

Students

Student Assignment and Intra-District Transfer

Attendance Areas

The School District is divided into school attendance areas. The Superintendent will review the boundary lines annually and recommend any changes to the Board of Education. The Superintendent or designee shall maintain a map of the District showing current school attendance areas. Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to Board policy 6:140, *Education of Homeless Children*.

The Board of Education recognizes the importance of planning in the development of school boundaries and to the extent possible, balancing the following criteria will serve as a guide when considering boundary changes or student assignments:

- A. Maintain neighborhood integrity – Neighborhoods or subdivisions should be kept intact and schools should be made up of intact neighborhoods that are adjacent to one another. If possible, all parts of an attendance area should be contiguous.
- B. Promote a “Cluster” organization – Boundaries should promote an organizational pattern whereby all children from one neighborhood or subdivision attend the same elementary school and all children from one elementary school attend the same middle school.
- C. Create a minimum of disruption – Boundaries should promote the long term assignment of students to specific schools. Whenever possible, boundaries should remain as they are currently aligned and the Board of Education should endeavor not to consider a neighborhood or subdivision for reassignment that had been reassigned within the last five (5) years.
- D. Be geographically sensible – Where possible, children should be assigned to attend the school closest to their home, and school attendance boundaries should follow natural lines and landmarks such as major roads and open spaces.
- E. Minimize transportation – Boundaries should minimize transportation time.
- F. Balance student populations – Boundaries should promote enrollments that fall within building capacities, are fiscally responsible and instructionally sound.
- G. Transition – In the event of boundary change(s), there shall be consideration of a reasonable transition period with reasonable transition options.

Students from a new home or new residential development shall not automatically be assigned to the schools closest to their home, as their assignment shall be based upon careful consideration of all of the factors listed above. Attendance area assignments shall be made after considering all of the factors listed above.

Transfers Within the District

Students will be assigned to the school within the attendance boundary where they reside. Under unusual or extenuating circumstances, parents may apply for alternative attendance. Such requests must be approved by first the building principal and then by the Superintendent of schools.

Consideration will be given to school capacity, projected enrollment, staff availability and the welfare of the student.

Parents must agree:

1. to provide their own transportation to and from their school,
2. that the student will stay at their chosen school until the end of the school year,
3. to make their request on the forms provided annually to the building principal by June 15 and, if approved, the principal will submit the request to the superintendent prior to July 1.

Placement

All students shall be placed by the Administration in an educational setting to which they are best suited academically, socially, and emotionally. All decisions by the Administration about the placement of students are final.

Placement in Regular Education Classrooms

The Building Principal is responsible for the placement of students in regular education classrooms (which includes the team and/or schedule to be followed by students in middle school). The Building Principal will consult with members of the faculty and staff and take a variety of academic and socio-economic factors into account when making placement decisions. Parents are welcome to describe the kind of learning environment they feel would be beneficial to their child but the Administration will not entertain parental requests for assignment to specific teachers, middle school teams or schedules.

Placement in Special Education Classrooms

The Building Principal will follow all applicable special education laws when placing students in special education classrooms.

Placement in Grade Level

The Board of Education believes that most students will function best with peers of his/her own age and recognizes that students learn at their own rate and, from time to time, students may be retained and/or double promoted.

Placement in Programs

The Building Principal, in consultation with faculty and staff, shall determine which course of study each student shall follow and assign children to appropriate programs that, in their best professional judgment, will provide the necessary opportunity for the student to be successful.

Placement of Multiple-Birth Children

The Board of Education recognizes the value in maintaining a flexible perspective with regard to the placement of multiple-birth children (twins, triplets, etc.) and each placement decision will be made on a case-by-case basis. Building Principals will endeavor to meet with faculty, staff, and parents to gain an understanding of all relevant perspectives but students will be placed based on what the Administration feels is the best academically, socially and emotionally for the students.

LEGAL REF.: 105 ILCS 5/10-21.3, 5/10-21.3a, and 5/10-22.5.

CROSS REF.: 4:170 (Safety), 6:15 (School Accountability), 6:30 (Organization of Instruction),
6:140 (Education of Homeless Children)

ADOPTED: October 15, 2013

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