

MINUTES

Special Meeting of the

**BOARD OF DIRECTORS  
EQUITY COMMITTEE**  
Corvallis School District 509J  
1555 SW 35<sup>th</sup> Street  
Corvallis, OR 97339

COMMITTEE MEMBERS PRESENT

Rae Delay  
Cyrel Gable, Board Chair  
Sara Gelser, Board Member  
Deb Kadas  
Nell O'Malley, Board Member  
Laverne Pitts  
Blake Rodman  
Marc Rosegold  
Anne Schuster  
James Wickman

COMMITTEE MEMBERS ABSENT

Lynn Lahey

OTHERS PRESENT

Kathy Rodeman, Business Manager  
Jeanne Holmes, Assistant to Superintendent  
Jim Ford, Superintendent  
Dawn Tarzian, Director of Teaching and Learning

**I. INTRODUCTION**

Jeanne Holmes welcomed the committee and attendees introduced themselves. Superintendent Ford reviewed the committee's charge.

Jeanne Holmes and Dawn Tarzian reviewed the background leading to the development of the committee. Dawn challenged the committee to balance philosophic ideals with practical implementation, analyze the outcomes of the existing policies and whether or not the existing policies make it easier or more difficult for our students to receive an education. The committee is instructed to review policy and make recommendations for policy, not determine what schools are or are not doing to meet a standard.

## II. COMMITTEE PROCESS

Jeanne Holmes reviewed the information provided for the committee. The committee agreed to the operating agreements and ground rules provided in the committee notebook. Jeanne explained the Ladder of Inference and encouraged the committee to base their opinions and decisions on all of the data, not perceptions or assumptions.

The committee was instructed that we could solicit community and / or student data in any format that they request.

Meeting minutes will be typed and emailed to the committee two days before the next scheduled meeting. The committee agreed to print their own copies of the minutes.

## III. LAYING OUT THE WORK OF THE COMMITTEE

The committee had an open discussion about transfer data and socio-economic status (SES) and how it affects transfers. The committee is interested in data on why families are transferring. Concerns were stated that the information is not accurate because parents give reasons that they think will lead to an approved transfer request. Dawn Tarzian clarified that by looking at the transfer requests, we are overlooking the lower socio-economic group of students because of the wording in our transfer policy. According to policy, we do not provide transportation when a student transfers. Because of that clause in the policy, the lower socio-economic families are less likely to transfer, even if they have valid reasons for doing so.

Jeanne Holmes reviewed the following:

- Issues and Questions raised by the District's Leadership Team (Attachment A).
- What is Equity? (Attachment B)
- Data Needed (Attachment C)

## IV. HOMEWORK ASSIGNMENTS

Jeanne Holmes asked the committee to review all of the data in the notebooks provided.

Attested to by:

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Cyrel Gable, Board Chair

Prepared by: Kim Patten

ATTACHMENT A

## **Issues and Questions Raised by the District's Leadership Team**

### Open Enrollment Policy:

- Does a school's size compromise its ability to offer comprehensive education to all students?
- Does open enrollment create competition between schools? Is competition bad?
- Original idea of open enrollment was to place kids in learning environment that best met their needs, parent satisfaction, involvement, & keep students in public school system – Did we over-correct?
- Have we created diversity imbalances that are harming kids?
- Decisions based on perception?
- Have we really created enough to choose between? -- original vision

### Transfer Policy:

- Do we need to revisit dates for open enrollment?
- Do we need to reserve spaces for no child left behind (NCLB) related transfers?
- Leave room for neighborhood families
- Transferred forever or just one year?

### Transportation:

- Do we have inequity of access?

ATTACHMENT B

## **What is Equity?**

1. Equal Opportunity
  - Do all families have the same choices?
  - Equal opportunity to the American dream “equity of access”
  - Basic standard available at all schools – same quality at each school
  - Same opportunity as everyone else to choose
  - Every child has equal opportunity to outcome
2. Family Incomes is a factor
3. High parent involvement, high expectations, aligned curriculum, collaborate competent teachers, quality principals
4. Inputs or Outcomes: different for different parents
5. Informing the community – not just low SES that have issues

ATTACHMENT C

**Data Needed**

1. What are the programs that make each school unique?
2. SES trends over time
3. Print outs of reasons for transfers – look deeper than those who are transferring? get real reasons?
4. CV/CHS phone survey
5. Number of life skills students at Garfield, Westland, and Crescent Valley