

SUMMARY OF PROPOSALS: STUDENT ASSIGNMENT, OPTIONS AND MAGNETS

OFFICE OF SCHOOL CHOICE

PURPOSE OF THE REVIEW

Historically, the Jefferson County Public Schools (JCPS) Student Assignment Plan is reviewed periodically, approximately every five to seven years, but also in conjunction with historic shifts in law and policy. The most recent Student Assignment Plan was adopted by the Jefferson County Board of Education (JCBE) in December 2014. A historical timeline of the JCPS Student Assignment Plan is included in **Appendix F**.

In addition, the settlement agreement of August 2018 with the Kentucky Department of Education (KDE) provided in part that JCPS would convene an advisory committee and review the Student Assignment Plan ahead of the 2020-21 school year.

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STUDENT ASSIGNMENT REVIEW ADVISORY COMMITTEE

In October 2017, the Student Assignment Review Advisory Committee (SARAC) was convened to review the JCPS Student Assignment Plan. The committee is composed of parents, community partners, school leaders, and Central Office administrators. The parent representatives were selected through an application process that was facilitated by third-party organizations. The committee met monthly for the first year and then approximately twice a month for the remainder of 2019. The committee then met virtually in 2020 to finalize these proposals.

The SARAC comprised the following personnel:

Dena Dossett—Accountability, Research,
and Systems Improvement

Devon Horton—Chief of Schools

Cassie Blausey—School Choice

Barbara Dempsey—Student Assignment

Amanda Averette-Bush—Student Assignment

Brent West—Demographics

John Marshall—Diversity, Equity, and Poverty

Delquan Dorsey—Diversity, Equity, and Poverty

Charles Davis—Diversity, Equity, and Poverty

Mike Raisor—Operations

Glenn Baete—Academics

Jonathan Lowe—Director of Strategy

Stephanie White—Elementary School Principal

Joe Wood—Elementary School Principal

Michael Terry—Elementary School Principal

David Armour—Middle School Principal

Michael Newman—High School Principal

Tom Aberli—Magnet School/Program Principal

Robert Gunn—Principal at Large

Tammy Berlin—Jefferson County Teachers
Association (JCTA) Representative

Petia Edison—JCTA Representative

Angela Bowens—JCBE District 1 Parent Representative

Nick Braden—JCBE District 2 Parent Representative

LaQuita Wornor—JCBE District 3 Parent Representative

Katherine Wilson—JCBE District 4 Parent Representative

Cindy Cushman—JCBE District 5 Parent Representative

Jennifer Tucker—JCBE District 6 Parent Representative

Erin Yetter—JCBE District 7 Parent Representative

Marian Vasser—University of Louisville

Iris Wilbur—Greater Louisville Inc.

Sadiqa Reynolds/Kish Price—Louisville Urban League

NO 360



TIMELINE OF REVIEW

The SARAC began the work by studying and learning about the current student assignment processes. The review progressed through a number of steps. Alongside SARAC meetings, a JCPS core team completed tasks, research, analysis, etc., to prepare for the proposal. Below is a timeline of the work:

2017

October

The SARAC was convened, and an outline of the work was provided.

December

SARAC Meeting—Review of Implementation Timeline and Feedback on the Current Student Assignment Plan

2018

January

SARAC Meeting—Presentation From Develop Louisville, Metro Louisville Planning and Design Services, and Metropolitan Housing Coalition

February

SARAC Meeting—Discussion of Guiding Principles, JCPS Data, and Parents Involved Case

March

SARAC Meeting—Discussion on Student Assignment and Diversity Plans for Metro Nashville, Baltimore County Schools, and JCPS

April

SARAC Meeting—Review of Current JCPS Guiding Principles and Preliminary Discussion on Community Feedback

May

SARAC Meeting—Presentation on the Racial Equity Policy

June

SARAC Meeting—Review of the Magnet Schools of America Audit and the Magnet Steering Committee Work and a Presentation From the Facilities Committee

July

JCPS Settlement Agreement With KDE

Student Assignment Survey Request for Proposals (RFP)

August

No responses were received for the survey RFP. The district pursues specific vendors.

September

SARAC Meeting—Update Regarding Settlement Agreement, Central Office Reorganization, and Timeline For Review

October

Contracting With IQS Research for Communitywide Survey

SARAC Meeting—Discussion on Breadth of Choice Available and Real Choice

November

Four Community Listening Sessions (Central, Southern, Valley, and Ballard High Schools)

SARAC Meeting—Survey Development and Recommendations

Communitywide survey opens.

Board Meeting—Update on Student Assignment Review

Parent Advisory Committee Meetings (Camp Edwards and Louisville Central Community Center [LCCC])

December

Communitywide survey closes.

SARAC Meeting—Barriers to Equity of Access and Recommendations

2019

February

SARAC Meeting—Review of 2018 Student Assignment Community Survey

March

SARAC Meeting—Discussion of 2018 Student Assignment Community Survey

SARAC Meeting—Compression Planning—Guiding Principles

SARAC Meeting—Compression Planning—Strategies

Community Forum and Information Fair—Central High School Magnet Career Academy (MCA)

2019

April

JCBE Meeting—Update on Student Assignment Review

SARAC Meeting—Guiding Principles—Racial Equity Analysis Protocol (REAP)

May

SARAC Meeting—Focus on Strategies and JCBE Feedback

SARAC Meeting—Challenges With Current Plan

June

SARAC Meeting—Solution-Gathering for Identified Challenges

SARAC Meeting—Choice and Diversity Discussion

July

SARAC Meeting—Choice at Middle and High School; Diversity

SARAC Meeting—Choice at Middle and High School; Equity of Access—Dual Resides (The committee agrees to move this proposal forward.)—REAP

August

SARAC Meeting—Equity of Access—Magnet Entrance Criteria

Release of Dual Resides Vendor RFP

September

SARAC Meeting—Equity of Access—Magnet Entrance Criteria and Exits; REAP

SARAC Meeting—Equity of Access—Diversity Targets and Goals, Centralized Lottery, and Exits (The committee agrees to move these proposals forward.)

October

SARAC Meeting—Equity of Access—New Interest-Based Magnets; Replicate Magnets (The committee agrees to move these proposals forward.)

SARAC Meeting—Equity of Access—Review of Recommendations

Community Forum and Information Fair—Louisville Male High School

November

SARAC Meeting—Review of all recommendations—REAP

Two Parent Advisory Council (PAC) Meetings

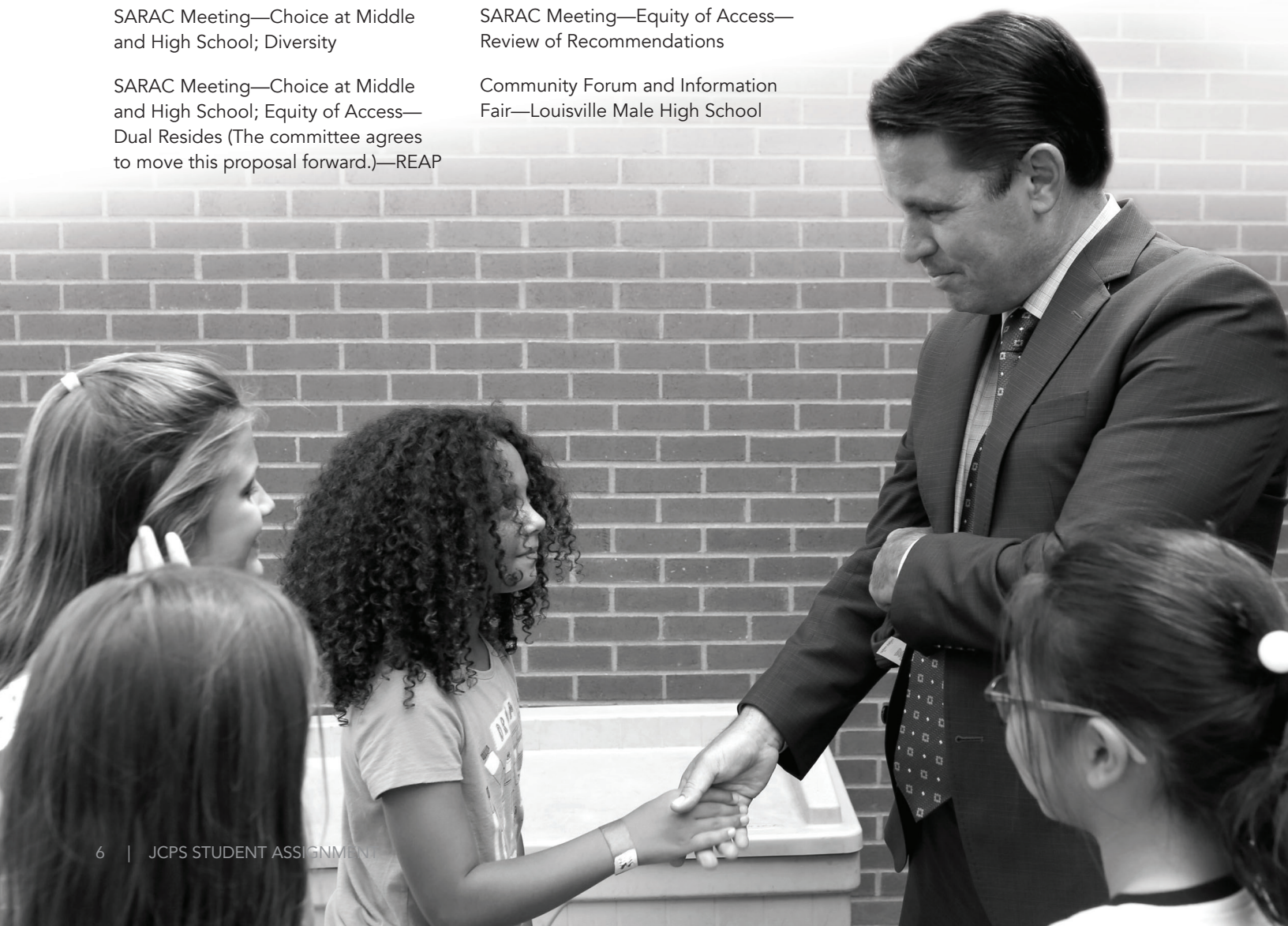
[Virtual Student Assignment Webinar](#)

December

SARAC Meeting to Review Proposals for JCBE Consideration

Urban League Co-Hosted Feedback Session

JCBE Approval of Contract With Cooperative Strategies, LLC, for Dual Resides Proposal



2020

January

JCBE Work Session—Update on Student Assignment Review

Staff Collaborates With Cooperative Strategies in Building Dual Resides

February

Staff Collaborates With Cooperative Strategies in Building Dual Resides

March

Staff Collaborates With Cooperative Strategies in Building Dual Resides

Community Forum and Information Fair—Lincoln Elementary Performing Arts School

Magnet Schools Assistance Program (MSAP) grant opens. Staff members begin the application.

April

Staff Collaborates With Cooperative Strategies in Building Dual Resides

SARAC Meeting—Presentation From Cooperative Strategies, LLC—Dual Resides

Board Meeting—Future State—Review of Student Assignment Proposals

MSAP—Staff Working on Proposal

Collaboration With Louisville Orchestra in Designing Elementary Music School

May

Staff Collaborates With Cooperative Strategies in Tweaking Dual Resides

MSAP—Staff Working on Proposal

Collaboration With Louisville Orchestra in Designing Elementary Music School

June

Staff Collaborates With Cooperative Strategies in Finalizing Dual Resides and Prepping for Feedback

Student Assignment Virtual Summit

- Google Form (334 responses)
- YouTube Event (7,000+ views)

Envision JCPS Video—Student Assignment and Academy @ Shawnee Renovation

MSAP proposal is submitted.

Collaboration With Louisville Orchestra in Designing Elementary Music School

Congressional partners: survey opportunities and feedback sessions

July

West Louisville Middle and High School Support Planning Process—District Team

Collaboration With Louisville Orchestra in Designing Elementary Music School

Dual Resides Survey for Families in Study Area (1,150 responses)

Two In-Person Focus Groups (Central High School MCA, Camp Edwards) (32 people)

16 Zoom Focus Groups (46 people)

Recorded Focus Group Presentation

Additional Meetings:

- Bates Memorial Baptist Church
- St. Stephen Church
- Portland Memorial Church
- Coalition of West Louisville Neighborhood Associations
- Portland Now
- NAACP
- Metro Black Caucus
- Mayor Greg Fischer
- Urban League
- Sen. Gerald Neal
- Alliance to Reclaim Our Schools (AROS)
- JCTA
- 15th District Parent Teacher Association (PTA)

Information Shared With:

- Metro Council Members
- Members of the General Assembly
- LCCC
- Urban League
- 15th District PTA
- Shawnee Alumni Association
- Sowing Seeds of Faith
- PAC
- La Casita Center

Temporary Phone Line for Feedback

Established Webpage for Information Sharing and Feedback (Google Form)
<https://www.jefferson.kyschools.us/student-assignment-proposal>

Superintendent Student Advisory Council Feedback

Congressional partners: survey opportunities and feedback sessions

August

West Louisville Middle and High School Support Planning Process—District Team

Jefferson County League of Cities presentation

September

SARAC Meeting—Review of Final Recommendations and Support Plan

October

SARAC Meeting – Review of Current Student Assignment Plan - REAP

SARAC Meeting – Final Review of Proposals and Support Plan – REAP

November

School Choice Public Forum

West Louisville Support Plan Focus Groups

December

Presentation to the JCBE for Dual Resides and Magnet and Optional School and Program Recommendations (Centralized Lottery, Diversity Targets and Goals, Eliminate School-Initiated Exits, New Interest-Based and Replicated Magnet Schools)

The intent is to provide more transparency, clarity, and accountability around student assignment and magnet processes.



IDENTIFIED CHALLENGES WITH THE CURRENT STUDENT ASSIGNMENT PLAN

The SARAC worked in early 2019 to strategize around challenges posed by the current Student Assignment Plan. The committee discussed a series of challenges, including, but not limited to, the following:

- Regarding the middle and high school assignment plan:
 - No choice for West Louisville middle and high school students to attend school close to home
 - Small, disconnected zones make it hard to connect neighborhoods to schools.
 - Limited opportunity to stay with peers from middle to high school (50 different feeder patterns)
 - Difficulty for family engagement
 - Barriers to participating in after-school activities and athletics
 - Challenges for attendance (if a student misses their bus)
- Regarding magnet schools and programs:
 - Limited access to magnet schools and programs for students of color
 - Limited seats in engaging and attractive magnet schools and programs
 - Inconsistent quality across magnet schools and programs
 - Admissions processes that are difficult to navigate and understand
 - Lack of centralized management of the lottery
 - The removal of students by magnet schools and programs through school-initiated exits created equity issues due to bias.

In creating the recommendations provided in this document, the committee and staff focused on resolving or mitigating the challenges identified above. As proposed, the recommendations are intended to improve equitable treatment of students through the school choice process.

COMMUNITY OUTREACH

Listening to the community has been central to this process. Not only has the committee represented multiple stakeholders, but the JCPS District team also has hosted multiple opportunities to receive feedback and suggestions. These opportunities have been both in-person and online.



[Appendix C](#) provides the feedback collected as part of the community outreach conducted throughout the review process. The types of outreach used throughout the process are listed below.

COMMUNITY FORUMS AND LISTENING SESSIONS

As part of the review process, staff conducted a series of Listening Sessions in winter 2018. Sessions were held at Central, Valley, Ballard, and Southern High Schools. At that time, the community was asked for general feedback regarding the areas that are most in need of improvement. In total, nearly 200 people participated and provided feedback. Generally, the response focused primarily on magnet school and program admissions processes and the impact of the satellite zoning pattern in West Louisville.

In addition, in 2019, staff participated in two JCPS Community Forums (Central High School MCA and Lincoln Elementary) as well as two Parent Advisory Council (PAC) meetings (more than 100 participants) and a co-hosted event with the Urban League (more than 50 participants). The feedback provided during those sessions is included in [Appendix C](#).

COMMUNITYWIDE SURVEY

In late 2018, JCPS conducted a communitywide survey of currently enrolled students, parents of current JCPS students, and the general community of adults living in Jefferson County. In addition to feedback regarding the current plan and experiences with Student Assignment, the survey also included opportunities for feedback regarding the principles and priorities that should be taken into consideration for future changes to student assignment. [Appendix C](#) provides the full survey results.

SURVEY OF IMPACTED FAMILIES

In June and July 2020, JCPS conducted a survey of students residing in the proposed Dual Resides area. Families were given the opportunity to share their preferences regarding a close-to-home option as well as provide input on what types of programs they would like to see offered at that school. This feedback was considered when developing the support plan for the Academy @ Shawnee and the New West Louisville Middle School. [Appendix C](#) provides the full survey results.

GOOGLE FORM AND OTHER DIGITAL FEEDBACK

In addition to the communitywide survey, staff conducted additional feedback opportunities as the proposals were unveiled and tweaked.

Two virtual summits were held, one in [November 2019](#) (1,700+ views) and the other in [June 2020](#) (7,000+ views). Feedback via a Google Form was conducted in November 2019 (892 responses) and in June 2020 (348 responses) to correspond with the virtual summits. An additional Public Forum was held virtually in November 2020 to discuss the final recommendations. The results of that feedback are included in [Appendix C](#).

In June 2020, the superintendent created a [short video](#) designed for the community to have a practical, hands-on summary of the Dual Resides Program. In addition, staff recorded the [presentation provided to focus groups](#) (see page [12](#)) and posted both the superintendent's video and the focus group presentation with a linked feedback form on the JCPS Student Assignment Dual Resides Proposal webpage for additional feedback.

Finally, the superintendent's Student Advisory Council was provided with the focus group presentation and the opportunity to provide feedback via a Google Form, which is provided in [Appendix C](#).



FOCUS GROUPS (IN-PERSON AND ZOOM)

In an effort to acquire more detailed feedback on the Dual Resides proposal, staff conducted a series of focus group events, both in-person and online through Zoom. Zoom focus groups were conducted on June 26 as well as throughout the week of July 13. In-person events occurred on July 7 (Camp Edwards—11 people) and July 9 (Central High School MCA—21 people). Additional Focus Groups were hosted in November 2020 to seek feedback on the West Louisville Support Plan. A summary of the feedback is provided in [Appendix C](#).

RACIAL EQUITY ANALYSIS PROTOCOL

The Racial Equity Analysis Protocol (REAP) was an essential tool used throughout the Student Assignment review process. The purpose of the REAP is to apply an equity lens to JCPS District policies, practices, and procedures. Using

the REAP is only the first step in improving the equitable access, delivery, and implementation of practices.

The SARAC filtered current processes through the REAP and followed up with proposed changes. The REAP outline for each meeting is provided in [Appendix E](#).

- April 9, 2019—Guiding Principles
- July 9, 2019—Dual Resides and Satellite Areas
- September 3, 2019—Magnet Admissions Criteria and School-Initiated Exits
- November 7, 2019—Magnet Recommendations
- October 7, 2020—Current Student Assignment Plan
- October 21, 2020—Final Proposals and Support Plan, Two policy/procedure REAPs completed by JCPS Staff

Each proposed policy and procedure will also be filtered through the REAP before being presented to the Board and the Jefferson County Policy Committee.

POLICY AND PROCEDURE

Currently, the JCBE-adopted Student Assignment Plan (December 2014), see [Appendix F](#), governs only a small portion of the work that encompasses student assignment and magnet school/program processes. Over time, the Student Assignment Plan has encompassed this document as well as written and non-written practices collected over time.

Over the last two years, the office of School Choice has worked hard to document all student assignment and magnet school/program processes in order to work toward codifying in a clear way. In codifying these processes, like all other JCBE policies and district procedures, the intent is to provide more transparency, clarity, and accountability around student assignment and magnet processes. Instead of a separate plan, for this review process, the policy/procedure structure will be used so that all School Choice processes are codified like all other district processes. In this proposal, the policy and corresponding procedures and practices encompass **all** student assignment and magnet processes, including those that are **not** changing, including elementary clusters, boundaries outside of those impacted by Dual Resides, and non-lottery magnet admissions processes. That way, all student assignment and magnet school/program processes are located in clear, consistent locations.

See [Appendix F](#) for a side-by-side comparison between the current Student Assignment Plan and policy/procedure/practice structure.

	Policy (Board)	Procedure (Board reviewed)	Practice (Department handbook)
What It Is	General statements about student assignment and magnets	Proposals for student assignment and magnets— infrastructure to carry out policy	How staff implement the proposals for student assignment and magnets
Student Assignment	Student Attendance Boundaries (09.11) (proposed to be amended)	Proposed: 1. Student Transfers (new) 2. Student Attendance Boundaries (new) 3. Magnet School, Program, and Optional Program Processes (new) 4. Diversity Index	Proposed: 1. Dual Resides Draft Rules (new) 2. Magnet and Optional Program Vacancies (new) 3. Amending a Magnet Application (new) 4. Magnet and Optional Program Withdrawal (new) 5. Diversity Targets and Goals (new) 6. Centralized Lottery Process (new)
Magnets	Magnet Education (08.134) (proposed to be amended)	Proposed: Quality Magnet Education Programming (new) New or Revised School Design	Proposed: Five-Year Plan

Policies provide for the general framework of district processes and are approved by the JCBE.

Procedures are created by the district in implementation of the JCBE policies and are reviewed by the board. Practices are the day-to-day implementation of both policies and procedures and provide the most detail about the process, typically included in department handbooks. While practices are typically not reviewed by the JCBE, the pieces provided here are key elements to the student assignment proposals detailed in this document.

The two policies listed, 09.11—Student Attendance Areas (modified to Assignment of Students to Schools) and 08.134—Magnet Education, are the two key policies impacted by this proposal. In this proposal, modifications are recommended for both. See **Appendix D—Policy Modifications**. Note: The magnet admissions and continuation processes are located as procedures and practices associated with 09.11—Student Attendance Areas (modified to Assignment of Students to Schools) rather than 08.134—Magnet Education because 09.11 is located in the “Students” section of the *JCPS Policy Handbook* and 08.134 is located in the “Curriculum and Instruction” section. Therefore, since 09.11 impacts students in the operational sense (assigning students to schools and continuation at the schools), it is the more appropriate location for magnet admissions and continuation processes.

Currently, there are no approved district procedures for either policy. In this proposal, staff recommend the creation of four new district procedures, three to accompany 09.11 and one to accompany 08.134 (see page 13).

Finally, based on the need for clear and transparent processes, a series of practices are included in this proposal to accompany their corresponding procedures. Staff will use these practices as guidelines for day-to-day work in the implementation of the proposals contained in this document. Should the policies and procedures be adopted, these practices will be included in the *Student Assignment Handbook* for staff use.

Should the JCBE pass the proposals (outlined on page 17), staff will then provide these policies for review by the Policy Committee. The procedures and practices will also be referenced at that meeting so that the committee has a full understanding of the proposal. After the Board Policy Committee reviews the policies, and makes recommended adjustments, staff will schedule the policies to go to the JCBE for review and potential approval.



GUIDING PRINCIPLES

The JCPS Guiding Principles were developed through the SARAC feedback process, which included two Compression Planning sessions (see [Appendix B](#)) and filtering the proposed principles through the REAP (see [Appendix E](#)).

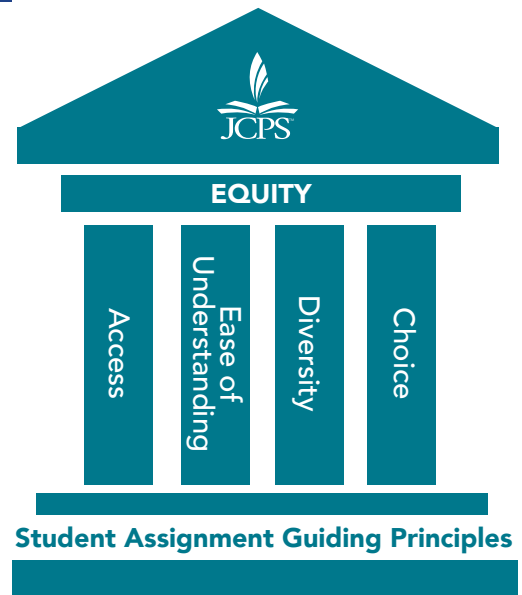
A version of the image to the right was used as part of the visualization process in developing the Guiding Principles. It is important to note the location of Equity as an overarching Guiding Principle. The SARAC noted that Equity, rather than being a stand-alone Guiding Principle, should be expected throughout each of the other Guiding Principles. This is represented by Equity serving as the overarching beam in the structure while the other Guiding Principles serve as pillars.

EQUITY

JCPS is committed to Racial Equity, as evidenced by its prominence as one of the district's Three Pillars and work in the scope of the Racial Equity Policy and the district's Racial Equity Plan. In addition to the ongoing work of the Racial Equity Policy, the conversations of the SARAC consistently went back to this concept and focused explicitly on the impact of proposals and that of current systems. As mentioned above, Equity serves in a unique way among the Student Assignment Guiding Principles. Through the development process, committee members highlighted the importance of equitable access and fairness in accessing programs of interest. In addition, discussion focused on equity of opportunity for students and ensuring that, even within schools, equitable access included a deep understanding of barriers that may exclude some students from participation. As the overarching Guiding Principle, Equity should be seen throughout the implementation of the other Guiding Principles and in monitoring implementation. Equity should remain a consistent measurement.

CHOICE

The Communitywide Survey, [Appendix C](#), conducted over November and December of 2018, gave a clear indication that students, parents, and the larger community all believe that choice is a vital component of the JCPS Student Assignment Plan. In discussing Choice as a Guiding Principle, the SARAC indicated that there should be parameters around Choice, specifically that students should have what was termed as "real" choice, meaning that the choice should be available and students should have the opportunity to access it. This speaks to systemic barriers that could prevent students from accessing options. In addition, the SARAC pointed out that students and parents should have access to schools closer to home, which then became the basis for the Dual Resides proposal.



DIVERSITY

The Communitywide Survey revealed a difference of opinion regarding the comparative value between Diversity and Choice. The SARAC discussed the challenges associated with the situations where Diversity and Choice tend to counteract each other. Generally, the SARAC came to the conclusion that all students should have the opportunity to participate in a diverse school environment.

ACCESS FOR MARGINALIZED COMMUNITIES

Working in conjunction with the other Guiding Principles, Access was emphasized by the SARAC as a key element, especially in the work with magnet and optional schools and programs. This is consistent with the conversation around Choice as a Guiding Principle, and the SARAC indicated that students, specifically from marginalized communities, should first have the option available (Choice) and then actually have the ability to gain admission to engaging programming (Access). Additionally, when students do attend those programs, the schools should have the appropriate resources and training to ensure that all students are successful, meaning that unique student needs are addressed so that the student can fully participate and reap the benefits of the program.

EASE OF UNDERSTANDING

One common criticism of the JCPS Student Assignment Plan is that the breadth of the plan is difficult for families to comprehend, leading to barriers around Choice and Access, specifically for families that are already marginalized. In addition, one aspect of the current plan revealed by the Communitywide Survey is that there is rampant misinformation about the current plan, which then translates into chains of continued miscommunication when families hear the information by word of mouth. Layers of Choice and systems contribute to difficulties in communication. The SARAC indicated that, where possible, there should be an effort to include intuitive design in communication structures, including the actual application process. In addition, the School Choice staff must include a robust outreach strategy that will ensure that all families are able to navigate and understand the options available.

GUIDING PRINCIPLES WITHIN EACH RECOMMENDATION

Each recommendation is framed by its connection to the Guiding Principles. In the chart below, connections to the Guiding Principles are laid out explicitly. In addition, there is discussion in the actual recommendations regarding the role of the Guiding Principles in the design of each recommendation.

Guiding Principle/ Proposal	Dual Resides	Magnet: Centralized Lottery	Magnet: End School- Initiated Exits	Magnet: Diversity Targets and Goals	Magnet: New Inter- est-Based and Replicat- ed Magnets	Open Enrollment Rolled Into Transfers
Equity	X	X	X	X	X	X
Choice	X		X		X	X
Diversity	X	X	X	X	X	
Access	X	X	X	X	X	X
Ease of Understanding	X	X	X			X



RECOMMENDATIONS

PROPOSALS TO BE SUBMITTED FOR JCBE APPROVAL



The proposals consist of the following concepts, which will be discussed in more detail in the documents provided below. These are the specific proposals recommended for adoption by the JCBE:

- Dual Resides Option for Middle and High School Students Living in West Louisville
 - Approve Building New West Louisville Middle School
- Magnet and Optional Schools and Programs:
 - Centralized Lottery
 - Removing School-Initiated Exits
 - Diversity Targets and Goals
 - Replicate Popular Magnet Schools and New Interest-Based Magnet Schools
 - Approve New Elementary Music Magnet
- Open Enrollment and Transfers

To ensure that these recommendations supersede all previous iterations of the Student Assignment Plan, adoption of these recommendations and the corresponding policies and procedures effectively void all previous plans. This is an important component of this document because as student assignment and magnet processes have been adapted over time, many of the documentations associated with the processes have been patchworked together, creating—in some cases—a conflicting policy and procedure landscape in this area. Within the proposed policies and procedures, student assignment processes—including student transfers, magnet and optional program admissions, and elementary cluster assignments—are otherwise unchanged unless specifically addressed in this recommendation.

DUAL RESIDES OPTION FOR MIDDLE AND HIGH SCHOOL STUDENTS (WEST LOUISVILLE)

Summary of Proposal

Middle and high school students in the West Louisville study area (see Map in [Appendix A](#), Proposal—Dual Resides and page 18) will have a choice between a school close to home or a school farther away. Currently, students living in the West Louisville area do not have a choice to stay close to home. Based on the current Student Assignment Plan, students are zoned for schools farther from home with no access to a local middle or high school. This proposal will provide students with an additional choice.

Much like our elementary application process, families will select their choice (close to home or farther from home) through the student application process. Once a selection is made for the close to home or farther away option, the decision is final for that academic year. If needed, students may use the transfer process to explore other school choice options. At the end of the academic year, the student and family can make a decision to either stay at the option they chose or attend the other school.

If passed, this option will be available to students entering the sixth and ninth grades in the 2022-23 school year. This proposal will not change the assignment for a student living in the study area and currently enrolled in a middle or high school. In other words, a student who, during the 2021-22 school year, is a sixth, seventh, ninth, tenth, or eleventh grader will not be affected by the proposal. Students who will be fifth or eighth graders for the 2021-22 school year will have a choice based on the Dual Resides proposal the following year. From there, an additional grade level will be included each year until it is fully implemented, grades six through twelve.

This proposal requires the recommendation for building a new West Louisville middle school. At the July 21, 2020, JCBE meeting, the board approved for the Local Planning Committee to meet to add a finding to the District Facilities Plan that would allow for a West End middle school to be built. There are several steps to adding a finding to the District Facilities Plan, but it should be completed in the early fall of 2020. In anticipation of the new school's construction, transitional space will be utilized. See [Appendix H, Facilities Proposal](#).

Example: Family lives at 1100 West Dumesnil Street.

For middle school, they will have the option to attend either Noe Middle School or a new West Louisville middle school. For high school, the student will have the option to attend either Seneca High School or the Academy @ Shawnee.

The Dual Resides proposal will also be accompanied by the West Louisville School Support Plan that will address the commitment to providing comprehensive programming that will be available at the Academy @ Shawnee and the new West Louisville middle school. The plan will address both academic and nonacademic support for students, teacher supports, and community partnerships. The proposed plan's design is based on a theory of action that addresses the needs of teaching and learning, personalized safety nets, resource allocation, and professional development (PD), all of which together will result in improved outcomes for West Louisville students who choose to attend a school closer to their home.

SARAC Discussion

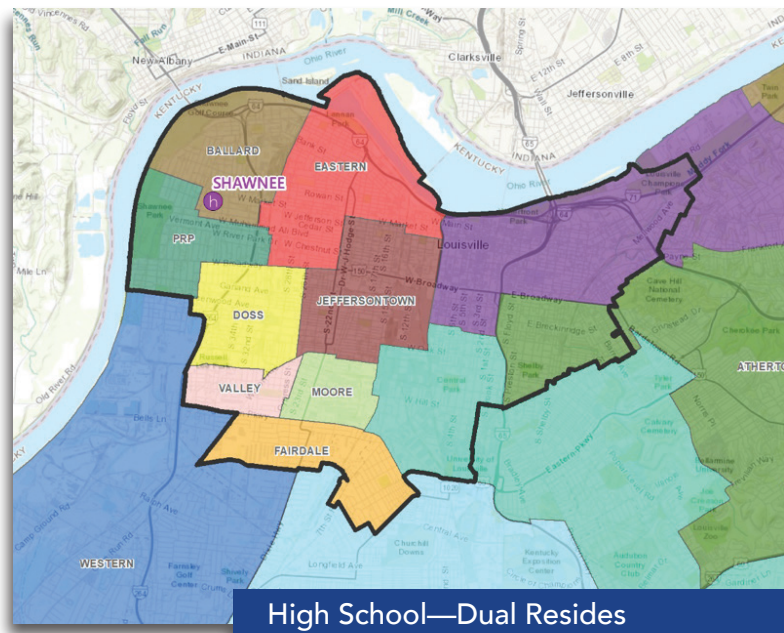
The committee found the lack of close-to-home options for students living in West Louisville problematic because of additional barriers facing families, including lack of transportation and the long distance from home, both critically important issues. The historic nature of this assignment pattern has meant that generations of students were not provided an option to stay closer to home while their peers in the suburban parts of the county were provided that opportunity. In reviewing the current plan, the committee suggested the Dual Resides as an alternative, providing that students and families would have the opportunity to choose, rather than have JCPS assign one way or another.

REAP

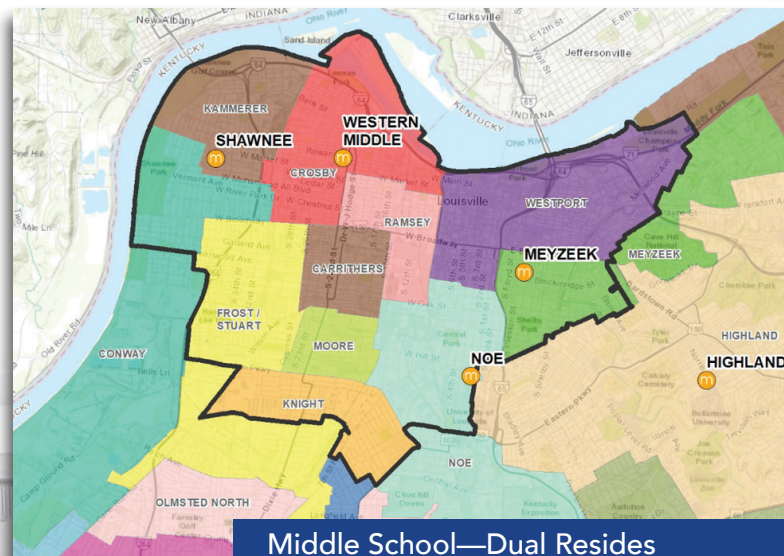
This proposal and the current process were filtered through the REAP on July 9, 2019. The feedback from that process is included in [Appendix E](#).

Community Feedback

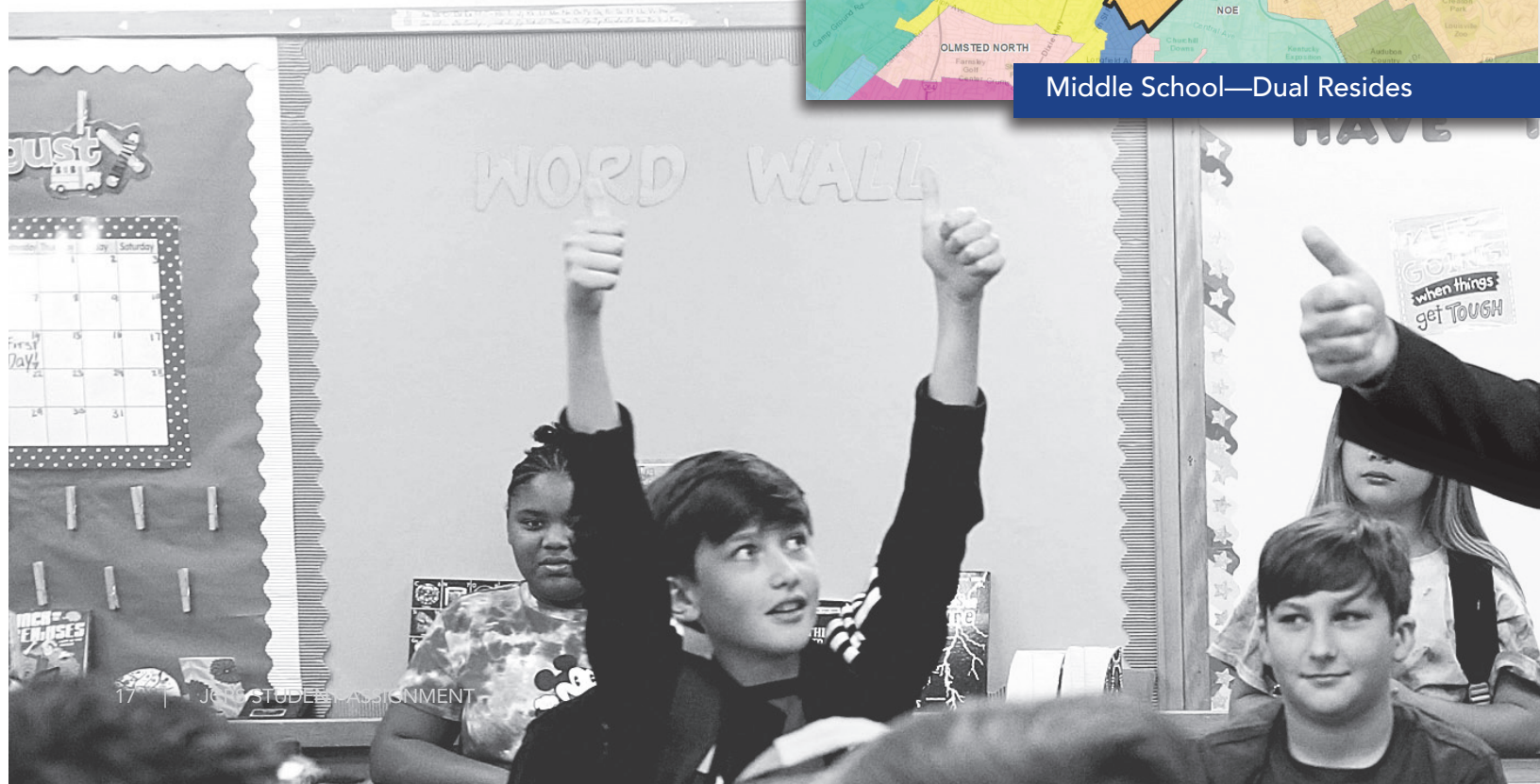
Generally, community feedback about the additional option has been positive. While the student assignment aspect of the proposal is generally positive, there was a call for additional information and planning regarding resourcing and support for the new West Louisville middle school and the Academy @ Shawnee. That information is included under a separate cover and accompanies this proposal. Specific feedback from the focus groups is included in [Appendix C](#).



High School—Dual Resides



Middle School—Dual Resides



Policy and Procedure

The proposed change is included in JCBE Policy 09.11—Assignment of Students to Schools, generally, and specifically in Procedure 09.11 AP2—Student Attendance Boundaries—Non-Magnet Schools, and in the Dual Resides practice. See [Appendix F](#).

Additional Considerations

The Academy @ Shawnee and Western Middle Schools will phase into full magnet schools, should the proposal be approved. Students assigned to those schools based on the current boundary will remain, and the new boundaries will take effect for students entering sixth grade in the school year 2022-23.

The SARAC indicated the need for additional investment in the office of School Choice in order to accommodate technology and growing personnel needs to implement this and the other recommendations.

Methodology for Boundaries

The Cooperative Strategies team began with extensive research to gain an understanding of the existing boundaries within the study area for this process (defined as the existing high school satellite area plus the boundary for the Academy @ Shawnee). Initial direction from the administration was to focus on creation of the Dual Resides options for high school boundaries. One of the key observations resulting

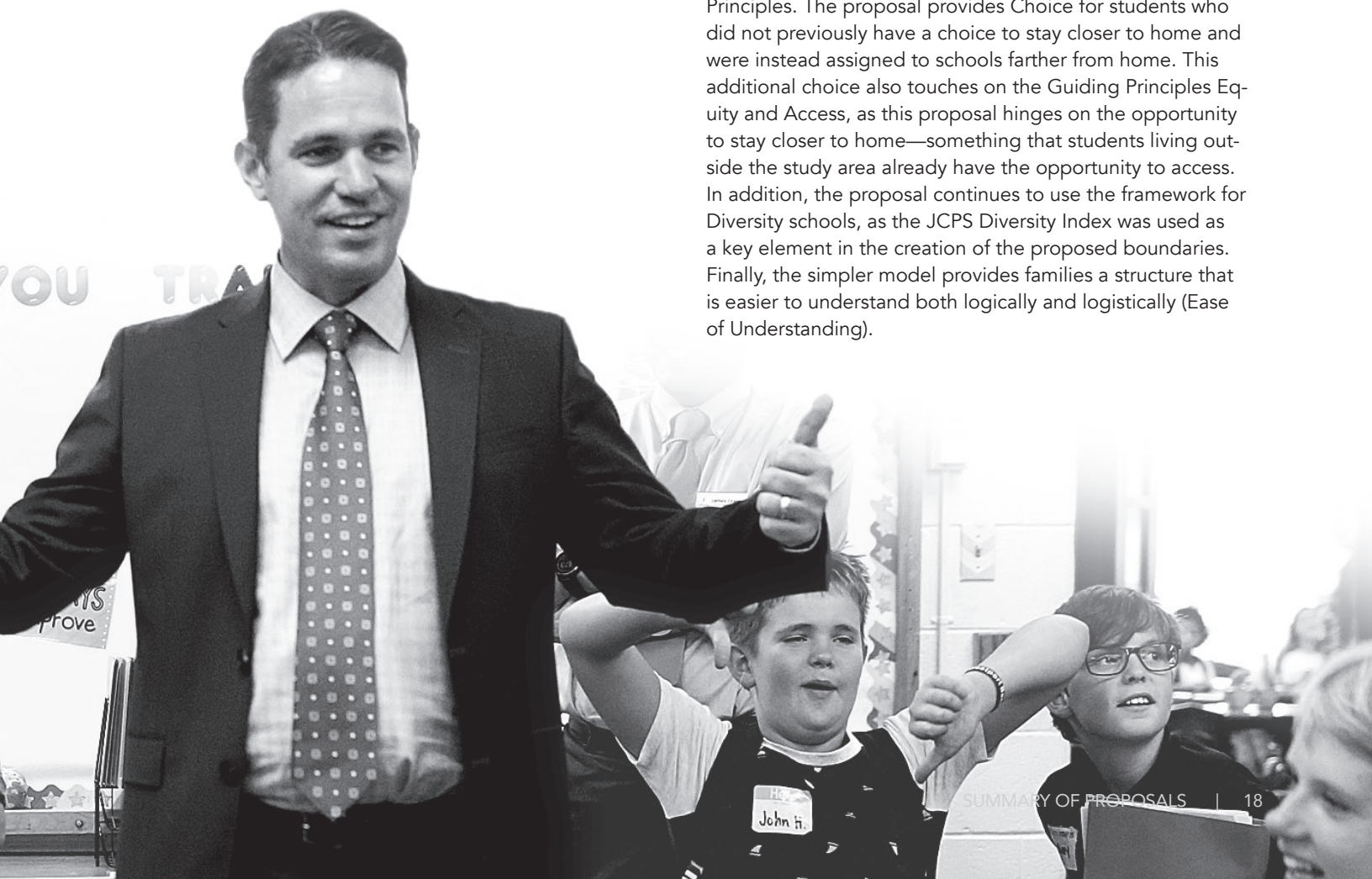
from this initial discovery phase was the lack of alignment between the middle school and the high school boundaries within the study area. This led to the creation of planning units; these planning units were defined using a combination of existing boundaries (at middle and high school) and major roads. Planning units could then be assigned to middle and high schools which were in vertical alignment.

The team next aggregated student-level data (e.g., enrollment data, school of attendance, diversity index information) into each of the planning units so that the impacts of different scenarios could be quickly modeled. For the purpose of this study, the team only used the resident student population within the study areas to build options. Any students attending a choice or magnet program for which they are not currently zoned were not impacted in the models. The models would show the following data—capacity, enrollment, utilization, percent of population attending from the study area, and diversity index information.

The team worked through a series of options during work sessions with JCPS internal stakeholders and the standing boundary SARAC to collect feedback around concepts. Based on feedback from various groups, the recommendation was presented with a 50 percent participation rate in the Dual Resides boundaries.

Guiding Principles

The Dual Resides proposal encompasses all five Guiding Principles. The proposal provides Choice for students who did not previously have a choice to stay closer to home and were instead assigned to schools farther from home. This additional choice also touches on the Guiding Principles Equity and Access, as this proposal hinges on the opportunity to stay closer to home—something that students living outside the study area already have the opportunity to access. In addition, the proposal continues to use the framework for Diversity schools, as the JCPS Diversity Index was used as a key element in the creation of the proposed boundaries. Finally, the simpler model provides families a structure that is easier to understand both logically and logistically (Ease of Understanding).



MAGNET AND OPTIONAL SCHOOLS AND PROGRAMS

CENTRALIZED LOTTERY

Summary of Proposal

The recommendation is to implement a central process and method of communication for all schools/programs that use lottery for admission, which would enhance transparency and ease of understanding for parents.

The district has implemented wait-list processes for all lottery magnet schools and programs. The change was met with great support from families who praised the increased transparency. This proposal takes the next step and centralizes all lottery processes. This means staff in the office of School Choice will facilitate the lottery, communicate with families, and provide a system for automatic notification should families accept or decline a seat at a lottery magnet school or program. The result of this is consistency across programs in the processes and procedures that are used.

SARAC Discussion

This proposal was met with approval from the committee, as it enhances transparency and increases clarity in process. In addition, it was discussed that this recommendation, in addition to the others, would require additional staffing and technology updates for the office of School Choice.

REAP

This proposal was reviewed through the REAP at the November 7, 2019, meeting. The notes can be found in [Appendix E](#).

Community Feedback

Since the launch of the waitlist for all lottery magnet schools and programs, families have praised the increased transparency and clarity of process. While some feedback questioned the additional oversight by the Central Office as too much centralization, several lottery magnet schools and programs have provided positive feedback, specifically as it relates to the amount of time schools will no longer have to spend in the lottery admissions process. Centralizing the lottery essentially makes the process more efficient and takes tasks away from the school staff so they can focus on students and their learning.

Policy and Procedure

The changes associated with this proposal are included generally in the JCBE Policy 09.11—Assignment of Students to Schools, and specifically in 09.11 AP3—Magnet School, Program, and Optional Program Processes. In addition, further detail on the actual process is included in the Practice—Centralized Lottery Process document found in [Appendix D](#).

Additional Considerations

As mentioned above, the SARAC indicated the need for additional investment in the office of School Choice in order to accommodate technology and growing personnel needs as a result of this and the other recommendations.

Guiding Principles

This proposal focuses primarily on Equity, Diversity, Access, and Ease of Understanding. The office of School Choice currently implements a published magnet and optional school and program waitlist for schools using lottery admissions. This process and the centralization of the lottery admissions processes ensure that processes are transparent and monitored throughout the course of the application process so that schools can be more proactive about recruitment strategies that prioritize underrepresented populations.



END SCHOOL-INITIATED STUDENT EXITS

Summary of Proposal

Currently, the district allows magnet schools and magnet programs, after providing interventions, to exit a student at the end of the school year based on academics and behavior. For the school year 2018-19, there were 363 school-initiated exits across all magnet schools and programs. This accounts for around 1.4 percent of the total number of students attending magnet schools and programs. This proposal would end the practice of school-initiated student exits. The practice of parent-initiated exits would continue which would allow parents to make an informed decision to exit a student from a magnet school or magnet program.

SARAC Discussion

The committee recommends that this practice should be eliminated and that the decision regarding whether or not to attend another school should be made by the family. The discussion centered on equity and data illustrating a disproportionate impact on students of color and students in poverty.

REAP

The committee filtered the current process and the revised proposal through the REAP and discussed inequities in the process on November 7, 2019. The result can be found in [Appendix E](#). This proposal came as a result of that discussion.

Community Feedback

While this proposal was strongly supported by the SARAC, many families attending Traditional magnet schools voiced concern about ending this practice. Feedback on this proposal was heard and is recorded as part of the November 2019 Google Form feedback. See [Appendix C](#).

Policy and Procedure

The proposal is included generally in Board Policy 09.11—Assignment of Students to Schools, and specifically in the proposed Procedure 09.11 AP.3—Magnet School, Program and Optional Program Processes, specifically under Continuation. All can be found in [Appendix D](#).

Additional Considerations

There are concerns from Traditional magnet school families that leveraging exits is what makes a Traditional school attractive; essentially, the ability to exit a student is considered a way to ensure compliance with program requirements. In addition, there was conversation about clarifying procedures on how the *JCPS Student Support and Behavior Intervention Handbook* applies to students in magnet schools/programs and identifying supports that would need to be put in place for students who would otherwise be exited from magnet schools and programs.

Guiding Principles

This proposal connects with all five Guiding Principles. It was the SARAC's position that only families should have the ability to choose whether or not a school is a proper fit for their child. In addition, during the REAP of the current process, the SARAC found that the current practice disproportionately impacted students of color and limited access for those same students as a result. This essentially resulted in less diversity in some of the district's magnet schools and programs. Finally, having a common practice among all schools (e.g., families choosing whether to stay or leave a magnet or optional school or program) leads to an easier system for parents to engage with.



It was the SARAC's position that only families should have the ability to choose whether or not a school is a proper fit for their child.

DIVERSITY TARGETS AND GOALS

Summary of Proposal

Currently, all A1 schools (including magnet schools and programs) are measured with the same diversity index and expectations.

The recommendation is for magnet schools and programs to work toward being reflective of the district diversity categories (30 percent Category 1, 50 percent Category 2, 20 percent Category 3) in order to increase access across all magnet schools and programs.

The district will work with individual schools to create actionable plans to make progress toward these goals. This may include, but is not limited to, targeted recruitment strategies and review of magnet boundaries.

SARAC Discussion

The committee provided overwhelming support for the need for ensuring equity of access to JCPS magnet schools and programs and optional programs. The purpose of this proposal extends back to the original purpose of magnet schools and programs—providing engaging and diverse learning environments. The intent of the proposal is to provide more of a goal-oriented approach to ensuring a diverse learning environment in all JCPS magnet schools and programs.

REAP

The SARAC convened on November 7, 2019, to review this proposal, and the results can be found in [Appendix E](#).

Community Feedback

Generally, feedback regarding this proposal has been positive. Concerns about the process have focused mostly on ensuring that several strategies are employed in an effort to ensure equitable access for students, especially students of color and students in poverty.

Policy and Procedure

This process is included generally in Board Policy 09.11—Assignment of Students to Schools, and specifically in Procedure 09.11 AP3—Magnet School, Program, and Optional Program Processes. In addition, more detail regarding the process is included in the Practice—Magnet and Optional Programs Diversity Targets and Goals. All can be found in [Appendix D](#).

Additional Considerations

Several additional considerations were discussed in feedback and with the SARAC, including the following:

- Possible boundary adjustment for magnet programs and schools (ex: Traditional; Math, Science, and Technology [MST])

- Impact of targets for magnet programs on entire school
- Possible use of weighted lottery
- Impact of the 2020 Census

Guiding Principles

This proposal focuses on the Guiding Principles Equity, Diversity, and Access. Historically, the purpose of magnet and optional schools and programs hinged on ensuring a diverse learning environment, and these schools and programs were a tool for school integration. The SARAC discussed the need for specific, measurable goals for magnet and optional schools and programs to ensure that mission was fully recognized. This proposal would incorporate intentional practices around recruitment, evaluation of the school's application pool, admissions, and enrollment in order to ascertain where barriers in accessibility were prevalent. In addition, from the equity standpoint, it also is intended to work in conjunction with the Racial Equity plans in place at each school to ensure accessibility is coupled with practices that will ensure an inclusive environment. Finally, the purpose of this proposal is to, through these practices, provide for a diverse learning environment that reflects the full diversity of JCPS.



REPLICATE POPULAR MAGNET SCHOOLS AND NEW INTEREST-BASED MAGNET SCHOOLS

Summary of Proposal

The Student Assignment survey indicated that parents and students are interested in engaging programs that pique interest. The office of School Choice will evaluate data and analyze demand for new programs based on demand for current programs. JCPS currently has popular programs that receive more applications than can be accepted due to space limitations. With this proposal, additional locations of popular programs could be offered, providing the theme-based program to more JCPS students. In addition, there are opportunities for additional magnet school themes that are not currently available in JCPS. This proposal would allow for the expansion of theme-based learning environments for students at all grade levels.

Interest-based magnet schools would provide opportunities for students to engage in a theme-based learning environment based on their interests. Admissions would be by lottery.

SARAC Discussion

The SARAC supported the idea of new, engaging programs, but cautioned that the underlying processes concerning magnet school admissions and exits could impact the intended outcome (equitable access) if not properly implemented and monitored. The intent of this proposal is to provide more seats available to students interested in theme-based learning environments.

REAP

This proposal was filtered through the REAP during the November 7, 2019, meeting, and the notes can be found in [Appendix E](#).

Community Feedback

Generally, the community sees choice as favorable, and so the concept of new, engaging magnet schools is a popular idea. In specific feedback sessions regarding the proposed magnet schools outlined below, the school concepts were popular with parents.

Policy and Procedure

This proposal does not require a change to policy or procedure. Currently, JCBE Policy 08.134—Magnet Education provides that the board “shall review and approve magnet schools, magnet programs, and optional programs which shall reflect the goals and philosophy of the district.” The only modification recommended for this policy is the inclu-

sion of procedure granting powers to the superintendent so that the goals and philosophy of the district, with regard to its magnet schools, can be better fleshed out in accordance with national best practices.

Additional Considerations

In accordance with JCBE Policy 08.134—Magnet Education, this proposal requests that the board approve creation of one new magnet school, the elementary music magnet school outlined below.

In addition, should JCPS be awarded the 2020 Magnet Schools Assistance Program (MSAP) grant, staff will provide an additional recommendation to the board regarding the modification of the magnet programs for the schools included in that proposal.

Guiding Principles

This proposal provides for additional choice and, when coupled with the other magnet proposals described above, will provide equitable access to students by opening more available opportunities for students who would otherwise not be able to participate due to the limited number of seats and non-lottery admissions processes.

ELEMENTARY MUSIC MAGNET SCHOOL

The proposed elementary music magnet school provides parents and students with another choice for a theme-based educational experience. The proposal indicates that the elementary music magnet school would be located in West Louisville and would be slated to open for kindergarten students in the 2021-22 school year. The specialized curriculum of the school would include 250 hours of music instruction a year for each student, with all students being proficient in playing a musical instrument by the end of their fifth-grade year. Additional specialized curricular components include vocal music, spoken word, rap, songwriting, and music technology and production. The school administration will work with community partners, such as the Louisville Orchestra and others, to provide real-world learning experiences for students during school and after school hours.

[See Appendix G—Elementary Music Magnet School Detail](#)

MAGNET SCHOOLS ASSISTANCE PROGRAM GRANT

In June of 2020, JCPS applied for the federal MSAP grant. The purpose of the grant is to eliminate, reduce, and prevent minority group isolation through the “development and design of innovative education methods and practices that promote diversity and increase choices in public education programs” ([Office of Elementary and Secondary Education](#)). JCPS submitted a proposal for roughly \$9.3 million to reimagine three current magnet schools: two elementary schools and one high school. The four-month



grant-writing process was an interoffice collaboration between the department of Resource Development, Research, and Systems Improvement and the office of School Choice, with assistance from building principals and administrative teams, numerous community partners, and other JCPS departments. Award notification for the MSAP grant is expected in the fall of 2020.

VISUAL AND PERFORMING ARTS ELEMENTARY SCHOOL—MSAP

The MSAP grant proposal included the reimagining of the current Health and Wellness Magnet at Wellington Elementary into a Visual and Performing Arts (VPA) Magnet. The VPA Magnet will act as a mirror magnet to Lincoln Elementary's program; however, the curricular framework and theme implementation will differ from Lincoln's model. Wellington staff chose Artful Learning, a curricular framework that infuses music and other visual and performing arts into all content and subject areas, resulting in interdisciplinary connections and increased academic understanding and retention. The VPA Program will be available for kindergarten students at Wellington Elementary beginning in the 2021-22 school year. The magnet program will expand in the following years as the students progress in grade levels, with full-school implementation in 2026-27.

STEAM ELEMENTARY SCHOOL—MSAP

The MSAP grant proposal also reimagined the current visual arts program at Price Elementary into a full-school Science, Technology, Engineering, Arts, and Mathematics (STEAM) Magnet, a mirror to Brandeis Elementary's STEAM Program. Beginning with kindergartners in the fall of 2021, students will experience increased science-based programs, such as Project Lead the Way (PLTW) and robotics courses. Teachers will team with Bellarmine University, Kentucky Performing Arts, and other community partners to infuse arts into the curriculum, adding the "A" for arts in the STEAM model. With MSAP grant funds, Price Elementary will receive a state-of-the-art STEAM lab with advanced technology, new furniture, and science-based curricular add-ons.

STEAM HIGH SCHOOL—MSAP

The high school component for the MSAP application is the creation of a STEAM Magnet at Western High School. The current Western High School will be reimagined into an innovative school model in which students will experience the elements of a STEAM-based curriculum, with a specific focus on the area of computer science. Community partners in the technology and arts sectors will assist in providing professional development (PD) for teachers as well as internship and real-world learning experiences for students. The whole-school magnet will open for freshmen in the fall of 2022.

MAGNET 5-YEAR PLAN

The Magnet 5-Year Plan is composed of the following components that complement the recommendations for magnet and optional schools and programs:

Continuous Improvement

- Continued standards implementation and monitoring
—JCPS magnet program standards introduced fall 2019
- Continued implementation of MSA recommendations and Magnet Steering Committee recommendations
- Magnet school improvement goals
—Individual school goal(s) to meet magnet standards
- PD for magnets
—Monthly topical PD for building magnet coordinators
- Horizontal and vertical alignment
—Horizontal: MST middle schools
—Vertical: Montessori schools, VPA schools, Spanish-immersion programs
—STEAM high school



National Recognition

- Additional nationally certified magnet schools
 - Olmsted Academy South certified in 2018
- Earn performance awards
 - Schools of excellence or distinction, leadership awards

Next Steps for JCPS Staff

- Handbooks to formalize processes and procedures
 - Magnet office
 - School design
- Improve communication to magnets regarding grant and PD opportunities



Generally, the community sees choice as favorable, and so the concept of new, engaging magnet schools is a popular idea.

OPEN ENROLLMENT AND TRANSFERS

Summary of Proposal

During the review process, the SARAC indicated to staff that there was concern regarding the breadth of choices available on paper that were, in reality, not actually available to students. In that vein, Open Enrollment was discussed as one area that should be explored due to the small numbers of students actually admitted to schools through that choice option.

OPEN ENROLLMENT 2019-20			
School	Program	Applied 2019-20	Approved 2019-20
Atherton High	OE	45	0
Ballard High	OE	150	21
Doss High	OE	25	0
Eastern High	OE	140	68
Fairdale High	OE	32	0
Fern Creek High	OE	28	0
Iroquois High	OE	2	0
Jeffersontown High	OE	15	0
Marion C. Moore	OE	35	7
Pleasure Ridge Park High	OE	26	0
Seneca High	OE	17	3
Southern High	OE	16	9
The Academy @ Shawnee	OE	2	2
Valley High	OE	8	1
Waggener High	OE	35	22
Western High	OE	0	0
Total		576	133

In addition, the Student Assignment Plan adopted by the JCBE in December of 2014 and previously in 2012 indicated that Open Enrollment as a choice option should be evaluated and a determination made as to whether or not to keep it as an option. Based on student data and the need to clarify choice options for families, since Open Enrollment essentially functions similarly to Student Transfers, it is recommended that Open Enrollment dissolve into the Student Transfer process.

This will not impact students currently enrolled in a school as a result of using Open Enrollment.

Community Feedback

Generally, the community has expressed the need to clarify the many layers of choice in JCPS's school choice structure. This proposal is in direct response to that demand, specifically focusing on areas of underutilized choice that is confusing for parents and students.

Policy and Procedure

Since the policy and procedure package included in this proposal intends to replace all previous iterations of the Student Assignment Plan and processes associated with it, Open Enrollment is intentionally excluded from discussion in the policy, procedure, and practice. Student Transfers are included in Board Policy 09.11—Assignment of Students to Schools, and specifically in Procedure 09.11—AP1, Student Transfers, which are included in [Appendix D](#).

Additional Considerations

The office of School Choice is currently working with JCPS Communications in crafting a plan to communicate this and other proposed changes, should they pass. It will be important with this proposal, as with the others, that families have a clear sense of what has changed, how that impacts them, and who they need to contact if they have questions.

Guiding Principles

This proposal aligns best with the Guiding Principles Equity, Choice, Access, and Ease of Understanding. The current practice provides what can be called a "false choice" for families because transportation is not consistently provided and there are few schools that actually admit students through the Open Enrollment process. By combining two very similar processes, the choice system is streamlined and families have better information to ensure that they are making the best decisions.



ONGOING REVIEW AND EVALUATION OF PROGRESS

IMPLEMENTATION AND TRAINING

Should the Board adopt these proposals, staff will then begin immediately with the process of implementation which shall include a series of training sessions for impacted schools that will provide an overview of the recommendations as well as the modifications made to existing practices made as a result of the recommendations. Staff in the Office of School Choice have already engaged school leadership in preliminary preparations and will continue to assist and support schools in the transition to modified practices.

ONGOING REVIEW AND EVALUATION

In addition to the proposals provided in this document and the accompanying Support Plan document, JCPS will continue to evaluate the JCPS School Choice system and the effectiveness of its individual parts including Student Assignment and the Magnet and Optional Schools and Programs. As such, staff will report to the Board at least annually on the overall state of School Choice in JCPS and twice annually regarding the progress made towards the implementation these outlined proposals and the success of each in reaching the intent of the Guiding Principles.



APPENDICES

APPENDIX A: MAPS

Dual Resides middle and high school maps have been included and are the only maps that will be new in this recommendation.

The unchanged maps have also been included in this document for clarity.

APPENDIX B: COMPRESSION PLANNING DOCUMENTS

Compression planning was utilized by the SARAC as part of identifying areas of the Student Assignment Plan that needed to be addressed. These notes include information from two compression planning sessions that occurred on March 19 and 25, 2019.

APPENDIX C: FEEDBACK AND SURVEYS

Feedback from the following sessions are included:

- 2018 Community Survey Results
- Two PAC meetings that occurred in November of 2019
- One Urban League Session in December of 2019
- Google Forms from November 2019
 - Staff
 - Community
- Google Form from Summer 2020—Dual Resides
- Focus Group Feedback Sessions—Summer 2020
- July 2020 Superintendent’s Student Advisory Council

In addition, a short summary of the feedback provided precedes the longer attachment which includes all feedback. Click the link included above in the online copy for access. For the printed version, only the summary will be provided and the full feedback will be available separately.

APPENDIX D: POLICY AND PROCEDURE

As mentioned above, instead of using a separate document that lives outside of policy and procedure, the recommendations will be built into JCBE Policy and JCPS District Procedure in order to be aligned with all other district processes. Practices are not included in JCBE Policy or JCPS District Procedure, but rather are included in the department’s everyday operational handbook. Included in this section are the following:

- [Policy: 09.11](#)—Assignment of Students to Schools
 - Procedures:
 - Student Attendance Boundaries
 - Practices:
 - Dual Resides
 - Student Transfers
 - Magnet School and Program Admissions
 - Practices:
 - Diversity Targets and Goals
 - Changing a Magnet Application

- Student Withdrawal
- Magnet and Optional Program Vacancies
- Centralized Lottery

- [Policy: 08.134](#)—Magnet Education

Procedures:

- Quality Magnet Education Programming
- New or Revised School Design

Also included is a document highlighting the proposed policy modifications for JCBE Policies 09.11— Student Attendance Areas (Assignment of Students to Schools) and 08.134—Magnet Education.

APPENDIX E: RACIAL EQUITY ANALYSIS PROTOCOL

Over the course of the review, the SARAC participated in four REAP discussions on the following dates:

- April 9, 2019—Guiding Principles
- July 9, 2019—Dual Resides and Satellite Areas
- September 3, 2019—Magnet Admissions Criteria and School-Initiated Exits
- November 7, 2019—Magnet Recommendations
- October 7, 2020 - Current Student Assignment Plan
- October 21, 2020 - Final Proposals and Support Plan

APPENDIX F: HISTORY AND PRIOR PLAN

The former Student Assignment Plan contained historical context that provides important insight into School Choice as it currently exists and has been included for the purpose of the historical context provided within. As mentioned above, the recommendations provided within this document are intended to supersede previous iterations of the Student Assignment Plan. Student assignment processes, including student transfers, magnet and optional program admissions, and elementary cluster assignments, are otherwise unchanged unless specifically addressed in this recommendation. In addition, a side-by-side comparison between the current Student Assignment Plan and proposed Policy/Procedure/Practice structure is included.

APPENDIX G: ELEMENTARY MUSIC MAGNET SCHOOL DETAIL

This includes an overview of the theme and details associated with the partnership between JCPS and the Louisville Orchestra. The Louisville Orchestra has provided a letter of support of this proposed magnet school.

APPENDIX H: FACILITIES PROPOSAL

This includes any information needed for the recommendation to approve the building of a new West Louisville middle school and any other detail that might be needed (timelines, etc).

