

5120 ASSIGNMENT OF STUDENTS

The Board of Education directs the assignment of students to the schools, programs, and classes of this district consistent ~~with the best interests of students and the best uses of the resources of this district.~~ 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.

~~Students shall generally attend the school located in the attendance area of their residence. Every~~ 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 commencing using this method with the 2022-2023 school year. The District shall make reasonable efforts will be made 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 ELL 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 directs the superintendent annually to present metrics that represent how the student assignment process is achieving equity.

To enhance the integration of district schools, the Board directs the district to engage in professional development regarding cultural competency, culturally relevant-sustaining pedagogy and anti-bias training of school-based staff. The district will allocate a minimum of three half-days per year to engage in targeted capacity building to ensure that staff drive a coherent approach to academic and social emotional support for all students.

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.** 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 ~~Board of Education~~ Superintendent or their designee, who ~~which~~ 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 ~~Board~~ 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 ~~Board~~ Superintendent of their designee shall make a final classroom placement determination.

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"Higher order multiples" means triplets, quadruplets, quintuplets, or larger group siblings born at one birth. ~~Provisions of N.J.S.A. 18A:36-38 do not apply to a school district which maintains only a single classroom for the grade level in which twins or higher order multiples are~~

~~enrolled.~~ 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 ~~twins or higher order multiples~~ 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 ~~homeroom~~ class to limit exposure, unless they have different needs, as specified in an Individualized Education Plan or 504 Plan. ~~to other students and staff. Twins with different academic needs, as specified in an IEP or 504 shall be the exception.~~

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

Cross Reference: 2314, 5124

~~Initial~~ Previous Adoptions: April 20, 2009 & September 21, 2020

First Reading: ~~August 17, 2020~~ April 19, 2021

Second Reading: ~~September 21, 2020~~

Latest Adoption: ~~September 21, 2020~~