does not, however, prevent the district from placing students into classes based on academic ability when it’s in the best interest of those students.

Final decisions regarding assignment of students to schools and classes/teachers rests with the district.

Cross-ref: 4750, Promotion and Retention
5110, Attendance Areas

Ref: Education Law §§1709(3); 2503(4)
Fisher v. University of Texas at Austin, 570 U.S. __, 133 S. Ct. 2411 (2013)
Appeal of Strade, 48 EDR 73 (2008)
Appeal of Knoer, 47 EDR 102 (2007)

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