Student Assignment Review Advisory Committee Minutes
May 7, 2019 5:30 p.m.
VanHoose Education Center

Committee Members Present: Dr. Marty Pollio, Amanda Averette-Bush, Tammy Berlin, Cassie Blausey, Nick Braden, Angela Bowen, Cindy Cushman, Barbara Dempsey, Dena Dossett, Petia Edison, Devon Horton, Mike Raisor, Michael Terry, Stephanie White, Iris Wilbur, Katherine Wilson, Joseph Wood, LaQuita Wornor
Others Present: Beth Peterson, Amy Dennes, Michael Alexander, Jodell Renn, Chris Harmer

Agenda Item	Discussion/Action/Person Responsible
Welcome and Introduction	Cassie Blausey
Board work session debrief	Dr. Pollio discussed the feedback from the Board of Education at the work session. He discussed the timeline and the next steps for the committee.
Guiding principles	Renee Murphy presented a three dimensional model of the proposed guiding principles to solicit feedback and to encourage discussion of new ideas.
Strategies for change	Cassie Blausey and Barbara Dempsey led the group through identifying the greatest challenges with the current assignment plan. The committee's work is reflected below.
Public Comment	No speakers signed up for comment at the meeting
Adjournment	The meeting adjourned at 6:40 p.m.

Challenges with current student assignment plan

	CHOICE	EASE OF UNDERSTANDING	ACCESS	DI VERSITY
A	Not all students get equitable choices in programs **2 dots**	No saving spots—current residents get priority **2 dots**	Magnet criteria: students with behavior issues or have experience trauma have less access Behavior can limit access to programs Are behavior incidents limited true access? Magnets, traditional, etc Entry requirements limit access to magnets Magnet requirements limit access **9 dots**	The definition of diversity Current definition does not allow flexibility to accommodate changing trends Technical definition—difficult Need clear, full definition of diversity Influx of ESL was not anticipated when current definition was created **1 dot**
B	ESL students have limited choices because not all (magnets) have ESL and other special populations **2 dots**	If I don't get in first choice, now what? **1 dot**	ESL students lack access to certain programs because no ESL in building ESL may not have access to info in language **1 dot**	Segregated communities (legacy of red-lining) Historic housing patterns are segregated
C	Behavior issues can limit/remove choice. Can be one instance… Criteria limits choice Subjective criteria by magnet school **2 dots**	Not clear that magnet programs can be so separate from the rest of the school	Community support—not equal for all schools **3 dots**	There are schools outside the diversity index **1 dot**

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D	Students truly not having a second choice Magnet: 1st/2nd choice is false. Two true choices **2 dots**	Elementary/Middle/High—not consistent models (rules) for assignment **6 dots**	Children of color and low SES need increased and preferred access to magnets **3 dots**	Current approach to achieving diversity limits parent/community involvement
E	Student who wants to pursue program nearby, limits choice Proximity of choices near students' homes	It changes every 3-5 years	Proximity to home may limit access even though there is choice—resides/magnet Students in MS and HS in west end do not have access to schools close to home **4 dots**	Current structure negative impact on community
F	Inequitable resources in "mirror" programs Offer some of the same program at different schools East/West schools **5 dots**	If family does not understand or are not aware of choices, then access is limited	Resides schools do not appear equal (quality/performance) **3 dots**	Overburdening of busing on west end/higher poverty areas, particularly MS and HS Burden falls on one populations Burden of achieving diversity through busing is placed on the west end **9 dots**
G	Middle School/High School west end—no close choice **4 dots**	Although materials (are) good, can be overwhelming	Middle school options limited (magnet and resides)	Schools diverse—classrooms are not **5 dots**
H	The paradox of choice—too many choices **1 dot**	Not clear that you don't necessarily have true choice **1 dot**	"Mirror" magnets or similar programs should be truly equal	How do we hold each community responsible for diversity? East West
I	If a family does not know or understand choice, the choice is limited/non-existent	Language barriers Information needs to be offered in various languages. It's too hard to easily understand	Parents having the technology needed to access info	Conflict between tenets (guiding principles) diversity/choice. How to reconcile? **3 dots**

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J	Need equal and diversified choices among all school **1 dot**	Perpetuated "folklore" of how system works	Need more magnet schools, fewer magnet programs **2 dots**	Student Assignment plan and Racial Equity plan are not aligned currently
K	Transient students lose their choice **1 dot**	Need more than one chance for Showcase (take it on the road)	Transient families—not McKinney-Vento	Desired academic programs isolated in one area of town
L	Forcing choice for diversity sake **2 dots**	Inconsistent school PR—websites, flyer, phone calls Consistent communication about choices—community, parents, and students **2 dots**	Students need access to certified teachers Students do not all have access to teachers who look like they do **1 dot**	Resistance to diversity by community
M	How we truly showcase learning with all schools **2 dots**	Too many choices **1 dot**		Lack of knowledge in community about benefit of diversity
N		Penalized for late applications **1 dot**		
O		Confusing terms—magnet program, magnet school, traditional, cluster, academies, resides, MST		
P		Uncertainty of application process—I applied for magnet but do I go ahead and look for a cluster school? Resides in magnet or not? Confusing. Magnet schools v magnet programs		