

School Attendance Areas

School Choice System

ASSIGNMENT OF STUDENTS TO SCHOOLS

Each ~~A~~ student enrolled in the District shall be required to attend the school to which the student is assigned by the District school choice system, in accordance with Board Policy, the Board-approved School Choice Plan, and related administrative procedures created by the Superintendent/designee.

GUIDING PRINCIPLES

The following guiding principles shall guide the District in implementation of the school choice system:

Equity – Equity is considered to be the overarching principle for the school choice system, to be reflected in all aspects of the development, implementation, and changes to the system. Equity considerations shall be taken into account across all other guiding principles. Other guiding principles are:

- Access
- Ease of Understanding
- Diversity
- Choice

CENTRALIZED APPLICATION PROCESS

The District shall implement a centralized application process for:

- Choice Zone options;
- Elementary school cluster choices, magnet schools, magnet programs, and optional programs;
- Middle school magnet schools, magnet programs, and optional programs;
- High school magnet schools, magnet programs, and optional programs;
- High school career theme program choices within the high school networks; and
- Student transfers.

Each A1 school as defined in 703 KAR 5:240 that is not a Districtwide magnet school shall have a defined attendance boundary.

The District shall establish separate processes for the:

1. Assignment of students to A5 and A6 Alternative Education Programs under 704 KAR 19:002; and
2. Application for and enrollment of students in early childhood education.

The District shall establish a separate process for the enrollment of nonresident students in accordance with Board policy 09.124 and KRS 158.120

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GOVERNING DOCUMENTS, REVISIONS, AND PUBLIC ACCESS

All prior student assignment plans, procedures, guidelines, practices, or individualized arrangements for schools are, upon adoption of this policy, null and void. The Board-approved School Choice Plan, this policy, accompanying administrative procedures, and District implementation practices as set forth in the School Choice Handbook, represent the governing documents for the assignment of students to schools. The Board may review and revise the School Choice Plan attendance zones from time to time, but shall, at a minimum, review it in conjunction with the decennial United States Census.

The District shall publish all boundary maps and practices utilized in the implementation of this policy on the District website in a place readily accessible to the public. The District shall also develop and accessible and user-friendly supporting resources to assist families and the community to understand and navigate the student assignment process.

CHOICE ZONE

The District shall establish a Choice Zone that has defined boundaries. The boundaries of the Choice Zone shall be approved by the Board and published on the District website. A parent or guardian of an elementary, middle, and high school student residing within the Choice Zone shall be provided through the centralized application process a guaranteed choice of a school closer to their home or a school farther from their home. For an elementary school student, the parent/guardian will be able to rank order school choices within the option selected.

CHOICE ZONE SUPPORT PLAN

The District shall implement a Choice Zone Support Plan for all Choice Zone schools. The plan shall provide evidence-based student academic and non-academic supports, teacher and administrator supports. The Choice Zone Support Plan shall be sufficiently resourced to ensure effectiveness and shall be incorporated into the District budget for review and approval by the Board on an annual basis. The Board budgeted twelve million dollars (\$12,000,000) for fiscal year 2021-22 to support the School Choice Zone Support Plan, and hereby expresses its policy position that future Boards should approve budgets that include in investment at the same or greater levels through at least the 2031-32 fiscal year, reflecting a ten (10) year investment commitment.

REQUESTS FOR TRANSFER

Requests for transfer to another school within the District shall be considered in accordance with pursuant to administrative procedures developed by the Superintendent/designee. All decisions by the Superintendent/designee regarding transfer shall be final.

In addition, the District may permit students to transfer to another school as set forth in Every Student Succeeds Act of 2015.¹

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CHARTER SCHOOLS

No student may be assigned to or required to attend a charter school by the District.

STUDENT ASSIGNMENT PLAN REVIEW AND EVALUATION PROCESS

The Office of School Choice shall review and monitor implementation of all aspects of School Choice System on an ongoing basis and make changes to administrative procedures and processes as needed to improve performance.

The District shall establish process and outcome metrics to evaluate the effectiveness of the School Choice System and its implementation. Using those metrics and other information, the District shall undertake an annual evaluation that shall include an analysis conducted by District staff, as well as an evaluation by an external entity. Results of the internal and external evaluations will be presented to the Board and be made available to the public. The annual evaluation shall include a detailed information regarding:

1. Funding the Choice Zone Support Plan;
2. Student Learning and Academic Achievement;
3. Student performance on non-academic indicators;
4. Diversity of student population in relation to District, school, and program diversity goals as measured by the Diversity Index and Categories under Administrative Procedure 09.11 AP.4;
5. Diversity Index and Categories under Administrative Procedure 09.11 AP.4; and
6. Other topics determined by the District and the external evaluator.

SCHOOL CHOICE COMMUNITY ADVISORY COUNCIL

The Superintendent/designee shall establish a School Choice Community Advisory Council (advisory council) with management and facilitation by the Office of Schools Choice. The advisory council shall assist the District in the monitoring of implementation of the School Choice System. The advisory council shall:

- a) Be comprised of individuals who have a proven commitment to racial educational equity;
- b) Include a majority of members who are not employed by the District;
- c) Include representation from several different geographic areas of the District;
- d) Include parent, student, teacher, classified staff member, administrator, and community member representation; and reflect, insofar as practicable, the racial and ethnic composition of the student population of the District.

RACIAL EDUCATIONAL EQUITY

Implementation of School Choice Plan and the review and evaluation process for the plan shall conform to Board Policy 09.131 District Commitment to Racial Equity, which call for strategies to eliminate or alter procedures and practices that create systemic disparities in educational opportunities and outcomes. Changes to the School Choice Plan shall undergo a review using the Racial Education Analysis Protocol (REAP) required under Board policy 09.131.

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REFERENCES:

¹P. L. 114-95, (Every Student Succeeds Act of 2015); 20 U.S.C. § 6301 et seq.

[KRS 158.120](#); [KRS 160.1592](#)

-McKinney-Vento Act, 42 U.S.C. 11431 et seq.; 20 U.S.C. § 7912(a)
34 C.F.R. 200.44

RELATED POLICIES:

[08.134](#); [09.131](#)

Adopted/Amended: 8/7/2018

Order #: 2018-177

Student Transfers

TRANSFER REQUEST

A student assigned to a District school may request a transfer to another school in the District. The student transfer application may not be used to apply to a magnet school, magnet program, optional program, or an alternative education program under 704 KAR 19.002.

If a student transfer application is approved, the parent/guardian is responsible for transportation. A student may use existing District transportation if there is space, and there is a safe route to the bus stop from home, as determined by the Transportation Department; however, an additional stop may not be added to accommodate a transfer student.

In general, a transfer shall be granted only if the school has capacity to accommodate the student. Capacity shall be established by the Office of School Choice based on factors it determines, including, but not limited to: annual enrollment projections used to determine a school's staffing levels, size of facility, enrollment count, program type, class-size guidelines, workstations, and facility utilization. In limited instances when compelling circumstances of a student and family warrant it, the Office of School Choice may:

1. Grant a student a transfer to a school that does not have capacity;
2. Deny a student a transfer to school that does have capacity; or
3. Revoke a transfer previously granted.

The Office of School Choice shall establish annually a date after which no transfer applications will be accepted for that school year.

WAITING LIST

The Office of School Choice shall develop a waiting list process for students whose applications are denied due to available capacity at a school.

APPEAL

If a transfer application is not approved, the parent/guardian will be informed in writing by email of the appeal process. The appeal process allows the parent/guardian to state the reasons for reconsideration of the transfer request. The appeal must be received within ten (10) business days of the date of the transfer denial letter which will be sent by email. If the Office of School Choice does not have a valid e-mail address for a parent/guardian, the communications shall be sent to the parent/guardian at the student's primary residence by the U.S. Postal Service. The decision of the Office of School Choice regarding an appeal shall be final.

REVOCATION

Once a transfer is approved and the student is enrolled, a student may remain enrolled at that school until the student reaches the terminal grade offered by the school, as long as the transfer has not been revoked. A transfer may be revoked in the following circumstances:

Elementary School

A transfer approved through the transfer application process shall remain in effect for the duration of the student's elementary school career. A principal may request an out-of-cluster transfer be reviewed by the Office of School Choice if the lack of District transportation results in excessive absences, tardiness, early drop-offs, or late pick-ups. A transfer revocation may only occur at the conclusion of the school year.

Middle School and High School

A transfer approved through transfer application process shall remain in effect for the duration of the student's middle school or high school career. A principal may request a transfer be reviewed by the Office of School Choice if the lack of District transportation results in excessive absences, tardiness, early drop-offs, or late pick-ups. A transfer revocation may only occur at the conclusion of the school year.

Requirements for Recommendation of Revocation

The Office of School Choice shall establish a standard transfer revocation process that shall be followed by a principal requesting revocation of a student transfer. The process shall include:

- A minimum number and type of contacts to be made by the school to a parent/guardian regarding the circumstances that may warrant a student transfer revocation;
- The timeline and substance for notifications to a parent/guardian; and
- The process by which the school shall recommend a transfer revocation to the Office of School Choice.

The Office of School Choice shall make the decision regarding the revocation of a transfer, and shall be responsible for communicating that decision in writing to the parent/ guardian.

The Office of School Choice shall monitor and provide annual transfer revocation trend data to schools.

Revocation Appeal

A parent/guardian may appeal the revocation of a transfer to the Office of School Choice. The Student Services Committee, staffed by Office of School Choice, shall review the appeal in collaboration with the school's principal/designee. The decision of the Student Services Committee shall be final.

Assignment of Students - Non-Magnet Schools

CHOICE ZONE OPTIONS

The parent/guardian of an elementary, middle, or high school student living in the Choice Zone area shall be guaranteed the opportunity select either a school closer to their home or a school farther from their home. A parent/guardian will select their choice through the centralized application process.

1. The parent/guardian of an Elementary Choice Zone student will select the option for a school closer to home or for a school farther from home, and within the option selected, rank order schools using the Choice Zone application process.
2. The parent/guardian of a middle or high school Choice Zone student shall select the school closer to their home or the school farther from their home that serves their address. Once a selection is made for that year, a parent/guardian may utilize the student transfer process to select another school. At the end of the school year, the family may decide to either stay at the school they selected or attend another school using the Choice Zone Option application process.

ELEMENTARY CLUSTERS OF SCHOOLS

A parent/guardian of an elementary school student shall be provided through the centralized application process the opportunity to rank order school choices from the cluster of schools that serve their address, unless

1. The student applied to and is granted assignment to a magnet school, magnet program, or optional program; or
2. The student applies for and is granted a transfer to another school.

MIDDLE SCHOOL RESIDES SCHOOLS

A middle school student residing outside the Choice Zone shall be enrolled at the school that serves the student's residential address, without any application needed, unless:

1. The parent/guardian applies to and the student is granted assignment to:
 - a. A magnet school, magnet program, or optional program;
 - b. Another school through the transfer process; or
2. The student is assigned to and A5 or A6 Alternative Education Program.

HIGH SCHOOL RESIDES SCHOOLS

A high school student residing outside the Choice Zone shall be enrolled at the school that serves the student's residential address, without any application needed, unless:

1. The parent/guardian applies to and the student is granted assignment to:
 - a. A magnet school, magnet program, or optional program;
 - b. A school career theme program within the high school network that serves their address; or
 - c. Another school through the transfer process; or
2. The student is assigned to and A5 or A6 Alternative Education Program.

Assignment of Students - Magnet Schools, Programs, and Optional Programs**ELIGIBILITY**

To be eligible for admission to a magnet school, magnet program, or optional program, a student shall be a resident of the District or eligible for enrollment in a District school in accordance with Board policy, state law, or federal law. A magnet school, magnet program, or optional program may be zoned to serve students residing at specific addresses in the District. Admission and enrollment of a nonresident student shall be in accordance with Board Policy 09.124 Admission of Nonresident Students and KRS 158.120.

PROGRAM CAPACITY

Program capacity shall be established for each magnet school, magnet program, and optional program based on factors as determined by the District, including, but not limited to: annual enrollment projections used to determine a school's staffing levels, size of facility, enrollment count, program type, class-size guidelines, workstations, and facility utilization.

CENTRALIZED APPLICATION PROCESS

A parent/guardian applying for their student to enroll in a magnet school, magnet program, or optional program shall complete a magnet/optional application through the centralized application system, and may provide their ranked preferences for such offerings.

CRITERIA ADMISSIONS

Only a middle or high school magnet school, magnet program, or optional program may utilize admissions criteria. A school utilizing a criteria-based admissions process shall provide the Office of School Choice a copy of admissions requirements and publicize the requirements for prospective families. A school utilizing a criteria-based admissions process shall filter its criteria annually through the District Racial Equity Analysis Protocol (REAP) and submit the results to their Assistant Superintendent, the Office of School Choice, and the Diversity, Equity, and Poverty Division. Those groups will work together to create systems for equitable criteria-based admissions for all District Magnets. Feedback concerning more equitable processes shall be shared with schools.

LOTTERY ADMISSIONS

A centralized lottery admissions system conducted by the Office of School Choice shall:

1. Be used for:
 - a) An elementary magnet school, magnet program, or optional program;
 - b) An elementary, middle, or high traditional school or program;
 - c) A middle school non-criteria magnet school or magnet program; and
 - d) A high school non-criteria magnet school or magnet program that does not utilize application criteria.
2. Utilize the Category system and Diversity Index set forth in Administrative Procedure 09.11 AP.4.

The lottery shall be conducted by the Office of School Choice and the results shall be provided to the school. The school shall inform the parent/guardian of acceptance or denial. If requested by the parent/guardian, a student who is not accepted shall be placed on a waiting list maintained by the Office of School Choice.

MAGNET VACANCIES

A vacancy in a magnet school, magnet program, or optional program may arise during the school year or at the end of the school year. For a vacancy arising during the school year, the District may offer the next eligible student on the school's or program's waiting list the opportunity to fill the vacancy. The Office of School Choice shall establish annually a date toward the end of the school year after which no magnet vacancies will be filled.

CONTINUOUS ENROLLMENT THROUGH TERMINAL GRADE OF A SCHOOL

Once a student is accepted in a magnet school, magnet program, or optional program, the student shall be permitted to remain enrolled in the school or program until the student reaches the terminal grade offered by that school, as long as the student is a resident of the District and lives at an address served by the school or program. A student in a magnet school, magnet program or an optional program who has a change of address outside the school's boundary area may remain enrolled in the school or program, but transportation is not provided.

A parent/guardian may request that their student be withdrawn from a magnet school, magnet program, or optional program.

1. The parent/guardian of an elementary school student who has withdrawn from a magnet school, magnet program, or optional program may:
 - a. Use the application process set forth in Administrative Procedure 09.11 AP.2 for elementary school clusters, including Choice Zone options; or
 - b. Submit a request for a transfer as set forth in Administrative Procedure 09.11 AP.1.
2. The parent/guardian of a middle or high school student who has withdrawn from a magnet school, magnet program, or optional program may:
 - a. Use the process set forth in Administrative Procedure 09.11 AP.2 to enroll in their resides school or their Choice Zone option school; or
 - b. Submit a request for a transfer as set forth in Administrative Procedure 09.11 AP.1.

The parent/guardian-initiated withdrawal process implemented by the Office of School Choice shall include an exit survey/interview component to gather information regarding the reason(s) for a withdrawal. This information will be used to inform the continuous improvement process established in Administrative Procedure 08.134 AP.1 Quality Magnet Programming.

DIVERSE ENROLLMENT IN MAGNET SCHOOLS AND PROGRAMS

Diversity Targets and Goals - In order to increase the diversity of the students enrolled in magnet schools, magnet programs, optional programs to better reflect the overall student population of the District, the Office of School Choice shall work with each magnet school, magnet program, and optional program to establish diversity targets and goals based on the diversity index and categories in Administrative Procedure 09.11 AP.4.

The Office of School Choice shall work with each magnet school, magnet program, or optional program that falls short of the established diversity targets and goals to create and implement a plan to increase diversity within the student population and reach the established diversity targets and goals.

RELATED POLICIES:

08.134; 09.131

Diversity Categories and Index

DIVERSITY CATEGORIES

Each United States Census block group in the District shall be classified as being in diversity Category 1, Category 2, or Category 3. Categories shall be based on a calculation using the median household income, the percentage of non-White population, and the average level of adult educational attainment in the block group. A U.S. Census block group that is determined by the formula to be Category 3 but which has a non-White District student population greater than thirty-five percent (35%) shall be classified as Category 2.

Each student shall be classified as being in diversity Category 1, Category 2, or Category 3, based on the Category of the U.S. Census block group in which the student resides. These categories will be used to create an index at the school level.

FACTORS FOR CENSUS BLOCK GROUP

The following factors for household income, educational attainment, and race, shall be computed for each Census block group in the school district, as set forth below.

Income - Median Household Income

This is the median household income of the U.S. Census block group. This is taken directly from Census American Community Survey (ACS).

Education – Weighted Average Level of Adult Educational Attainment

This is a weighted average level of adult educational attainment of the U.S. Census block group. It is computed from Census ACS data, using the following methodology:

Weight applied to educational attainment categories:

1	Finished grade 8 or less
2	Did not finish high school
3	Finished high school
3.5	Some college or an associate's degree
4	Bachelor's degree
5	Master's degree or professional degree
6	Doctorate

Using the weights above, the weighted average yields a number between 1.0 and 6.0, and shall be computed as follows.

Weighted Average of Level of Adult Educational Attainment =

$$\frac{\sum \text{over all the above categories } (\text{population of category} \times \text{weight per category})}{\text{Total population}}$$

Race – Percentage of Population that is Non-White

This is defined as the percentage of residents in the U.S. Census block group whose race is specified as non-White. This single-percentage diversity measure is computed from ACS B02001.

Percentage non-White =

$$100 \times \frac{\text{Sum of non-White population}}{\text{Total population}}$$

COMBINING FACTORS TO YIELD CATEGORIES

Household Income + Educational Attainment + Race Factors, Unadjusted: The three measures detailed above will be combined to yield an integer classification code limited to values 1, 2 and 3, as set forth below.

Income Category =

Income \leq \$42,000	1
\$42,000 < Income \leq \$62,000	2
Income > \$62,000	3

Education Category (see categories above) =

Education Average \leq 3.5	1
3.5 < Education Average \leq 3.7	2
Education > 3.7	3

Race Category=

Percent white \leq 73	1
73 < Percent white \leq 88	2
Percent white > 88	3

Each category value is an integer 1, 2 or 3.

The three categories are combined by applying respective weights:

Combined Category* =

$$.33 \times (\text{Income Category}) + .33 \times (\text{Education Category}) + .33 \times (\text{Percent White Category})$$

*A U.S. Census block group that is determined by the formula to be Category 3 but which has a non-White District student population greater than 35% shall be classified as Category 2.