

A. GENERAL AUTHORITY

The principal has the authority to assign students to classes, subject to applicable legal requirements. The principal is encouraged to seek input from the professional staff in making these decisions. Parents may submit to the principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request. The principal shall consider parental requests in assigning students to classes. Unless otherwise required by law or the special circumstances described below, the principal shall balance any individual request for assignment or reassignment against the welfare of other students and the efficient operation of the school.

B. SPECIAL CIRCUMSTANCES**1. Multiple Birth Siblings**

School officials will defer to parental preference in making the initial classroom assignment of multiple birth siblings to the extent provided in this section and applicable state law. “Multiple birth siblings” means twins, triplets, quadruplets, or other siblings resulting from a multiple birth.

a. Consultative Meeting with the School Principal

The parent or guardian of multiple birth siblings who are assigned to the same grade level and school may request a consultative meeting with the principal to consider whether to initially place the siblings into the same classroom or into separate classrooms. The request must be made no later than five days before the first day of each school year or, if the students are enrolled after the school year starts, five days after their first day of attendance.

At the meeting, the parent may request either that the students be placed (1) into the same classroom or (2) into separate classrooms. School officials may offer professional educational advice to the parent or guardian and may recommend an appropriate classroom placement for the students.

b. Initial Classroom Placement

Following the meeting, the principal shall place the students in accordance with the parent or guardian’s request unless doing so would require adding an additional class at the students’ grade level.

44 This section shall not otherwise limit the principal’s authority to determine
 45 the specific classroom assignment(s) for multiple birth siblings, including
 46 the students’ assignment to a specific teacher or team.
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48 **c. Change to Initial Classroom Placement**

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 50 The principal may change the initial classroom assignment of one or more
 51 multiple birth siblings in the following circumstances:
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- 53 1) the principal, in consultation with the students’ classroom
 54 teacher(s), determines at the end of the first grading period that the
 55 requested placement is disruptive to the school; or
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- 57 2) the principal determines that one or more of the multiple birth
 58 siblings must be removed from a classroom pursuant to any board
 59 discipline policy, school rule, and/or the Code of Student Conduct.
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61 **2. Newly Enrolled Children of Military Families**

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 63 The principal shall comply with the requirements of the Interstate Compact for
 64 Military Children (G.S. 115C-407.5) when making class assignments for children
 65 of military families, as defined in policy 4050, Children of Military Families.
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67 **a. Course Placement**

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 69 When a student transfers before or during the school year, school
 70 administrators shall initially honor placement in educational courses based
 71 on the student’s enrollment in his or her sending school and/or educational
 72 assessments conducted at the sending school if the courses are offered.
 73 Course placement includes, but is not limited to, Honors, International
 74 Baccalaureate, Advanced Placement, and career and technical education
 75 (CTE) pathways courses. Continuing the student’s academic program
 76 from the previous school and promoting placement in academically and
 77 career challenging courses are to be primary concerns when considering
 78 the student’s course placement.
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80 **b. Educational Program Placement**

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 82 For a newly enrolled student, school administrators shall initially honor
 83 placement of the student in educational programs based on current
 84 educational assessments conducted at the school in the sending state or
 85 participation/placement in similar programs in the sending state. Such
 86 programs include, but are not limited to, academically or intellectually
 87 gifted (AIG) programs and English as a Second Language programs.

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c. Special Education Services

In compliance with the Individuals with Disabilities Education Act, school administrators shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP). In compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, school administrators shall make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, in order to provide the student with equal access to education. This accommodation does not preclude school administrators from performing subsequent evaluations to ensure appropriate placement of the student.

d. Placement Flexibility

The [Transylvania County Board of Education](#) (the “board”) authorizes and directs the superintendent and school administrators to be flexible in waiving course or program prerequisites or other preconditions for placement in courses or programs offered by the school system.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; G.S. 115C-36, -83.1G, -288, -366.3, -366.4, -390.7, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted: