
STUDENT ASSIGNMENT TO SCHOOLS AND CLASSES

The Board of Education directs that the assignment of students to schools and classes is consistent with the best interests of students and the best use of the resources of the district. The Board also recognizes that diversity in school environments has been shown to have a positive impact on student achievement. Such diversity can be 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.

Assignment of students to schools and classes may be based on current district population patterns, enrollment projections, building capacity, educational programs, students' educational needs, transportation requirements, demographic factors such as those listed in the paragraph above and the presence of diversity where possible.

Assignment to Classes/Teachers

In assigning students to classes/teachers, the following criteria shall be considered: age, social and emotional maturity, demographic characteristics and academic 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.

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

Cross-ref: 4750, Promotion and Retention

Ref: Education Law §§1709(3); 2503(4)
Fisher v. University of Texas at Austin, 570 U.S. ___, 133 S. Ct. 2411 (2013)
Parents Involved in Community Schools v. Seattle School District No. 1, 551 U.S. 701 (2007)
Grutter v. Bollinger, 539 U.S. 306 (2003)
Gratz v. Bollinger, 539 U.S. 244 (2003)
Regents of the University of California v. Bakke, 438 U.S. 265 (1978)
Matter of Addabbo v. Donovan, 22 A.D.2d 383 (1965), aff'd, 16 N.Y.2d 619, cert denied, 382 U.S. 905 (1965)
Matter of Older v. Board of Education of the Union Free School District No. 1, Town of Mamaroneck, 27 N.Y.2d 333 (1971)
Appeal of Jones, 52 EDR Dec. No. 16,456 (2013)
Appeal of Roy, 51 EDR Dec. No. 16,279 (2011)
Appeal of Strade, 48 EDR 73 (2008)
Appeal of Knoer, 47 EDR 102 (2007)

POLICY

2014

Students

Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools (2011), U.S. Department of Education and Department of Justice (www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.html).

Coleman, A., Negrón, F., and Lipper, K. *Achieving Educational Excellence for All: A Guide to Diversity-Related Policy Strategies for School Districts* (2011). The National School Boards Association, The College Board, and Education Counsel, LLC (www.nsba.org/SchoolLaw/Publications/Education-Excellence-for-All.html).

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