

## STUDENT ASSIGNMENT AND CLASSES

The Board of Education 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 district.

### Assignment to Schools

“Students shall attend the school dictated by their attendance zone. Exceptions will be considered by the Board of Education in extraordinary circumstances. **A regularly enrolled student who has completed 4th & 5th grade in the Cold Spring Harbor District and whose family residence changes within district boundaries will have the option of completing the 6th grade in the school in which they attended for 4th and 5th grade, however parents will bear responsibility for transportation. Any younger siblings of that child must attend the school dictated by their new attendance zone.**”

### 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.

### 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 building principal describing the ideal learning environment for their child and the attributes that a teacher would have that would most benefit their student’s educational growth. This information will be considered as part of the placement process.

Final decisions regarding assignment of students to classes rests with the principals.

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](http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.html)).

Coleman, A., Negron, 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 EducationCounsel, LLC ([www.nsba.org/SchoolLaw/Publications/Education-Excellence-for-All.html](http://www.nsba.org/SchoolLaw/Publications/Education-Excellence-for-All.html)).

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