



ASSIGNMENTS OF STUDENTS  
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## PROCEDURE

### Introduction

The Seattle School District is committed to desegregation and quality education in all schools. Therefore, the assignment, special placement, or transfer of students in Seattle's public schools will be considered in terms of the racial balance of both the sending and receiving schools, program/school capacity, maximum/minimum building enrollment, individual student needs, and transportation costs to the district.

### Identification

#### Definitions

1. Racial imbalance - the board has defined racial imbalance as "the situation that exists when the majority/combined minority student distribution in a school varies by more than 20 percentage points from the district wide majority/combined minority Distribution, provided that the single minority enrollment (as defined by current federal categories) of no school will exceed 50% of the student body. The board has likewise established that no single school will exceed 70% combined minority population. The department of integration services for planning purposes has defined approaching racial imbalance as the situation that exists when the majority/combined minority student distribution in a school varies between 10 and 18 percentage points above or below the district wide majority/combined minority distribution. For planning purposes, schools where the majority/combined minority student distribution is 5 percentage points above or below the district wide majority/combined minority distribution are considered to be racially balanced. Transfers in or out of schools classified as racially balanced will be granted on a one to-one basis in order to maintain racial balance provided such transfer requests comply with other regulations contained herein.
2. Attendance Areas - The Seattle School District is subdivided into geographically identified attendance areas. Students residing within the district's boundaries are required to attend the school offering the appropriate grade level which serves their attendance area, unless specifically reassigned to some other school or exempted from attendance in accordance with established district procedures. Information regarding current elementary school attendance areas and feeder patterns is available in the schools and in the Office of Student Placement. The district *may* periodically revise its attendance areas to reflect changes in its population, desegregation plan, facilities utilization plan, and other district policies.



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3. Falsification - falsification of an address or residence (or conditions of living arrangement) to obtain a school assignment will be cause for the revocation of the student's school assignment and return to the proper school of assignment.

4. Residence--students - the accepted residences for students are:

Generally, the residence of a student is the residence of his or her parent(s) or legal guardian(s) (see Residence Verification Procedure D04.00). However, there are some exceptions: (Also see NOTE in number 5, below).

- a. Students who live in foster home or officially established group homes to which they have been legally assigned are considered to be residents of the attendance areas in which the foster or group homes are located.
- b. Students under the joint custody of separated or divorced parents are considered to be residents of the attendance areas in which they actually reside with either parent.
- c. Students who reside in Seattle, apart from their parents or legal guardians who reside outside of the Seattle school district, shall be considered to be residents of the Seattle School District attendance areas in which they, the students, reside. School placement on the basis of such residence must be confirmed and authorized by the Office of Student Placement.
- d. Students 18 years of age or older, or legally emancipated minor students, shall be considered residents of the attendance areas in which they reside.

5. Residence—Parent(s) or Guardian(s) - The residence of parent(s) or guardian(s) will be the place where they eat, sleep, and otherwise find their principal place of abode.

NOTE: The following locations do not constitute student/parent/guardian place of residence: owned, leased, or rented secondary domiciles or other property, or places of business apart from primary residences, and addresses designed only for receipt of U.S. Mail. Exceptions are identified in number 4, above.



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6. Residency Determination - The residency and accompanying appropriate school assignment of students will be determined by the Office of Student Placement whenever questions arise in special situations such as:
  - a. Students who reside in temporary receiving homes.
  - b. Students living in temporary homes or under temporary guardianship due to emergency situations.
  - c. Students living under informal guardianship.
  - d. Questions of residency based upon unique attendance boundary situations.
  - e. Unique, legally prescribed child custody arrangement.
  - f. Exceptional cases not governed by these regulations.
7. Residency Verification - see Procedure D04.00
8. Request for assigned school - in all cases wherein a change of a student's school assignment is requested, based upon the need for the student to live apart from the established residence of the parent(s) or the parent with custody, the burden for demonstrating the necessity of such change of residence shall rest with the parent(s) or guardian(s).
  - a. In all cases, the following evidence shall be required:
    - (1) Written statements from the parent(s) or guardian(s) and the person with whom the student will be living, attesting to the necessity of the student's change of residence.
    - (2) In the case of the students placed in temporary homes on the advice or direction of a public agency, e.g., juvenile court, juvenile parole services, or department of social and health services, or a private agency, written or oral evidence provided by an agency official shall be considered sufficient to demonstrate necessity of a residential change, but may not necessarily require a change of school assignment.



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- b. If the requested school assignment, based on an address apart from the parent(s) or guardian(s) will adversely affect the minority percentage *of* either the assigned school or the requested school, the student shall be required to attend the assigned school if:
- (1) For Elementary School Students - The proposed residence is within one and one quarter miles (1-1/4) from the assigned school or a bus stop where the student can be transported to the assigned school, and there is a designated safe walkway between the proposed residence and the school or the bus stop.
  - (2) For Secondary School Students - The proposed residence is within two (2) miles *of* the assigned school or bus stop where the student can be transported to the assigned school.

NOTE: If the conditions noted immediately above cannot be met, the Seattle School District reserves the right to provide a substitute school assignment that supports the district desegregation plan and which meets the requirements *of* items (1) and (2) above.

If the need to reside at the proposed address is clearly substantiated and it can be demonstrated that the proposed residence constitutes a foster home or is otherwise the only viable residence for the student, the student's school assignment may be determined under the rule governing foster homes.

9. Residence change - school attendance

- a. Remain at Former School - Two conditions allow a student to remain in the former school *of* attendance:
- (1) Residence change - Students who change residence within Seattle during the course *of* a school year may complete the school year the former school *of* attendance by requesting and obtaining authorization to continue from the office *of* student placement.
  - (2) Eleventh or Twelve Grade Students - Senior high school students who have been enrolled in a district high school and who change residence from that attendance area to another within Seattle after the beginning *of* the 11<sup>th</sup> grade year, may complete high school in the former school by requesting and obtaining an authorization to continue from the Office *of* Student Placement.



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- b. Attendance at New School - Students who change residence from one attendance area to another may enroll in the school serving the new attendance area upon Presentation of required residence verification. (See procedure D04.00).
10. Residence Change--Upcoming - A student may be transferred to a school outside the home attendance area at the beginning of any semester if proper documentary evidence is presented to the Office of Student Placement indicating that a proposed change of residence to another attendance area will occur within eight (8) weeks after the first day of the new semester in the case of a residence being purchased or built, or within thirty (30) calendar days in the case of a residence being rented or leased. Proper documentary evidence shall consist of one or more of the following:
- (1) An earnest money agreement clearly showing date of possession and a statement from a realtor or mortgage company showing that all necessary activities such as financing or title clearance have been accomplished, or that the nature of the proposed transaction is such that the possession date can certainly be met.
  - (2) A copy of rental or lease agreement, specifying the date of occupancy within thirty (30) days after the first day of the semester.
11. Feeder pattern - Each elementary school attendance area is the starting point of a progression of schools called a feeder pattern.
- a. Kindergarten students are assigned to the neighborhood elementary school, or in a "neighboring school in case of kindergarten consolidation.
  - b. Grades 1 through 12, students will follow the established feeder pattern.
12. Student assignment - Unlike the student assignment system used in most districts, i.e., students simply register in the neighborhood school, all Seattle School District students are:
- a. Assigned to specific schools, based on their family addresses in elementary school attendance areas (see definition of feeder pattern).
  - b. In April of each school year, all students enrolled in Seattle public schools are assigned to schools for the following year.

NOTE: Students who are new to Seattle after the April assignments have been issued, receive school assignments through the student registration process.



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13. New Students - New students to Seattle Public Schools:

- a. Will generally be assigned to the school or pair/triad of the feeder pattern based on their residence within elementary school attendance areas.
- b. Are eligible to apply for student transfers.

NOTE: In the event a feeder pattern has been changed, new secondary school students may apply to attend the schools to which their neighborhood peers at grade level have been assigned in accordance with the previous feeder pattern.

14. Duration of Assignment - assignment of students to schools. In their normal feeder patterns, based on residence in elementary school attendance areas will remain in effect until:

- a. The student moves outside Seattle school district or to another residence within Seattle school district system that has a different feeder pattern.
- b. The student's elementary school attendance area or feeder pattern is changed or the district system of assigning students is changed.
- c. The student is authorized by official district action to transfer to another school or program.
- d. The student is no longer available for schooling.
- e. The student completes the highest grade offered in the assigned school or pair/triad.
- f. The student's transfer of limited duration expires.
- g. The district takes other action to change the student's assignment.

Procedure

- 1. When a student has been assigned to a given school, the school of assignment will
  - a. Complete the registration process.
  - b. Assign the student to the appropriate class(s).



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- c. Determine insofar as possible, the whereabouts of assigned students who fail to enroll.
- d. Submit to data processing, when a student terminates his or her enrollment at that building, a student data sheet in time for the first-of-the-month enrollment report.

NOTE: The school is responsible for providing data processing with:

- 1. Accurate reason-for-leaving codes on the data sheet.
- 2. Corrections, insofar as possible, of any incorrect Reason-for-Leaving codes -- particularly the Unable-to-Locate code 306.
- e. Notify the office of student placement if a student arrives at the school to register or to transfer without an official assignment/transfer notification.
- f. Refer all requests for transfer to the Office of Student Placement.

2. Transportation - Where feasible, transportation will be provided for:

- a. Secondary students who reside more than two (2) miles from the schools to which they are assigned or students who reside more than two (2) miles from the schools in which they are enrolled for program options or as voluntary racial transfer students, or elementary school students who reside beyond established safe walkway limits or further than one and one-quarter (1-1/4) miles from the schools in which they are assigned or are enrolled for option programs or as voluntary racial transfer students.
- b. Students for whom transportation is required because of unique health of safety factors as determined by the district.
- c. Transportation may be provided in special and unique cases as determined by the office of student placement.

3. General Rules - Students will be assigned to their proper feeder pattern schools based on their residence within elementary school attendance areas.



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4. Exceptions--continuing - exceptions are:
- a. Transfers unlimited duration - students who have been authorized to transfer to other than their feeder pattern schools in order to participate in option programs or as voluntary racial transfers, desegregation equivalent transfer, or other forms of transfer not specifically limited to a specified duration, will receive assignments to continue in their current schools through the highest grade levels.
  - b. Limited duration transfers - a transfer student who completes the highest grade offered in his/her school or pair/triad will be assigned to the next higher grade level school in his/her normal feeder pattern based on residence in an elementary school attendance area.  
  
The Seattle School District will make every reasonable effort to allow established program option students who complete the highest grade in their school or pairs/triads, to maintain continuity of option studies at the next educational level provided, placement can be made in accordance with assignment/transfer regulations contained elsewhere in this manual.
  - c. Special Education and Bilingual Transfers - Special education and bilingual students will be assigned to schools according to the placement of special education and bilingual programs.
5. Exceptions--Feeder Pattern Changes - If a feeder pattern is changed, students already established in proper feeder pattern schools under the previous feeder pattern will be assigned to the schools in which they are enrolled. However, they will have the option of returning to the school specified in the new feeder pattern.
6. Exceptions--Periodic - The Seattle School District strives to maintain stability and continuity in the school assignments of students. School populations, district needs, fiscal limitations, and other circumstances change periodically. These changes result in necessary adaptations and modifications in the assignment system. Such changes will be promulgated in bulletin form each year as needed.