

**July 9, 2019 – REAP
Dual Resides and
Satellite Areas**

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Dual Resides and Satellite Area REAPs

Satellite Areas:

1. What is the overarching purpose of the proposal/initiative/policy?
 - Diversity under the current plan
 - Desegregation at one point. But the current map has changed and piece-mealed over time.

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
 - No – there were changes over time that were made because of resourcing or political backing

3. Which racial/ethnic groups could be inequitably affected by this policy? How?
 - Due to a history of redlining, there is a large population of African American students impacted by this policy.
 - Latinx students

4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
 - African American and Latinx students and families– a large population of students of color live in this area.
 - White students and families – this policy does impact the suburban schools which have high populations of white students and families.

5. What unintended consequences could result from the policy (racial inequities or otherwise)?
 - Large numbers that are mostly students of color are subject to a school assignment far from home and do not have the ability to attend schools closer to home.
 - School disconnection from community and family (because they are farther away)
 - Parent involvement in the education of their student
 - Negative impact on student sense of belonging (disconnection from peers living in the same area but attending different schools)

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?
 - There is a long history regarding the satellite areas – the current map is a result of changes over time
 - This was created based on concept of diversity (census block) and while it may have been shared with the community, it is unclear how much of the impacted population was actually involved in its crafting.

7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?

- There is a lack of facilities in West Louisville to serve students who would want to remain close to home. There are no options to stay close to home.
- This impacts one area of town. Students West Louisville tend to be students of color.
- Only students living in West Louisville have to travel across the county to reach their assigned school. This doesn't happen for students in the suburban parts of the county (unless they choose to through a magnet or other choice option)
- There is no choice in having to go far from home
- This was imposed on the students living in West Louisville and has been this way for a long time.
- Receiving schools providing a welcoming environment for students that do not live close by (not happening everywhere)

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

- Local board of education (approves the student assignment plan)
- Student Assignment office
- School leadership
- District leadership

Dual Resides Proposal:

1. What is the overarching purpose of the proposal/initiative/policy?

- Provide two choices for students living in satellite area – close to home and one far away
- Give choice where there was not choice

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?

- Would need additional facility space
- Shawnee renovations
- Impact on transportation
- Proposal would need robust plan for implementation

3. Which racial/ethnic groups could be inequitably affected by this policy? How?

- West Louisville students, which tend to be students of color, would have two options.

- Students living outside of the satellite area (mostly White students) would not have the dual choice

4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?

- Students living in West Louisville, which tend to be students of color, would want to know more about what that option looks like, how it is going to impact their families, and how it is going to change their current situation (or future situation)
- Families living outside of the satellite area (mostly White students) would likely ask about whether or not they should have a dual choice as well.

5. What unintended consequences could result from the policy (racial inequities or otherwise)?

- Potential impact on diversity of schools
- Create high needs schools because of concentration of students with high needs
- Less diversity in suburban schools
- Impact on school climate and culture (more students from the community rather than from across the county)
- If not appropriately resourced, could lead to even more under resourced schools and further perpetuate inequities
- Need for additional resourcing (not just money)

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?

- This is the first step – not yet. Community will be involved in feedback over the coming months.

7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?

- Current student assignment plan consists of one way assignment to schools outside of West Louisville. This does not happen for students living outside West Louisville in the suburban part of the county.

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

- Local board of education
- Central Office leadership
- Student Assignment Office
- School leaders

- Louisville community