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PROCEDURE

Introduction

The Seattle School District is committed to desegregation and to 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.

Parents, legal guardians, and students eighteen years of age who are no longer dependents of their parents, have the right to petition for student transfers and special placements and the right to speedy disposition of their requests

Identification

1. Demonstration of Need - Responsibility for demonstrating need for student transfer or special placement and responsibility for providing sufficient substantiating information in support thereof, rests with the applicants. The Office of Student Placement will advise and assist in the submission of their requests.
2. Transfer requests - Parents/students may request a transfer/reassignment for the following reasons: (See appropriate sections of this procedure.)
 - A. Alternative Program
 - B. Bilingual Education Transfer
 - C. Child Care Transfer
 - D. Desegregation Equivalent Transfer
 - E. Hardship Transfer
 - F. Health Transfer
 - G. Kindergarten Students, Special Provisions For
 - H. Option Transfer Program
 - I. Safety Transfer
 - J. Sibling Transfer
 - K. Special Education Transfer
 - L. Special Subject and/or Specialized Course of Study
 - M. Voluntary Racial Transfer



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3. Disposition of Requests – The disposition of each request for student transfer or special placement shall be based upon the objectively demonstrated needs of the student weighed against the following factors listed in descending order of importance:
 - A. The degree to which the proposed transfer or placement complies with the District's desegregation policies and activities.
 - B. The degree to which the proposed transfer complies with the District's policy of moving towards comparably sized schools.
 - C. The effect of the proposed transfer or placement upon the welfare of other students, particularly as related to staff and program/school space availability.
 - D. The validity of the stated reason(s) for transfer and the determination that the needs of the student can best be met in the requested school.
4. Status of Transfer Students - Students obtaining alternate assignments have equal status with residents and enjoy all the rights, privileges and constraints applicable to resident students, except in certain aspects of athletic eligibility and eligibility for District transportation (See appropriate procedures).
5. Return requests - Students who wish to return to their regular feeder pattern schools prior to completion of the term of transfer, must apply to the Office of Student Placement. Requests to return will be subject to the provisions of other regulations provided herein (see information regarding specific kinds of transfers). Requests to return during the first year of a transfer must be supported by substantial and compelling reasons.
6. Transfer limitations - As a general rule, student transfers will be limited to schools and programs within a prescribed transportation zone in which the student resides or schools specifically listed as receiving schools based on the student's place of residence. Exceptions are:
 - A. Transfers to all-city program options and/or cross-zone options.
 - B. Transfers to all-city alternative programs.
 - C. Transfers of high school students.



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- D. Transfers of middle school students to programs not available within transportation zone or transfers out of transportation zone that positively support desegregation.
 - E. Unique cases, in which no demand is placed upon District transportation services and in which:
 - 1. There is a clear, positive desegregation effect, or
 - 2. There is a clearly established hardship situation that precludes transfer within a transportation zone.
 - F. Other unique cases in which transfer is in the best interest of the Seattle School District.
7. Duration of Transfers - transfers are assigned with the understanding that durations of time for individual students are assigned depending on the specific types of transfers involved. In addition, the granting of a student transfer or special placement request is a permissive act of the District, which may be limited in duration and may be withdrawn by the District for good cause and with reasonable notice.
- A. Option program, Alternative Program, Voluntary Racial Transfer, or Desegregation Equivalent Transfer - Students who receive Option Program Transfers, Alternative Program Transfers, Voluntary Racial Transfers, Or Desegregation Equivalent Transfers are expected to remain in the school to which transferred or the pair/triad to which transferred until they complete the highest grade offered in that school or pair/triad. At that time, they:
 - 1. Will be assigned to their regular feeder pattern school based on the location of their residence in an elementary school attendance area, or
 - 2. They may apply for a continuing or different program at the next school level (grade level configuration).
 - B. Option program transfer - Students who receive transfers for the purpose of participating in an Option Program and who do not sign up for the requested option or drop out of the option are subject to immediate reassignment by the Office of Student Placement to their feeder pattern assignment.



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- C. Special Education or Bilingual Transfer - Students assigned to Special Education or Bilingual Programs will continue in those programs as long as the special needs of the students require special placement, as determined by the Special Education and Bilingual office staffs.

NOTE: Changes in the assignments for Special Education students shall be accomplished through coordination between the Department of Special Education Services and the Office of Student Placement. Changes of school assignments of bilingual students will be arranged by the Bilingual Office in coordination with the Office of Student Placement.

- D. Hardship, safety, Health, Child Care, or Specific Subject Program Transfer Transfers made for hardship, safety, health, child care, and specific subject programs are for one year only, or less, as determined by the Office of Student Placement. Such students will be assigned to their normal feeder pattern schools upon completion of the authorized term of transfer. EXCEPTION: The Office of Student Placement is empowered to authorize such transfers through the highest grade offered in the requested school if it is clear that the condition leading to the transfer is not subject to remediation or correction within a one-year period.

- E. Requests to Return to Regular Feeder Pattern - Students who wish to return to their regular feeder pattern schools prior to completion of the term of transfer, must apply to the Office of Student Placement. Requests to return will be subject to the provisions of other regulations provided herein. Requests to return during the first year of a transfer must be supported by substantial and compelling reasons.

8. Desegregation Efforts - In order to ensure desegregation of schools and to prevent desegregation of schools, Seattle School District will semi-annually determine schools which are racially imbalanced and approaching racial imbalance.

9. Racial Imbalance - For the purpose of this procedure, a racially imbalanced school may be either majority or minority imbalanced:

- A. Racially imbalanced schools are defined as having a majority/combined minority student enrollment which varies by more than 20 percentage points from the District wide majority/combined minority student enrollment.



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- B. Additionally, a school shall be considered racially imbalanced if a single minority enrollment group enrollment (as defined by current federal categories) exceeds 50% of the student body.
 - C. Schools approaching racial imbalance are defined as having a majority combined minority student enrollment which varies by between 10-18 percentage points from the District wide majority/minority student enrollment.
10. Legal Or Disciplinary Transfers - The Supervisor, Office of Student Placement, or designee, is authorized to:
- A. Place students subsequent to or in lieu of suspension with the concurrence of Parents or guardians.
 - B. Place students, without consent of parents or guardians:
 - 1. In compliance with rulings of the District hearing officer, q.[]
 - 2. Subsequent to expulsion.
 - C. Initiate and implement student placements upon the recommendation of such agencies as King County Juvenile Court, the Parole Center, or the Department of Social and Health Services, with need for parental consent being determined on the basis of the custody status of individual students.
 - D. Reassign students from suspensions and expulsions pursuant to WAC 180-40 (see appropriate procedures).
 - E. Assign students who are seeking readmission from exemption. Students seeking readmission after having been exempted from schooling will be assigned to schools in accordance with established feeder patterns to be in effect at the time of readmission. However, exempted students may be authorized assignments in other schools and programs under provisions of other regulations contained herein. Exempted students returning to school for the first time subsequent to exemption, retain whatever rights of admission they enjoyed at the time of exemption.



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11. Option Program Transfers - Students may apply for transfer to schools designated by the District as open to program transfers. Students may select only one option program for purposes of transfer applications. Approval of these transfer requests will be based upon the following criteria. That:
- A. All special eligibility criteria of the program are met.
 - B. If the requested option is available at the assigned. School, the student will be expected to take the option at that location.
 - C. Space is available in the requested school or program.
 - D. As a general rule, the proposed transfer will not increase the racial imbalance of either the sending or receiving school if either the sending or receiving school is classified as racially imbalanced or approaching racial imbalance.
 - 1. A majority student assigned to a school that is minority racially imbalanced or approaching minority racial imbalance may be authorized to transfer to another minority racially imbalanced school. A minority student assigned to a school that is majority racially imbalanced or approaching racial imbalance may be authorized to transfer to another majority racially imbalanced school.
 - 2. Exceptions to the general rule may be made in order to allow transfers reasonably calculated to prevent segregation or desegregation of any school, provided, that such transfers can be granted without jeopardizing the racial balance of other schools and in compliance with comparable sized school guidelines.
 - 3. Other exceptions to the general rule may be made if the general rule prevents elementary school students from having access to program options, provided that:
 - (a) Majority students assigned to pair/triad schools shall be limited to program options in pair/triad schools or to program options in non-pair/triad minority racially imbalanced schools.
 - (b) Minority students assigned to pair/triad schools shall be limited to program options in pair/triad schools or to program options in non-pair/triad majority racially imbalanced schools.



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- (c) All students assigned to non-pair/triad schools shall be limited to program options available in pair/triad schools or at least in schools where their enrollments will best serve desegregation.
- (d) If a requested program option is available at two or more accessible locations, the student shall be transferred only to a school in which his or her enrollment will have a positive desegregation effect. Elementary School students may transfer to either component of a pair/triad if the option is available in a pair/triad provided:
 - (1) If transferred at the primary level, the student will continue through the highest. Grade level in the pair/triad.
 - (2) If transferred at the intermediate level, the transfer must improve racial balance.

In unusual cases, exceptions to this provision may be made if they are clearly in the best interests of the District. Approval is granted by the Department of Integration Services and the Administrative Supervisors of Elementary or Secondary Education.

- E. Necessary transportation is feasible.
- F. The transfer will comply with the objectives of the Seattle plan.
- G. The District will make every reasonable effort to ensure in each program option a minority enrollment of at least the District wide minority percentage minus ten percent. In the event that sufficient minority or majority representation cannot be obtained to meet this requirement the Office of Student Placement in conjunction with the Department of Integration Services and the Administrative Supervisors of Elementary or Secondary Education will recommend appropriate intervention measures.

Note: See # 7 of this section for duration requirements.



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12. Voluntary Racial Transfers (high school only) - requests may be made for transfer to the regular program at any school, subject to the following criteria:
- A. Students may be authorized Voluntary Racial Transfers if it will clearly and substantially improve the racial balance in both the sending and receiving school.
 - B. A majority student may transfer from a school that is majority racially imbalanced or approaching majority imbalance to a school that is minority racially imbalanced or approaching minority imbalance.
 - C. A minority student may transfer from a school that is minority racially imbalanced or approaching minority imbalance to one that is majority racially imbalanced or approaching majority imbalance.
 - D. All requests for Voluntary Racial Transfers will be considered on the basis of space availability in the receiving schools.
 - E. Transfers for middle school students shall be limited by the availability of existing and ongoing District transportation.
 - F. Transfers will enhance and promote the Seattle Public Schools desegregation plan.

NOTE: See #7 of this section for duration requirements.

13. Desegregation Equivalent Transfers (HIGH SCHOOL ONLY) - Desegregation equivalent transfers will be granted per the following examples provided such requests are based upon an educational or program need.
- A. A majority student assigned to a minority racially imbalanced or approaching racial imbalance school may transfer to another school that is comparable in its racial balance.
 - B. A minority student assigned to a majority racially imbalanced or approaching racial imbalance school may transfer to another school that is comparable in its racial balance.
 - C. Where feasible, high school students in the categories above who are mandatory assignees will be provided transportation to the receiving schools.



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D. All requests for desegregation equivalent transfers will be considered on the basis of space availability in the receiving schools and viable transportation if required.

Note: See- #7 of this section for duration requirements.

14. Alternative Program Transfers - Alternative schools and programs are required to achieve and maintain a minority enrollment that is not more than 10 percentage points below the District wide percentage of minority students anticipated on June 1 for the following school year. The following programs shall be subject to this provision:

AS No.1	Summit K-12
AES No.2	Orca
AES No.3	Nova
Zone I Alternative	

A. The requirement noted above does .d.q1 apply to the following special programs:

American Indian Heritage High School	Learning Center I
Gypsy Children's Program	Learning Center II
District Reentry Programs	Mt. Baker Youth Service Bureau
Seattle Alternative Secondary Schools (North and South locations)	Northwest Youth Service Bureau
Youth Work Training Program	Sharples Bilingual
	Bryant Bilingual

B. Students may be denied transfer to alternative programs if it can reasonably be concluded that such transfers will have the effect of segregating or desegregating their sending schools.

Note: See #7 of this section for duration requirements.

15. Special Education Programs - Transfers may be made for students who are enrolled in or found to be qualified for Special Education Programs. Special procedures for coordinating the transfer of students have been arranged by the Department of Special Education and the Office of Student Placement.

NOTE: Students assigned to Special Education programs will continue in those programs as long as the special needs of the student require special placement, as determined by the Special Education Office staff.



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Changes in the assignments for Special Education students shall be accomplished through coordination between the Department of Special Education and the Office of Student Placement.

16. Bilingual Programs - Students who are determined eligible by the Bilingual Office to receive bilingual services fall in two categories:

Category A - Those who speak no English.

Category B - Those whose native language is dominant and who lack adequate facility in English

Other categories of bilingual students (categories C, D, E) who have been diagnosed by District staff as needing compensatory services may be eligible for transfer if appropriate services are not available in their assigned school.

NOTE: Students assigned to Bilingual Programs will continue in those programs as long as the special needs of the students require special placement, as determined by the Bilingual Office staff.

Changes of school assignments of bilingual students will be arranged by the Bilingual Office in coordination with the Office of Student Placement.

17. Special Subject and/or Specialized Course of Study (HIGH SCHOOL ONLY) - A student may request an assignment other than the basic assigned school in order to enroll in a course of study not offered in said school subject to the following provisions:

A. The course must continue for at least one year's duration.

NOTE: Transfers made for specific subject programs are for one year only, or less as determined by the Office of Student Placement. Such students will be assigned to their normal feeder pattern schools upon completion of the authorized term of transfer. EXCEPTION: The Office of Student Placement is empowered to authorize such transfers through the highest grade offered in the requested school if it is clear that the condition leading to the transfer is not subject to remediation or correction within a one-year period.

B. The course of study must be a separate and distinct subject not simply a variation of a subject offered at the basic assigned school.

C. If the student withdraws from or is removed from the course of study the student will be reassigned to the basic assigned school.



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- D. There must be space available in the course and in the school requested
 - E. Specific subject/specialized course of study transfers will be reviewed annually for continuation authorization.
 - F. The student should have a vested interest in the course (already been taking the course) or be able to demonstrate a future educational or vocational need.
 - G. The District reserves the right to designate the school in which the student may receive the requested instruction.
 - H. The requirements of Desegregation Program Transfers shall apply.
18. Hardship, Safety, or Health Transfers - Transfers made for hardship, safety, or health are for one year only, or less, as-determined by the Office of Student Placement. Such students will be assigned to their normal feeder pattern schools upon completion of the authorized term of transfer. EXCEPTION: The Office of Student Placement is empowered to authorize such transfers through the highest grade offered in the requested school if it is clear that the condition leading to the transfer is not subject to remediation or correction within a one-year period.
- A. A student may request a transfer or be transferred if attendance in the home school or the school to which assigned will cause severe hardship. Severe hardship is defined as any condition that directly interferes with the student's ability to attend school or to make reasonable educational progress or any condition that requires the student or the parent to make inordinate, unreasonable, or excessive sacrifices to maintain the student's attendance. Hardship will be determined by the Office of Student Placement or other appropriate District office.
 - 1. In all cases, where feasible, supporting documentation by disinterested third parties will be required.
 - 2. Insofar as the mandatory attendance law requires that students attend school for the full time school is in session, after-school employment shall not, per se, be a sufficient reason to grant a transfer contrary to the desegregation needs of the District.
 - 3. The term, "inordinate, unreasonable, and excessive sacrifices," means sacrifices significantly above and beyond those sacrifices made by all students who are required to attend distant schools.



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4. Except in overly compelling circumstances a hardship transfer may not be granted to alleviate hardship in a family where, in the normal course of events, the alleviation of the hardship is essentially a matter of family responsibility
 5. If a student has participated actively in the Seattle School District desegregation program by attending distant schools in desegregation positive assignments for six years, he/she may be permitted to attend the school that traditionally served the area of family residence or the school nearest to the place of family residence.
 6. If a student has participated actively in the Seattle School District desegregation program by attending distant schools in desegregation positive assignments for five years and is ready to begin the 9th grade, he/she may be permitted to attend the school that traditionally served the area of family residence or the school nearest to the place of family residence.
 7. A student who has completed 10th grade in one high school and who changes residence to a different feeder pattern prior to the beginning of the 11th grade year, may qualify to remain in the former school if the Supervisor of Student Placement, in consultation with the principals of the two schools or the Administrative Supervisor Of Secondary Education can reasonably conclude that the inability of new school to offer a subject or subjects will be substantially detrimental to the student's welfare.
- B. A student may request a transfer and be transferred to a school outside the home attendance area or from the school to which he or she is assigned if the supervisor, Office of Student Placement, judges that the home school or the assigned school is unable to provide adequately for the needs of the student as determined and described by a physician, psychiatrist, or other professional person or agency.
- C. The supervisor shall determine the school placement that best meets the student's needs. Cases in which professional recommendations require professional interpretation will be referred to the District Supervisor Of Health Services or the supervisor Of Counseling/Psychological/Social Work Services, whichever is most appropriate, and the final decisions will take into account their interpretations and recommendations.

Note: See #7 of this section for duration requirements.



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19. Child Care Transfer - Necessary child care exists when a single parent or both parents are employed, are students, or some other situation occurs that causes a child to have need of day care before school, after school or both from a specified address other than the student's residence. Students, grades 1 through 6, who receive necessary child care outside their home attendance areas may be authorized to attend the schools in the areas in which the child care services are located provided that such placement does not increase the racial imbalance of the receiving school.
- A. A majority student, grades 1 through 6, assigned to a school classified as a minority racially imbalanced school may be authorized to attend the school serving the area in which the child care facility is located if that school is also classified as a minority racially imbalanced school. Similarly, a minority student, grades 1 through 6, assigned to a majority racially imbalanced school may be authorized to attend the school serving the area in which the child care facility is located if that school is also a majority racially imbalanced school.
 - B. Exceptions to the general child care rule may be made in order to allow transfers reasonably calculated to prevent segregation or desegregation of any school, provided that such transfers can be granted without significantly jeopardizing the racial balance of other schools.

If students can qualify for option program transfers or alternative program transfers with eligibility based upon the address of the day care facility. Such transfers may be authorized with eligibility for District transportation to be determined by the type of transfer granted.

NOTE: Transfers made for child care are for one year only. Or less, as determined by the Office of Student Placement. Such students will be assigned to their normal feeder pattern schools upon completion of the authorized term of transfer. EXCEPTION: The Office of Student Placement is empowered to authorize such transfers through the highest grade offered in the requested school if it is clear that the condition leading to the transfer is not subject to change within a one year period.

20. Sibling Transfer
- A. Parents may request transfers for siblings of students who are in, or have been accepted to, desegregation programs. Such requests for transfer must meet the same criteria as other desegregation program transfers:



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1. The transfer is in the appropriate zone (elementary)
 2. All special eligibility criteria of the program are met.
 3. Space is available in the requested school/program.
 4. The criteria for Option Program Transfers are met.
- B. Sibling transfer requests may be given priority consideration where the number of applications for a particular school/program exceeds the available capacity, provided the above criteria are met.
- C. The District will make every reasonable effort to authorize siblings to attend school together in feeder pattern/zone particularly when separation results from such situations as mixed racial families, adopted children, foster children, foreign exchange students, and family emergencies.

Note: See #7 of this section for duration requirements.

21. Kindergarten students - special provisions for kindergarten students:

- A. Kindergarten students are eligible for only those program options and alternative programs specifically designed to receive kindergarten students. Eligibility for transfer to available program options and alternative programs shall be determined on the basis of Option Transfer or Alternative Program Transfer criteria. Upon completion of kindergarten, such students will be assigned back to their regular feeder pattern schools based upon the elementary school attendance area in which they reside.
- B. Kindergarten students may be authorized to attend elementary schools serving the attendance areas in which the child care facilities are located. Upon completion of kindergarten, such students will be assigned to their regular feeder pattern schools, based upon the elementary school attendance area in which they reside.



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Procedure

1. Application and assignments
 - A. Parents, legal guardians, or adult students will submit transfer applications by mail or in person. Applications for assignments or transfers to begin at the beginning of, or during any school year, will not be assignments for that school year, usually in April.
 - B. Applications for high demand or overcrowded schools or programs will be "batched" during a specified period, and then processed collectively. Other applications will be processed and decisions rendered as rapidly as possible.
 - C. Data regarding all applications will be posted in the Student Placement Activity Master File (SPAM) computer system and all documentation will be filed in student folders.
 - D. Space availability data regarding schools and programs will be obtained from the Administrative Supervisors of Secondary and Elementary Education.
 - E. Decisions whether to grant or deny transfer applications will be made in the strict accordance with the guidelines provided elsewhere in this manual and on the basis of space availability in schools and programs and, in some cases, on the availability of District transportation.
 - F. After the first "batch" process, a second or third "batch" process will be utilized if deemed necessary to ensure equity and fairness.
 - G. The Office of Student Placement will issue written transfer authorizations or transfer denials and will institute waiting lists as needed.
 - H. Resolutions of issues related to racial balance, over enrollment or technical issues related to the assignment/transfer of students will be resolved in consultation with the department of integration services and the Administrative Supervisors of Secondary and Elementary Education.
2. Lottery Assignments
 - A. Where schools/programs are oversubscribed, there will be a lottery to assure equal access to all who have applied by the closing date of Batch 1 (one) or the closing date of subsequent batches.



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- B. Applicants not selected in the lottery process for oversubscribed schools programs will be placed on waiting lists in the order selected. These waiting lists will be used to fill vacancies as they occur or at appropriate times during the school year. Waiting lists shall be dissolved at the end of the tenth week of the second semester, but shall be retained for reference.

3. Specified Transfer Request

- A. Alternative School Transfers - In addition to the general procedures described previously, the following procedures may be required:
 - 1. The batching process will be used.
 - 2. Principals/Managers of the various alternative schools will work cooperatively with the Office of Student Placement to ensure that special eligibility and school population requirements are met.
 - 3. In the case of over subscription, the lottery process will be followed as described under general procedures.
- B. Child Care Transfers - In addition to the general procedures described previously, the following procedures shall be followed:
 - 1. Child care will be confirmed by telephone with the child care agency.
 - 2. If appropriate or necessary, the place of employment and hours of employment will be confirmed by telephone.
- C. Medical/Psychological Transfers - In addition to the general procedures described previously, the following procedures will be required:
 - 1. Parents requesting student transfers on the grounds of medical or psychological hardship will obtain, from the Office of Student Placement special questionnaire and recommendation forms to be completed by the applicant and confirmed by the family doctor, psychiatrist, psychologist, or other professional person.
 - 2. Upon receipt of the professional's confirming statement, it will be referred to the Supervisor Of Health Services or the Supervisor of Counseling/Psychological/Social Work Services or designee for assessment and recommendation to the Office of Student Placement.



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3. The Office of Student Placement using the assessment /recommendation of the Supervisor of Health Services or the Counseling/Psychological/Social Work Services will determine the appropriate school or program to meet the student's needs and on that basis, will grant or deny the request.
- D. Transfers Subsequent to Student Suspension/Expulsion/Exemption - Student Placement Staff Associates, utilizing the criteria indicated below will determine the optimum or most feasible placement for the student and, subject to space availability, will so place the student. Transfers of students who have been suspended, expelled, or exempted will be arranged by Student Placement Staff Associates on the basis of the following criteria:
1. The right, if any, of the student to return to the school from which he/she was suspended or exempted.
 2. The requirements of the Seattle School District Desegregation Plan and the Student Assignment and Transfer Guidelines contained in this manual.
 3. The needs of the individual student.
 4. The need of the School District to maintain optimum educational environments and to protect the rights of students.