

SES INTEGRATION WORK GROUP “PARKING LOT” QUESTIONS

Michael Alves

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How does controlled choice treat student with disabilities?

Students with disabilities are defined as students receiving special education services. Such students whose “disability” can be addressed in any school are assigned in the same way as regular ed. students.

While students with disabilities whose services require self-contained classrooms are assigned to SPED seats that are set-aside in the school or schools that provide those services.

What is the difference between SES status and “at risk” factors?

SES status is based on students’ family income and their parents’ highest educational attainment level and is used as the basis for defining socioeconomic integration and allocating available seats by SES status. Best practices strongly recommends that “Low-SES” should include all low-income FRL eligible students whose parents’ have attained only a high school diploma, GED or less. And that the non-Low SES students should include students that are either FRL eligible or pay for their lunch whose parents have attained a high school diploma, GED, AA, BA, MA or advanced degree.

The “at risk” factors such as single parent households, students in temporary housing, English Language Learners and students with disabilities are additional student-specific factors that are “weighted” in the socioeconomic controlled choice assignment lottery algorithm.

What are the parameters for using a student’s “race” as an additional factor?

Race is not a factor in assigning students in the multifaceted SES controlled choice student assignment plans in Champaign, Wake County and Lee County FL. However, racial and ethnic desegregation can be a goal of a SES plan, so long as the assignments are not based solely or primarily on the students’ race or ethnic group. However, the U.S. Supreme Court’s 2007 PICs decision does appear to allow the use of race only after a school district has exhausted race neutral factors in attempting to achieve its racial/ethnic desegregation goals.

How to address obtaining information about domestic violence, immigration status and other sensitive family issues during the SES Integration application process?

Best practices strongly recommend that these kinds of issues are not relevant to a child’s application for a SES integration assignment. However, controlled choice plans have long included a “hardship” appeals process that can be used to assign students to certain schools because of particular family issues and circumstances that involve the child’s well -being.

