

STUDENT ASSIGNMENT TO SCHOOLS AND CLASSES

The Board of Education (the Board) directs that assignment of students to schools and classes be consistent with the best interests of students and the best use of the resources of the Bethlehem Central School District (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. While some aspects of student diversity are outside the scope of the Board's control, the Board aspires to prevent student isolation where possible. 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.

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. The District has the right to determine the proper placement for all students.

Assignment to Schools

Periodically, the Board will review the status of enrollment in the District's schools to ensure that the goals of this policy are being met. If the goals are not being met, the Board will solicit input from stakeholders— including but not limited to administrators, teachers, staff, parents, and students — to assist in determining changes that could be made to the school assignment process that better aligns with this policy.

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 the administration to create classes that can productively learn together.

Parent/Guardian Requests

The Board recognizes that parents/guardians may wish to make requests as to school, and/or class/teacher assignments. Parents may write a letter to the principal describing the ideal learning environment for their child and the attributes that a teacher should have that would most benefit their student's educational growth. This information will be considered as part of the placement process. However, the District has the right to determine the proper placement for all students.

Final decisions regarding all assignments of students to schools, classes, programs, and/or teachers rest with the District administration.

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)
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)

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:

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Guide to Diversity-Related Policy Strategies for School Districts (2011). The National School Boards Association, The College Board, and EducationCounsel, LLC
(<https://professionals.collegeboard.org/pdf/educexcellenceforallprintfriendly.pdf>).

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