

Student Assignment Review Advisory Committee Meeting Minutes
March 19, 2019, 5:30 PM
Atherton High School

Committee Members Present: Tom Aberli, Glenn Baete, Tammy Berlin, Cassie Blausey, Angela Bowens, Nick Braden, Cindy Cushman, Barbara Dempsey, Delquan Dorsey, Dena Dossett, Devon Horton, Jonathan Lowe, Michael Newman, Michael Terry, Marian Vasser, Stephanie White, Brent West, Iris Wilbur, Katherine Wilson, Joseph Wood, LaQuita Wornor

Compression Planning Facilitators: Juliann Morris, Leslie Taylor, Stephanie Johnson, Ashley Bynum

Visitors: Gay Adelman, Mildred Payne, Beth Peterson, Deann Satherlind, Amy Dennes, Allison Ross:

Agenda Item	Discussion/Action/Person Responsible
Welcome & Introductions	Cassie Blausey
Review timeline and tasks	Cassie Blausey
Compression Planning	Facilitated by Juliann Morris, Leslie Taylor, Stephanie Johnson, Ashley Bynum. Notes attached.
Speakers	Gay Adelman spoke about student assignment
Adjournment	The meeting adjourned at 7:15 p.m.

Compression Planning Report – Session 1

BACKGROUND

This committee has been meeting for almost 18 months learning about the community and the current student assignment plan. Here is background for this discussion:

- Our district is a leader in school diversity.
- Since 2007, the district has voluntarily used a geographic based diversity plan.
- The committee reviewed the [Current plan](#).
- The committee reviewed the [Current Guiding principles](#). They are sometimes in conflict with each other
- The committee reviewed the [Survey results](#)
- The committee heard presentations from the Kentucky Data Center and Louisville planning commission
- The committee reviewed the [Elementary School boundary maps](#)
- The committee reviewed the [Middle School boundary maps](#)
- The KDE Corrective Action Plan (CAP) requires changes in the student assignment plan for SY2020-21.
- We must have a plan approved by summer 2019 in order for parents to make informed decisions about school applications.
- The Showcase of Schools is scheduled for October 12, 2019.
- Quality schools and programs are the responsibility of the entire district not just the office that coordinates the guidelines around where children may attend school.
- In our most recent survey, choice ranked as the second highest consideration for families.
- Every district that has more than two schools has guidelines about where children attend schools.
- Now it is time to apply the information and make decisions about how the district will address student assignment in the future.
- There are a limited number of seats in every school
- There are finite number of transportation routes available for each address
- Any plan that is developed must be aligned with the Board's priorities and Board policies
- The district conducted several Community Listening Sessions

OVERALL PURPOSE

The committee's overall purpose is to make recommendations for revisions to the JCPS student assignment plan by summer 2019 so they can be implemented for SY 2020-21.

PURPOSE OF SESSION 1 (March 19, 2019)

To establish the 3-5 guiding principles we will use to revise the student assignment plan.

NON-PURPOSE(S) OF SESSION

- To determine the specific plan details or develop scenarios of a new plan
- To debate the validity of individual questions or responses on the survey
- To discuss or debate the Board's goals or vision regarding diversity and/or inclusion.
- To discuss or debate the effectiveness of the current or past plans.
- To discuss your personal experiences with JCPS student assignment or magnets--positive or negative.
- To discuss the facilities plan or timeline.

SESSION 1 – KEY QUESTIONS

1. What do we believe are the most important elements of a plan for where all children attend school in JCPS?

- We believe that the program should be aligned to the students interests (1 dot)
- Schools should have a school community that looks different from the surrounding community racial and economically **(1 dot)**
- Every student has access to high quality education that allows them to thrive and grow
- Transparency in student selection for choice programs **(1 dot)**
- Standardization in criteria for choice programs. **(2 dots)**
- Build in parent navigators to help families make informed decisions. **(6 dots)**
- All children deserve access to mental health resources based on school need.
- Partnership with TARC. **(1dot)**
- A mechanism to accurately allocate resources based on student's needs/decrease high concentration of need.
- All children deserve access to a safe learning environment including school bus, bus stop, and school building. **(2 dots)**
- Consider homeless/low income population. Make exceptions for transient kids (transportation), resources available (social workers)
- Communications regarding transportation options. **(1 dot)**
- Efficiency in transportation = shortest bus route accounting for student choice in programs. **(3 dots)**
- Ensuring that schools are diverse learning (student diversity, teachers diversity with in classrooms) environments as a way to ensure equitable access to quality education. (1 dot)
- We need to modernize the boundary lines to account for trends
- We want more options for quality education. Relevant & relatable curriculum and access to resources for all. **(3 dots)**
- We want high-quality teachers across the district. **(3 dots)**
- Put parameters on choice or get rid of choice.
- Equity in access to advance programming (even within the schools). **(1 dot)**
- Equitable funding of programs and offerings. **(3 dots)**
- Attainability will JCPS be able to implement the plan? **(3 dots)**
 - Transportation?

- Limited space within schools
 - Realistic
 - Student success? Parent access?
 - Success regardless of education level
- What should we prioritize in making decision about where children attend school?
- Research basis/best practices. **(3 dots)**
- Predictability – Know that your address mean you have a resides school assigned to you or possible 2 schools to choose from. **(5 dots)**
- Prioritize elements from survey – equitable access to quality schools. **(2 dots)**
- Consider program capacity for each school (possible look at boundary changes) **(1 dot)**
- Consider locations of magnets throughout the county. **(1 dot)**
- Develop guidelines that ensure equitable access to programs. **(4 dots)**
- Quality
 - Distribution of experienced teachers
 - Buildings - class size and environment
 - Equitable access to resources (technology learning tools) **(1 dot)**
 - Children’s needs--> what does the child need to be successful?
 - Equity of access to choice.

2. What are the top 3-5 principles that will help us best move forward to becoming a more inclusive district?

A. Equity

- a. We believe that all students have equitable access and a fair shot at getting into a program of interest. **(13 dots)**
- b. Equity of opportunity for students **(2 dots)**

B. Access for Marginalized Communities

- a. Prioritize access for marginalized communities – proximity choice, replication of programs **(15 dots)**
- b. We want high-quality options mirrored across the district. **(7 dots)**
- c. The burden of bussing should not be borne by the same communities – more magnets in the West End. **(7 dots)**
- d. We need more and new schools in the west end. **(1 dot)**
- e. Fairness in bussing (not just west to east). **(3 dots)**
- f. Unique student needs accommodated special needs, emotional/mental accommodations. **(1 dot)**
- g. Access for students with disabilities.

C. Diversity

- a. All students have the opportunity to participate in a diverse school. (Racial, economic, student teacher) **(9 dots)**

- b. We need to have diverse student populations in our schools. Equity in ratios race & socio economic. **(5 dots)**
- c. Econ – Equity in free/reduced lunch population in schools (not some schools 90% and some schools 30%) **(2 dots)**

D. Choice

- a. Students have choices aligned with interests. Choice should have reasonable limitations – to understand & allow for efficiency. **(9 dots)**
- b. Consider family choice, including students' interest (not always criteria – based). **(3 dots)**
- c. Parental and student choice w/n parameters. **(3 dots)**
- d. The cost – benefit analysis between effectiveness & efficiency of the plan. **(8 dots)**
- e. Students and parents should have access to schools close to their home. **(1 dot)**
- f. Provide access to schools closer to home if that is a family's choice. **(7 dots)**

E. Ease of Understanding

- a. Prioritize ease of understanding – limited # of choices so that it's understandable. Reasonable number – not unlimited. **(1 dot)**
- b. Easy for parents to figure out where their children could possibly go to school. **(1 dot)**
- c. Parents and children have ease of access to the school community – to be able to get to the school – proximity & transportation. **(1 dot)**
- d. Easy for parent to navigate & understand choices. **(1 dot)**