



ADMINISTRATIVE PROCEDURE

SAN DIEGO UNIFIED SCHOOL DISTRICT

NO: 6135

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CATEGORY: Instruction, Special Programs

EFFECTIVE: 9-03-74

SUBJECT: Voluntary Ethnic Enrollment Program (VEEP)

REVISED: 8-10-04

A. PURPOSE AND SCOPE

1. To outline administrative procedures governing the implementation of the Voluntary Ethnic Enrollment Program (VEEP). A VEEP calendar is provided in D.3.
2. **Related Procedures:**
 - Year-round programs in schools, single-track 4017
 - Year-round schools, multitrack 4018
 - Race/Human Relations program 4105
 - Interscholastic Athletic Program eligibility requirements 4172
 - Magnet programs 4262
 - Eligibility for participation in cocurricular and
extracurricular activities 4350
 - School-initiated placement/School-Initiated Placement Council 4605
 - Transportation for integration program students 5411
 - Classroom grouping practices and counseling procedures 6020
 - Choice enrollment 6127
 - Enrollment for child care 6128
 - Release of student information 6525

B. LEGAL AND POLICY BASIS

1. **References:** Board policy: A-4500, A-4510, A-4600, A-4650, A-4750, E-2150, E-2200, E-2250, E-2300, E-2550, E-2900, F-1025, F-1500, F-2100, F-2120, F-2130, F-2592, F-2800, F-2810, F-2920, F-2955, F-2960, F-2965, F-2970, F-7035, G-5100, G-5150, H-1500, H-1501, H-2550, H-2575.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Enrollment Options Office, Office of the Superintendent.
2. **Goals.** The Voluntary Ethnic Enrollment Program (VEEP) is an integral part of the San Diego Plan for Racial Integration.
 - a. **The goals of the district's Integration Program** are to:
 - (1) Improve student achievement and ensure equitable outcomes among all racial and ethnic groups.

- (2) Integrate students to reflect the racial/ethnic balance of the district's student population.
 - (3) Provide equitable access to educational programs and services for all students.
 - (4) Demonstrate positive race/human relations among students and staff of all racial and ethnic groups.
- b. **The specific objective of the program** is to improve the racial/ethnic balance of both sending and receiving schools. Students residing in a school attendance area in which the corresponding racial/ethnic group is overrepresented may enroll in a designated allied school where that group is underrepresented. (District transportation for VEEP students is covered in Procedure 5411.)

3. **Definitions**

- a. **Allied school pattern:** A network of two or more schools eligible to send and/or receive students in VEEP. Allied patterns are approved by the Board of Education.
- b. **Receiving school:** A school in an allied pattern which receives VEEP students from a "sending" school in that allied pattern.
- c. **Geographic school of residence (neighborhood school):** The school to which a student is assigned based on legal residence within the specific geographic boundaries for that school. Regardless of the level of school attended, the VEEP allied patterns are based upon the elementary geographic school of residence. (See C.5.g. for an explanation of special situations.)
- d. **Current school (official school of attendance):** The school in which a student currently is enrolled.
- e. **Change of residence:** A move to another residence by a VEEP student such that he/she no longer resides in the allied pattern. Such students may be allowed to continue as VEEP students at the school they are attending until articulation to the next level. Transportation, however, will only be available from within the allied pattern.

- f. **Facility capacity:** Seating capacity of a school as determined by the Instructional Facilities Planning Department, Office of School Site Support.
 - g. **Articulating students:** Students being promoted to the next school level, such as elementary to middle level, middle level to senior high.
 - h. **Continued enrollment:** Enrollment unchanged year-to-year by a student at his/her current school.
 - i. **Racial/ethnic balanced status:** The state of a VEEP school when its racial/ethnic balance reflects the district's nonwhite/white balance as reported in the annual "Pupil Racial/Ethnic Census Report." Schools also must maintain at least a 50 percent resident population or request a waiver from the Board of Education.
 - j. **Student enrollment list (wait list):** A list of VEEP applicants residing in a board-approved allied pattern developed by the Enrollment Options Office.
 - k. **Program Improvement (PI) School:** Based on state test scores of students, these Title I schools have not made adequate yearly progress for two consecutive years.
 - l. **Program Improvement (PI) Priority:** The preference given to students from PI schools who have applied to attend VEEP receiving schools. These students will be placed on the VEEP receiving school waiting list ahead of applicants from schools that are not PI schools. Within the PI school applicant pool, students with the lowest achievement will receive the highest priority.
4. **Responsibilities**
- a. **Enrollment Options Office**
 - (1) In cooperation with other concerned divisions, departments, and offices, implement and monitor Board of Education policies for VEEP, and develop recommendations for appropriate changes for Board of Education consideration.
 - (2) Draft and revise operating procedures for the approval of the superintendent.

- (3) Develop allied school patterns based upon the most current “Pupil Racial/Ethnic Census Report” to foster and promote diversity at all receiving schools; analyze and revise VEEP patterns annually, if necessary; review proposed allied patterns with the instructional leaders, Executive Committee, and with site principals prior to dissemination.
- (4) Process all student applications for VEEP enrollment.
- (5) Develop and maintain VEEP Student Enrollment Lists (wait list), which are available to schools periodically beginning in April for September enrollment.
- (6) Process all parent/guardian requests for student transfers out of VEEP, give final approval for transfers, and maintain copies of transfer forms for students leaving the program.
- (7) Monitor enrollment in VEEP schools and collaborate with school sites and the Instructional Facilities Department in determining site capacities and projected enrollments.
- (8) Inform the Executive Committee and the instructional leaders of VEEP enrollments, resulting ethnic balances at receiving schools, and changes in allied patterns.
- (9) Assist school sites in developing and implementing the VEEP and provide support services (e. g., recruitment, instructional support).
- (10) Process waivers from VEEP receiving schools seeking to increase nonresident enrollment beyond 50 percent of total enrollment.
- (11) Serve as liaison with parents/guardians and community organizations; disseminate information on all aspects of VEEP.
- (12) Bring issues concerning VEEP to the Executive Committee and instructional leaders, as appropriate.
- (13) Work with the Standards, Assessment, Accountability Division, Office of School Site Support, to develop and implement a program of evaluation that assesses:

- (a) Site programs that support achievement of VEEP students.
 - (b) Efforts to reduce the achievement gap at VEEP receiving schools.
 - (c) Staff development, race/human relations, and parent involvement programs at sites.
- b. Geographic school of residence**
- (1) Provide parents/guardians with information about the VEEP and magnet schools that children are eligible to attend.
 - (2) Provide applications (E.1.) to all eligible students and their parents/guardians; review completed applications and forward them to the Enrollment Options Office for processing to student enrollment lists.
 - (4) Provide parents/guardians with information regarding VEEP policies and procedures, including appropriate times to apply and transfer.
- c. Allied receiving school**
- (1) Periodically beginning in April schools have access to student enrollment lists from the Enrollment Options Office. The principal is responsible for the day to day operations of the program including notifying, accepting, and enrolling students in the order of the list.
 - (2) Develop a quality program that involves parents/guardians of both resident and nonresident students.
 - (3) Ensure that students enrolled in VEEP have full access to the programs and activities of the school, including all curricular and cocurricular activities, and that VEEP students have all of the rights, privileges, and responsibilities of resident students.
 - (4) Monitor and adjust classes to ensure racial/ethnic balance.
 - (5) Implement race/human relations strategies with ongoing activities designed for students, staff, and parents/guardians to ensure a positive environment that recognizes and celebrates the diversity of the school community in curricular and cocurricular activities.

- (6) Ensure that the VEEP community is equitably represented on the site governance team and that the governance team is apprised of VEEP issues.
- (7) When required, request a waiver from the Board of Education through the Enrollment Options Office to increase the nonresident population beyond 50 percent of total student enrollment.
- (8) Provide parents/guardians with information about all VEEP and magnet schools their children are eligible to attend.
- (9) Provide parents/guardians with information regarding VEEP policies and procedures, including appropriate times to apply and transfer.
- (10) When a student moves out of the allied pattern, inform the parents/guardians of the option to stay in the current school until the end of the highest grade level, to attend the new school of residence, or to apply to a possible new VEEP allied school.
- (11) Provide parents/guardians with current transportation information.

5. **Enrollment Regulations**

- a. **Applications filed between** October 1 and March 15 of each school year are considered priority for the next school year and will be approved for enrollment before all later applications. Applications will be randomized by computer, sorted by grade level, and student enrollment lists will be provided to schools. Siblings of concurrently enrolled students receive highest priority and students attending or scheduled to attend PI school receive the next level of priority when the application is filed between October 1 and March 15. Applications received after March 15 each year will be added to the student enrollment list by date and time received until the last working day before school starts in the fall.
- b. **Schools shall accept eligible VEEP applicants** based on the student's position on the student enrollment list. However, when a receiving school has reached facility capacity, it will cease enrolling new VEEP students. Applications of VEEP students not enrolled will remain on a VEEP Student Enrollment List until the second semester when the list expires.

- c. **Enrollment in VEEP** is a right granted by district policy and is not limited by previous citizenship or scholarship marks, previous absences or discipline record (excluding expulsion), previous placement in special education or bilingual education, United States citizenship, or type of visa.
- d. **The cutoff date for applications** to enter or exit the program for the fall semester shall be the last workday before the opening of school. Students desiring to enter the program at the beginning of the second semester must submit applications to the Enrollment Options Office by the last workday before winter break for inclusion on the student enrollment lists. Schools will have until the last day of first semester to enroll students for the second semester from the sites' student enrollment lists.
- e. **Exceptions to this policy** shall be granted only to students new to the district (not enrolled in another district school) or those moving into a new allied pattern. Students new to the district and students who have changed residence may enter VEEP out of the above time line (see D.1.a.) if there is no student enrollment list. Where a student enrollment list exists, the student will be placed on the school's student enrollment list following the same criteria as other VEEP students.
- f. **A parent/guardian must submit** proof of residence in the allied geographic pattern area to the receiving school for enrollment.
- g. **Upon entering VEEP**, a student's school of enrollment becomes the official school of residence. Subsequent requests for transfers are governed by appropriate procedures. Parents/guardians are to be informed of transfer deadlines. Parent requests are initiated by using the "Integration Programs and School Choice Transfer Request Form" (Parent Initiated) (E.3.).
- h. **Students are eligible to participate in VEEP** based on the current allied patterns. The allied pattern is based on the *elementary* geographic school of residence regardless of the student's grade level.
 - (1) **Child care** (elementary schools only). When a child care provider resides outside the geographic school of residence, the student may enroll in a VEEP school that is aligned with the child care provider's address. Students enrolled articulate as Choice students without transportation.

- (2) **Overflow schools.** If a student's legal address has been established as an overflow area, students who wish to participate in VEEP must use the allied pattern of their original geographic school of residence.
 - (3) **Changed school of residence.** VEEP students whose residence changes to a different geographic area may continue at the VEEP school of attendance until the end of that school level. Parents/guardians who are outside of the district or whose residence changes to an area outside of the district must apply through school Choice to continue at the school.
 - i. **Middle level or senior high school students.** When changing levels, parents/guardians of students shall be informed before articulation that the student will articulate in the regular feeder pattern. Students no longer living in the allied-school area are not eligible to articulate as VEEP students; however, they may articulate as Choice students without transportation.
6. **Voluntary Withdrawal.** Participation in VEEP is a commitment for the school year. VEEP students are considered residents of the allied receiving school. Parents/guardians, however, may request the withdrawal of their students from VEEP to return to the geographic school of residence by completing an "Integration Programs and School Choice Transfer Request Form" (E.3.). Out-of-time line withdrawal of VEEP students must be mutually agreed to by the principals of the allied receiving school and the neighborhood school. All transfer requests require final approval from the Enrollment Options Office. Students are to remain enrolled at the current school until notification of final approval of the transfer. Transfer requests out of time line are generally not approved.
7. **Exceptions to this transfer policy** are allowed for students who move out of the allied pattern, or who are accepted into another program during the first three weeks of school or semester.
8. **Filling Enrollment Vacancies From Student Enrollment Lists.** At the beginning of each semester or intersession(s) only, schools must contact parents/guardians of VEEP students in order on the established student enrollment list within time line (see C.5.d.) when enrollment vacancies occur. Students are contacted based on grade level and order on the student enrollment list.
9. **Enrollment Priorities.** All continuing and articulating VEEP students in the regular feeder pattern are enrolled without application. Priority applications are accepted between October 1 and March 15 for the next school year.

- a. **Priority 1:** Sibling of VEEP students concurrently enrolled in the school.
 - b. **Priority 2:** Student attending or scheduled to attend a PI school.
 - c. **Priority 3:** Students who reside within the district.
 - d. **Priority 4:** Students who apply after March 15.
10. **Transportation.** Enrollment in VEEP does not ensure that transportation will be provided. Bus service is scheduled within limitations described in Procedure 5411.
11. **Cutoff Dates for Application to Enroll/Withdraw**
- a. **Traditional calendar**
 - (1) **First semester.** The cutoff date for applications to enter or transfer from a VEEP school is the last workday before the opening of school.
 - (2) **Second semester.** The cutoff date for applications to enter VEEP is the last workday before winter break.
 - b. **Year-round schools.** The cutoff date for applications to enter a VEEP school on a single-track or multitrack year-round schedule is the last working day for the desired track before the session desired.
 - c. **Cross-track transfers.** Students entering or exiting a VEEP school on a different calendar (e.g., single-track or multitrack year-round schedule to traditional) must follow the cutoff dates for the school to which they are applying.
12. **Enrollment Period**
- a. **Students should be notified** and enrolled prior to the first day of school for the fall semester or prior to the first day of school for the spring semester.
 - (1) To fill unexpected vacancies that may occur at the start of school in September, a VEEP school may enroll students from the site's established student enrollment list during the first fourteen (14) days of school in the school year.

- (2) To fill unexpected vacancies that may occur for the spring semester, a VEEP school may enroll students from the site's established student enrollment list until the last day of the first semester.
- b. **Students may enroll in VEEP** prior to the beginning of the second semester based on the following criteria:
 - (1) Elementary students may enroll for the first day of school following winter break if both sending and receiving schools are in agreement.
 - (2) Secondary students transferring cross-track may be able to start the first day of the new semester/session if requirements for semester grades have been met.

D. IMPLEMENTATION

1. Enrollment

- a. **New VEEP students.** Students new to the district and students who have changed residence may enter VEEP at any time during the school year prior to enrolling in any other district school. However, entering VEEP must be contingent on space being available and depletion of that school's student enrollment list. Students applying to enroll in a VEEP school with an established student enrollment list are added to that school's wait list according to the standard criteria (see C.5.).
 - (1) **Parent/guardian**
 - (a) Obtains VEEP information and application (E.2.) from geographic school of residence allied receiving school or Enrollment Options Office.
 - (b) If decision is for student to attend VEEP school, submits completed and signed application according to directions for processing.
 - (c) Upon receiving notification of acceptance, completes registration and enrollment of student at VEEP school. Secondary students may need to make an appointment with school counselor for scheduling classes.
 - (d) Receives transportation and bus pass information.

(2) **Geographic school of residence**

- (a) Provides parents/guardians with information about VEEP schools that children are eligible to attend.
- (b) Provides VEEP applications to all eligible students/parents; reviews completed applications and forwards to the Enrollment Options Office.

(3) **Allied receiving school**

- (a) The allied receiving school has access to student enrollment list from the Enrollment Options Office.
- (b) Reviews and verifies VEEP Student Enrollment List information.
- (c) Notifies parents/guardians of students' status in writing.
- (d) Enrolls students according to standard procedures.
- (e) Forwards transportation application for enrolled students to the Transportation Services Department, Business Operations Division.

b. **Continuing VEEP students**

- (1) As long as they reside in the VEEP pattern, students eligible to articulate to the next level in the VEEP pattern are automatically articulated in the spring.
- (2) Do *not* require special processing; continued enrollment is handled the same as for resident students.

2. **Student Transfer.** An "Integration Programs and School Choice Transfer Request Form" (E.3.) must be completed and submitted for each student exiting VEEP.

- a. **Parent/guardian completes** "Integration Programs and School Choice Transfer Request Form" (E.3.) to voluntarily withdraw a student from VEEP (see C.10. for application deadlines).

b. **Current school of attendance (within timeline transfer)**

- (1) Sends completed “Integration Programs and School Choice Transfer Request Form” (E.3.) to the Enrollment Options Office for review and approval. (School does not separate form.)
- (2) Notifies the Transportation Services Department by submitting “Transported Student Form (TSF)” (E.4.) to drop a student from bus manifest after transfer is approved.

c. **Enrollment Options Office** approves/disapproves parent/guardian request for student transfer before student changes school.

d. **School-initiated placement (SIP)**. See Procedure 4605 for school-initiated placement information. Transfer form (E.3) must be completed and a copy of SIP attached. Form must be sent to the Enrollment Options Office.

Note: When a VEEP student has been SIPed to an alternative placement, the VEEP student has the right to return to the sending school, within time lines, without application or the VEEP school must find placement for the student.

3. **VEEP Calendar Applies to All VEEP Receiving Schools**

March 15	Deadline for applications for VEEP for priority consideration.
April 15– September	VEEP schools will be provided with periodic student enrollment lists of students updated with new applicants.
April 15	First VEEP Student Enrollment List available for schools.
May–July	School sites audit manifest of transported students and cross out students not planning to attend the next school year; make changes and/or additions; provide the Transportation Services Department with transportation forms for newly-enrolled VEEP students.
June–July	Transportation Services Department develops bus routes and schedules and retrieves information data on preenrolled (articulation) VEEP students.

July–August	School site liaison reviews bus routes with the Transportation Services Department at annual meeting.
August	Transportation Service Department distributes transportation materials to receiving schools, parents/guardians, and students.
September	VEEP application cutoff for fall semester: last workday before school begins. Geographic school of residence informs new enrollees of all attendance options, including VEEP.
October 1	Recruitment process begins for the next school year at all levels with applications accepted between October 1 and March 15 to be randomized.
December	VEEP application cutoff for spring semester: last workday before winter break (traditional and year-round)
January-May	Articulation process. Elementary/middle level schools having students eligible to continue as VEEP students review student records on SIS and correct codes in order to provide correct student information to the next-level school for articulation. Secondary school counselors may contact eligible articulating students and their parents/guardians at corresponding feeder and allied schools. VEEP secondary school counselors complete visitation of allied feeder schools to program articulating students.
February	Allied patterns completed and schools notified of any changes.

E. FORMS AND AUXILIARY REFERENCES

1. General Voluntary Ethnic Enrollment Program (VEEP) Policies, Stock Item 22-V-0500 (English); Item 22-V-0501 (Spanish)

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2. Integration Programs and School Choice Transfer Request Form, Stock Item 22-I-5050 (English); Item 22-I-5060 (Spanish)
3. Transported Student Form (TSF), available from the Transportation Services Department

F. REPORTS AND RECORDS

1. Annual VEEP Enrollment Report
2. VEEP Allied School Patterns

G. APPROVED BY

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