

What will be done to increase a student's sense of belonging if they opt to travel to a school farther from home?

- Schools should review their JCPS comprehensive school survey results to gain a better understanding of a student's sense of belonging and perceptions about their education experience. Schools can then engage with the JCPS Culture and Climate office to implement strategies that improve sense of belonging.

What is being done to ensure options in West Louisville are staffed with high-quality educators?

- JCPS schools that are part of our accelerated improvement and support network (AIS) receive additional days of professional learning and financial incentives. In addition, JCPS is implementing the Louisville Teacher Residency (LTR) program, an innovative partnership to increase the pool of diverse, highly-skilled teachers, particularly in low performing, urban schools. JCPS is also starting to work on the future state of workforce and leadership development which calls for implementing a research based national model of principal development, fully implementing and funding a teacher residency program, and improving mentoring programs.

Has (or will) the student assignment committee explore the option of not granting transfers to support schools in meeting their diversity index?

- This was not discussed during the Student Assignment Review Advisory Committee meetings.

What plans are in place to build up support at the highest need schools?

- More specific information regarding the types of supports that will be available to the Academy @ Shawnee and the new proposed West Louisville Middle School can be found [here](https://www.jefferson.kyschools.us/sites/default/files/West%20Louisville%20Support%20Plan.pdf)
<https://www.jefferson.kyschools.us/sites/default/files/West%20Louisville%20Support%20Plan.pdf> The additional revenue from the increased tax rate will support both facilities and equity initiatives that will impact other West Louisville schools, such as elementary schools.

While replicating magnets is important, what support will be given to schools that are trying to build their existing magnets?

- Over the last year, magnet schools and programs have been invited to participate in professional development with the District's Magnet Coordinator. In addition, the District launched the Magnet Program Standards in Fall of 2019. These standards provide a framework of support for schools to review their progress as a magnet and allows the District to support schools through identified areas of need.

For the proposed music magnet elementary school, what systems or protocols will be put in place to ensure the school attracts students from West Louisville?

- The music magnet will be lottery and district-wide which provides a great opportunity for a

robust communications and outreach plan, similar to what has been done with DuBois and Grace James.

What is the plan for families who prefer their current resides school over the newly proposed resides school?

- Families in our study area who prefer their current resides school and are currently enrolled there, will be able to stay. Incoming 6th and 9th graders in the study area, would have the option of a school closer to home or a school in another part of the county.

We know that smaller class size is important for student learning. What would be the class size at the new schools?

- The small class size ration will be 24:1

What are the plans to recruit and retain teachers (esp. teachers and administrators of color) at the new resides schools?

- The support plan calls for staff at the Academy @ Shawnee and the new proposed West Louisville Middle School to receive additional days of professional learning and financial incentives, which should help with recruitment and retention efforts. In addition, JCPS is implementing the Louisville Teacher Residency (LTR) program, an innovative partnership to increase the pool of diverse, highly-skilled teachers, particularly in low performing, urban schools. JCPS is also starting to work on the future state of workforce and leadership development which calls for implementing a research based national model of principal development, fully implementing and funding a teacher residency program, and improving mentoring programs.

Please share which additional resources (e.g., funding and partnerships) the new resides schools will have?

- More specific information regarding the types of supports that will be available to the Academy @ Shawnee and the new proposed West Louisville Middle School can be found here - <https://www.jefferson.kyschools.us/sites/default/files/West%20Louisville%20Support%20Plan.pdf>

Will this new student assignment plan result in resegregation? If no, why not/how will the district ensure that resegregation is not the outcome?

- The Dual Resides proposal is based on Choice. Instead of the District determining that a student should leave his or her community, the District is proposing that students and families choose.

Please explain how the new student assignment plan will result in the district more effectively serving Black and Brown children--students that the district has failed in the past.

In two ways.

- The District, through these recommendations, is intentionally seeking to make magnet schools and programs more accessible to Black and Brown students, specifically through the elimination of exits, which has the potential for removal from a program based on bias, and through diversity targets and goals, which seek to make magnets more representative of the District's diversity.
- The Dual Resides option will serve our students in West Louisville (the outlined study area) which includes a large population of Brown and Black students. The dual resides option will provide an additional choice that was not available in the current plan. Instead of the District choosing whether or not a student goes far from home for school, the family will get to choose either a close to home or far from home option.

How many West End parents/families were involved in the creation of this plan (e.g., as advisory members, key stakeholder interviews with the consultant, etc.)?

- Across the entire review process, JCPS heard from multiple West Louisville stakeholders. The advisory committee had a District 1 representative and a principal from a District 1 school who were both committed participants. In addition, staff conducted the following meetings in West Louisville with West Louisville participants:
 - Community Wide Survey (2018) - This specifically captured West Louisville residents as part of the
 - Listening Session (2018)- Central High School, 20 participants
 - Two JCPS Community Forums (2019) Central High School and Lincoln Elementary)
 - Two Parent Advisory Council Meetings (2019) - This included representatives from District 1 schools.
 - Co-hosted event with Urban League (2019) - More than 50 participants
 - Survey of Impacted Families (2020) - This was only provided to families in the study area.
 - Two In-Person Focus Groups (2020) - Camp Edwards (11 people) and Central High School (21 people)
- In addition, staff conducted multiple Zoom meetings throughout the summer and fall of 2020 that included multiple West Louisville stakeholders. More information about additional events not listed here can be found on pages 10-11 of the [School Choice Proposal](#). The ones listed above are those that we can with certainty say included West Louisville residents.

Were there other student assignment plan options that the consultant presented? If so, can you please share what they were?

- No, there were not.

How would the development and rollout of the student assignment plan differ if the parents and students in the West End were primarily White?

- The proposal is based on correcting historical inequities created by previous plans. Since there is not a history of racism, redlining, and segregation specific to White families, and historically, White families have had more Choice than our Black and Brown families, this proposal is specific to providing increased access and opportunity to our Black and Brown

families.

How do you think White parents in the East End would react if they found out that their childrens' resides schools were changing? Did this consideration weigh into how West End families would be impacted by this new plan?

- No. The discussion focused predominantly on the need to provide more Choice for our West Louisville families.

The majority of the recommendations in the Student Assignment plan includes valid and good changes for our district. Why is the change to the magnet exit plan still being included when not all magnet programs enroll the same way which makes changing the exit policy to be the same across the board unfair to some programs and students? Why not remove that piece until the district can first align all enrollment practices to make things fair?

- Exits are utilized by all magnet schools and programs, regardless of admissions processes. Since that process is applied and utilized across all magnet schools and programs, regardless of admissions processes, the removal of the process applies to all magnet schools, regardless of admissions process.

How can we recruit quality Black educators to work with the privileged/east end population of students?

- Our current focus is to ensure that we recruit and retain quality Black educators to serve our students in our urban core. The support plan calls for staff at the Academy @ Shawnee and the new proposed West Louisville Middle School to receive additional days of professional learning and financial incentives, which should help with recruitment and retention efforts. In addition, JCPS is implementing the Louisville Teacher Residency (LTR) program, an innovative partnership to increase the pool of diverse, highly-skilled teachers, particularly in low performing, urban schools. JCPS is also starting to work on the future state of workforce and leadership development which calls for implementing a research based national model of principal development, fully implementing and funding a teacher residency program, and improving mentoring programs.

When will the new plan be fully implemented?

- If approved by the Board of Education, implementation of Dual Resides plan will begin with the 2022-23 application cycle (starts Fall of 2021) with students currently in 4th and 7th grades being the first to have the dual-resides choice. The proposal will be fully implemented after three years for middle school and 4 years for high school. Magnet recommendations will begin immediately. New magnets will come online in the school year 2022-23.

What's JCPSs plan/ strategy to bring white teachers, families students and RESOURCES into West Louisville? The current model puts ALL the oness on black and brown families whose kids travel ridiculously far to East end schools where parents often can't get to if

they're needed or want to participate in activities.

- By improving the support and increasing the attractiveness of the magnet programs offered at the Academy @ Shawnee, students from across the District will be able to access these quality programs and services.
- While the current model "puts all the oneness on black and brown families" whose students travel to schools in the east and south end, under the dual-resides recommendations, these families will have the option to stay closer to home or travel to other parts of the community.

What is DEP's (Officer of Diversity Equity and Poverty) role in all of this, how have they been engaged in this work?

- DEP has been involved in the Advisory Committee (at least two members participate), in assisting with internal and external REAPs (Racial Equity Analysis Protocol) of the proposed and current processes. In addition, School Choice staff have regularly collaborated with DEP staff to ensure there is intentional connection with the proposals to the Racial Equity Policy and District Racial Equity Plan.

Why is there STILL an inequity in allocation of resources as evidenced by the near total lack of new schools, or renovated schools in the West and maybe even South Ends of the county... East end schools are new, clean, high speed wired, great tech, have modern labs.... these luxuries aren't afforded to our under resourced schools and students outside of the East End... what's a realistic PLAN AND TIMELINE FOR MEANINGFUL ACTION...

- JCPS is committed to improving the allocation of resources and facilities to schools in need. With the increased property tax rate, JCPS will invest approximately \$54 million in fiscal year 2021-22:
 - At least \$15 million for 21st century facilities that engage students and faculty;
 - At least \$15 million for resources in our highest-need schools;
 - At least \$12 million for racial equity initiatives; and
 - At least \$12 million for additional student instructional time.
- In addition, JCPS is building three new elementary schools - one in West Louisville, one in the South End along the Dixie Highway corridor, and one in the Newburg area.

Schools in West Louisville are not full now. How does simply building more schools in West Louisville create equity?

- The proposed new middle school in West Louisville is needed to ensure that the Dual Resides choice is a real choice. Facility capacity in West Louisville currently would not be enough to support the dual resides choice.

What steps is the district taking to ensure that the proposed dual resides plan does not lead to even more resegregation in JCPS schools?

- The Dual Resides proposal is based on Choice. Instead of the District determining that a student should leave his or her community, the District is proposing that students and families choose.

The proposed dual resides plan may take time to implement for all West Louisville students. Shouldn't students with a satellite-resides be allowed to apply to attend a school closer to home, regardless of their GPA, attendance or discipline record, while the additional resides option is phased in? (Currently the application barrier applies to all students alike, but disproportionately impacts West Louisville families because they are the only students that are not afforded access to a quality school nearby.)

- The magnet recommendations address several of these barriers. The proposals include new interest-based magnets that rely solely on lottery. In addition, diversity targets and goals will intentionally address, through school specific goals, the expansion of opportunity and access for all students, but particularly our students who have been historically excluded from those programs.

How far off from its diversity goals are JCPS schools? Shouldn't the new student assignment strive to reach and maintain a diversity goal reflective of district demographics overall?

- The data varies from magnet to magnet and so the inclusion of school specific diversity targets and goals is meant to address just that-- a school more reflective of district diversity.

Now that the district has completed a REAP on the current, entire student assignment plan (thank you!), what efforts will be made to educate and inform parents, teachers and the entire community about the inequities that have been identified, in order to demonstrate the need for a district-wide approach to equity for all JCPS schools?

- Even prior to the REAP conducted on the entire plan, this has been part of the discussion since the first introduction of the recommendations. The challenges that exist in the current plan were brought by the Student Assignment Review Advisory Committee through a series of REAPs held in 2019 and discussions based on their personal experiences and the experiences of those they represent. That discussion led to specific recommendations based on the challenges identified. This was also intentionally included in the written proposal. The District will continue to analyze the structure of School Choice and address additional challenges in future phases.

What assurances can you provide that this proposal won't lead to West Louisville families eventually losing hard-fought opportunities they may have benefited from in the past, without gaining more than they are giving up? IOW, is the trade off equitable, or could it be a slippery slope?

- The proposals provide a dual choice. Families in West Louisville will still have access to East End or South End schools, as they currently do. This proposal adds, it doesn't take away.

Assuming efforts to attract an equitably diverse population to the new West Louisville schools are successful, what entrance/selection criteria will be used to determine which students will be granted admission to these new or newly renovated schools?

- The proposed new build schools (new West Louisville Middle School and the new

elementary in West Louisville) are NOT magnets. They will be for the sole purpose of providing a resides option for students and as such, there is NO admissions criteria or even a lottery.

- At this time, the only proposed schools that would be a magnet would be lottery only. No proposed new schools will have criteria.

The student assignment task force focused heavily on restructuring “magnet-only” schools in order to make them more equitable and part of the overall solution, but none of the recommendations coming from committee addressed these concerns. Shouldn’t all magnet schools be required to have a “resides” population?

- Nearly all of the magnet recommendations touch all magnet and optional schools and programs. Centralized lottery is the only one that does not impact all schools, as it only really impacts lottery schools.
- Ensuring magnet schools have a resides population is not part of the current proposal.

What efforts are the district engaging with the Mayor’s office and others to mitigate the impacts new schools in West Louisville may have on gentrification?

- Part of the review by the Student Assignment Review Advisory Committee included a presentation from Develop Louisville, Metro Louisville Planning and Design Services (January 2018). This presentation helped inform the work of the advisory committee. JCPS is willing to partner with Metro Government to explore ways to support our schools and communities that they serve.

What efforts are the district engaging in with Metro Housing and other entities to work to create less segregated schools other than through creative student assignment?

- Part of the review by the Student Assignment Review Advisory Committee included a presentation from the Metropolitan Housing Coalition (January 2018). This presentation helped inform the work of the advisory committee.

In addition to new facilities and comprehensive support, what programs, initiatives, community engagement, empowerment of local decision making (restoration of SBDM powers, parental involvement, etc) will the district provide or engage in?

More specific information regarding the types of supports that will be available to the Academy @ Shawnee and the new proposed West Louisville Middle School can be found here - [West Louisville Support Plan](#). In addition, the JCPS Parental Engagement Office provides valuable resources for schools to engage parents and families.

Who is going to be held accountable if this does not work?

- To ensure strong implementation of the recommendations, JCPS will use both formative and summative evaluation processes for accountability purposes. The formative process will include a reflection of what has worked well, challenges encountered, and adjustments that need to be made to maximize student outcomes. The summative process will include a formal evaluation to ensure that the plan is implemented with fidelity. Both external and internal reviews conducted to provide an added level of accountability.

Currently if a school has 70% FRL and another 98% FRL they get the same amount of federal income. Not equitable!! How do we assure west end schools they will get more fed money that is rightfully designated to them, who is responsible for correcting the algorithm so that 98% get more 70%?

- We are currently reviewing school allocations, including our standard allocation formula, additional allocation “add-ons”, and allocations based on school needs in anticipation of possibly changing the allocation formulas to provide additional funding for students based on their needs.

How will the JCPS’s “Choice Staff” impart information that is understandable for parents to make their decisions about the Dual Reside Option?

- Staff is working collaboratively with JCPS Communications, Parent Engagement, the ESL Department, and other vital community partners to ensure messaging is strategic and reaches all families. As an example, should the Board approve the recommendations, Staff will lead stakeholder training to inform of the changes and plan for implementation. This will be accompanied by marketing materials and other resources for families.

Will JCPS look at making other Magnet Schools in the West-end a Dual Reside Option? If not, can you explain why?

- Full magnet schools in West Louisville are not being considered as part of the Dual Resides option.

What criteria will be used to ensure effective instruction at the proposed West End Middle School?

- We have identified several desired outcomes that we will be tracking as indicators of effective instruction -
 - Increase proficiency rate
 - Decrease chronic absent rate
 - Increase sense of belonging
 - Increase transition readiness rate
 - Increase teacher retention rate
- Given the comprehensiveness of support outlined in this proposal, it is critically important to establish a process by which the implementation and outcomes are reviewed regularly.

How will JCPS engage parents who choose the Dual Reside Option in the decision-making and the educational process?

- Staff is working collaboratively with JCPS Communications, Parent Engagement, the ESL Department, and other vital community partners to ensure messaging is strategic and reaches all families. As an example, should the Board approve the recommendations, Staff will lead stakeholder training to inform of the changes and

plan for implementation. This will be accompanied by marketing materials and other resources for families.

If more students choose in the school year 2022-2023 to attend a local middle school (not yet built) - do you have the capability to temporarily take all the students in the west end - or is there a limited number of students that you could take the first year as 6th or even 9th graders going to Shawnee? In other words - do we have a guarantee that if a student in the west end wants to attend 6th or 9th grade in the west end that will have a spot?

- Dual resides is crafted so that, through the phased in approach, current 4th and 7th graders will have the guaranteed option at the close to home or far from home school.

Will students who live close to the magnet schools mentioned (Central, Brown, Manual, Noe, Western Middle) be able to attend the schools? Could those schools have students assigned to them that live nearby?

- This is not part of the current proposal.

How will the boundaries be drawn to support family needs? How will this plan benefit families who are less fortunate?

- The boundaries were drafted in an effort to provide continuity in neighborhoods, rather than small, disconnected boundaries, so students can have similar choices as their local peers and assist schools in connecting with families. Instead of small, disconnected boundaries, schools can now target larger areas and ensure strong parental engagement.
- The dual resides option provides the choice of an opportunity close to home or far from home. That way families, especially those with financial challenges, may be able to better choose what makes sense for their family situation.

