

## 5120 ASSIGNMENT OF STUDENTS

The Board of Education directs the assignment of students to the schools, programs, and classes of this district consistent with law and the practices in section III(B) of the district's Comprehensive Equity Plan. The Board directs the allocation of resources consistent with this policy. The goal of the method of assigning students shall be that each school closely reflects the district as a whole.

This method shall commence with the incoming kindergarten class of the 2021-2022 school year for elementary schools, and with incoming sixth graders in the 2022-2023 school year for middle schools. Additionally, the district may place any newly registering elementary students according to this method commencing with the 2021-2022 school year, and any newly registering middle school students using this method commencing with the 2022-2023 school year. The District shall make reasonable efforts to continue a student in the same elementary school once the student has been enrolled in that elementary school and to place siblings at the same elementary school (if they are in grades that would attend elementary school at the same time).

~~The Board of Education recognizes that well-intentioned efforts to accommodate families can yield unintended consequences that manifest in inequities. Accordingly, other than Multi-lingual (ML) status or special needs indicated in Individualized Education Plans or 504 Plans, the district shall make no exceptions to the district's student assignment method.~~ The Board of Education acknowledges the important and transformative work of the District's Intentional Integration Initiative (III). The Board also acknowledges the hardship some families have expressed with placements that are not in their closest school. Requests for a school assignment differing from the assignment provided through the process detailed above shall be governed by the transfer provisions in Policy 5124 Internal Student Transfers. The Board requests that the Superintendent ~~work operate with the appropriate department leads to develop~~ a Socio-Economic Driven Waitlist program ~~for consideration for the 2024-2025 school year.~~ The methodology must not impact seats that are held for Multi-lingual (ML) students or students with Individual Education Plans (IEPs). Lastly, the Board of course expects an equitable unbiased proposal that after review and testing does not undermine the intent of III.

The Board of Education directs the Superintendent annually to present metrics that represent how the student assignment process is achieving equity.

In order to monitor and respond to students' and families' experiences, the Board directs the district to administer twice yearly "Experience Surveys" in January and May throughout the multi-year implementation of the intentional integration plan. This survey



data, which will be shared with the Board, will inform adjustments to District strategy and school supports while helping to target professional development.

The principal may assign students in their school to grades, classes, and groups on the basis of the needs of the student as well as the sound administration of the school, to create balanced classrooms. In accordance with the provisions of N.J.S.A. 18A:36-38.a.(1), a parent/guardian of twins or higher order multiples, as well as other siblings (including adoptive or foster siblings) in the same grade, enrolled in the same Kindergarten through eighth grade level at the same public school may request, in writing, the children be placed in the same classroom or in separate classrooms. The Principal shall make the classroom placement requested in accordance with the provisions of N.J.S.A. 18A:36-38.a.(1).

In accordance with the provisions of N.J.S.A. 18A:36-38a.(2), a parent/guardian of twins or higher order multiples as well as other siblings (including adoptive or foster siblings) in the same grade, enrolled in the same ninth through twelfth grade level at the same public school may request, in writing, the children be placed in the same classroom or in separate classrooms. The placement of such children shall be made at the discretion of the Principal in the best interest of the school and its students. The parent/guardian may appeal the Principal's classroom placement decision to the Superintendent or their designee, who shall make a final determination on the placement.

The written request must be submitted to the Principal no later than fourteen days after the first day of each school year. Parents/guardians of twins or higher order multiples as well as other siblings (including adoptive or foster siblings) in the same grade, enrolling after the school year commences shall request the classroom placement in writing no later than fourteen days after the first day of attendance.

In accordance with the provisions of N.J.S.A. 18A:36-38.(2)(b), a Principal may, after consultation with the students' parent/guardian and teachers at the end of the initial grading period, request the Superintendent or their designee make a different classroom placement determination for the twins or higher order multiples as well as other siblings (including adoptive or foster siblings) in the same grade if the initial classroom placement is determined to be disruptive to any of the students in the class or classes, or if the Principal concludes the initial placement does not sufficiently support the students' academic or social development. Upon receiving such request, the Superintendent or their designee shall make a final classroom placement determination.

"Higher order multiples" means triplets, quadruplets, quintuplets, or larger group siblings born at one birth. The parent/guardian shall be responsible for any additional student transportation costs that are incurred by the district as a result of providing the requested



classroom placement, unless the district is in agreement with the placement. In the event one of the siblings receives special education services, the requested placement shall not be accommodated if the placement is inconsistent with a student's Individualized Education Plan.

During a pandemic or public health emergency, twins, higher order multiples or other siblings in the same grade (including adoptive or foster siblings) in the elementary setting shall be placed in the same class to limit exposure, unless they have different needs, as specified in an Individualized Education Plan or 504 Plan.

N.J.S.A. 18A:36-38

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