

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

Cathi Alden  
Rae DeLay  
Cyrel Gable, Board Chair  
Sara Gelser, Board Member  
Heather Jager  
Deb Kadas  
Lynn Lahey  
Nell O'Malley, Board Member  
Laverne Pitts  
Blake Rodman  
Marc Rosegold  
Anne Schuster  
James Wickman

COMMITTEE MEMBERS ABSENT

Lynn Lahey  
Nell O'Malley, Board Member

OTHERS PRESENT

Kathy Rodeman, Business Manager  
Jeanne Holmes, Assistant to Superintendent  
Kim Patten, Recorder

I. INTRODUCTION

Jeanne Holmes welcomed the committee and reviewed the agenda.

Jim Ford addressed the committee, thanking them for their work. Jim expressed his desire to move ahead with the committee's proposed recommendation to enforce the current district policy's intent to ensure that student statistics (IEPs, TAG, SES) at choice schools are within in the same ranges as other district schools. He acknowledged that it will not be an easy process, but it is important to begin enforcing this policy so that Franklin's student population is in the range of other 509J schools. Committee members then shared their input on this recommendation.

Jim Ford also stated that he would like to move forward with discussions about the possibility of moving the Developmentally Disabled Program that is currently at Garfield to Jefferson or Wilson. Jim asked for the committee's input on this, which they shared. Before making any decisions, staff will carefully consider the transition needs of students and staff.

## II. OPEN ENROLLMENT

Jeanne Holmes reviewed the criteria, local and national trends, and the definition of equity that were developed by the committee at previous meetings. The committee agreed to accept all of this data and to keep it in mind during subsequent conversations.

At the last meeting, the committee was asked to review the list of possible recommendations and decide whether or not each recommendation was directly related to the equity issue and whether or not they agreed with the corresponding problem statement. The committee reviewed the results of the homework assignment and removed some recommendations that did not meet the criteria or were determined to be outside the charge of the committee (see Attachment A).

The committee discussed five statements prepared by Jeanne Holmes to stimulate the formulation of a problem statement. The committee agreed that the following statements were true:

- In 509J we've seen increasing socio-economic stratification over the past ten years in some schools.
- Socio-economic stratification is caused by multiple factors, including increasing poverty and no growth in our community. (ESL magnets, open enrollment, closure & consolidation)
- Schools with declining enrollments may have additional factors that contribute to the decline – dissatisfied parents, low enrollment in boundary area, for example.
- All families do not have equal access to choices because of lack of information and lack of transportation options.

There was some disagreement about the following statement:

- Schools with declining enrollment may be negatively impacted by loss of resources.

The committee discussed all of the statements and asked Jeanne Holmes to work all five statements, including their comments, into a problem statement for their review before the next meeting.

The committee was asked to look at the recommendations and discuss which most addressed the problem statement. The five issues discussed were:

- Transportation – This is a big issue for low SES families who cannot provide their own transportation. This issue also was raised by students who transferred from CV to CHS because of transportation issues.
- Building capacities / saving room for neighborhood students – we need real capacities that are enforced, we need to promote capacities – not enrollment floors to avoid negative feelings
- Work toward voluntary diversification of school programs – we need to encourage signature schools; signature schools voluntarily promote less SES stratification, could help pull kids back into the public education system
- Information access for all

- Enrollment floors

III. Boundary Update

Kathy Rodeman gave a brief update that the boundary sub-group is still working on the boundary review.

IV. Next Steps

Jeanne Holmes will send out homework and a problem statement for the committee's review. The next meeting will be on February 19, 2004 at 2:00 PM in the District Office Board Room.

Continue to next page for Attachment.

ATTACHMENT A

Evaluation of Possible Recommendations  
Homework Assignment from January 22, 2004 Meeting

Recommendation	Problem Statement	Agree with problem statement?	Equity Issue?*	Removed from List at 2/5 Meeting
Equalize kindergarten and middle school offerings	Offerings are not equal at all schools	Already discussed: No	A=4 B=6 C=1	X
Save room for people to move into neighborhood	Wrong not to be able to go to school you live across the street from	Already discussed: Yes	A=4 B=3 C=1	
Explore transportation options for transfers	Currently, not all families have equal access to choice because of transportation	Already discussed: Yes	A=8 B=1 C=0	
More centralized information to parents, including Spanish translations, about school choices	Parents make decision based on assumptions / perceptions; transfers based on misinformation; not everyone knows options	Already discussed: Yes	A=6 B=2 C=1	
Centralize kindergarten enrollment	Parents signing up at more than one school; kinder enrollment imbalances; not having the right balance of half day versus fee-based whole day programs; may not be meeting families' needs and losing students to private schools	Already discussed: Yes	A=1 B=6 C=1	X (Given to the elementary principals to consider / implement)
Work toward voluntary diversification of programs to attract new families to	Socio-economic stratification is a problem	Yes=6 No= ?=1	A=5 B=1 C=1	

low SES schools.				
Re-examine reasonable capacities at schools	Overcrowding; principals accepting unlimited number of transfers	Yes=6 No=2 ?=1	A=0 B=7 C=1	
Enrollment floors for schools	Unstable population in same schools – insufficient number of students decrease program offerings, results in lower quality learning opportunity	Yes=5 No=4	A=1 B=5 C=2	
Other funding options than the current one where the money follows the students	Funding moving with students makes schools unstable	Yes=4 No=5	A=3 B=3 C=3	X (The committee would like to make comments in their final report about widening the cushion.)
Enforce current policy on balancing student populations in choice schools (free & reduced lunch, IEPs, etc.)	Imbalance in student populations; socio-economic stratification	Yes=5 No=2 ?=1	A=2 B=6 C=1	X (This has been turned over to staff to enforce current policy.)
Have acceptable transfer reasons	Populations moving between schools	Yes=5 No=4	A=1 B=1 C=7	X

\*A = On Target Equity Issue, B= Related to equity or secondary equity issue, C= Not an equity issue