

Public Abstract

First Name:Stephen

Middle Name:Mark

Last Name:Himes

Adviser's First Name:Carole

Adviser's Last Name:Edmonds

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SP 2013

Department:Educational Leadership & Policy Analysis

Degree:EdD

Title:THE RACE-BASED SCHOOL ASSIGNMENT POLICY RESPONSE TO PARENTS INVOLVED V. SEATTLE SCHOOLS BY 125 DISTRICTS FROM THE CIVIL RIGHTS COMMISSIONS 1987 META STUDY ON THE EFFECTS OF DESEGREGATION

In *Parents Involved v. Seattle Schools* (2007), the Supreme Court struck school assignment policies in Seattle and Louisville, creating uncertainty about the constitutionality of race conscious school assignment policies (RCSAPs). The researcher found that most districts interpreted *Parents Involved* to eliminate consideration of race from school assignment, though the law allows for limited use of race in such policies. The researcher recommends that districts set parameters for gathering input on school assignment, and they should consider examples in Justice Kennedy's *Parents Involved* opinion, court decisions in *Doe v. Lower Merion*, and the Department of Education Civil Rights Division's published advice. The researcher recommends the Supreme Court hold that race may be considered in school assignment because the public is better served by a transparent and free exchange of ideas. The researcher also recommends courts affirm that race can be one of many factors, if each student is given individual consideration in the policy.