

# Student Assignment Review Advisory Committee Meeting Minutes

## June 18, 2019, 5:30 p.m.

### VanHoose Education Center

*Committee Members Present:* Dr. Marty Pollio, Glenn Baete, Cassie Blausey, Barbara Dempsey, Dena Dossett, Jonathan Lowe, John Marshall, Mike Raisor, Stephanie White, Iris Wilbur.  
*Others Present:* Amy Dennes, Kermit Belcher, Beth Peterson

Agenda Item	Discussion/Action/Person Responsible
Welcome and Introduction	Cassie Blausey
<p>Dr. Pollio asked the committee to have deeper conversation regarding the idea of offering two “resides” choices for middle and high school students who reside in the satellite boundary areas.</p>	<p>What is the positive impact of the recommendation?</p> <ul style="list-style-type: none"> <li>• Doubles student choice for satellite population</li> <li>• Address the issue of satellite students having the burden of transportation</li> <li>• Could support CTE programs an students</li> <li>• Does it eliminate the stigma of “downtown” buses or could it exacerbate it?</li> <li>• Helps with equity because currently they are only group of students who are not guaranteed a choice close to home</li> <li>• More certainty for students who move a few blocks and (currently) change schools</li> <li>• Sense of school community; accessibility to participate in after school; increased opportunity for family engagement</li> <li>• Potentially help with attendance</li> </ul> <p>What could be unintended consequences?</p> <ul style="list-style-type: none"> <li>• Potential overcrowding</li> <li>• Potential for racially identifiable schools which are reflective of (current) segregated housing patterns that exits</li> <li>• Potential for “income identifiable” schools based on same housing patterns</li> <li>• May need to revisit some of the comments about choice</li> <li>• Is there enough space within existing buildings? Could some current buildings be relocated?</li> </ul>

	<ul style="list-style-type: none"> <li>• Schools with high concentrations of poverty or high need could be more challenging to staff</li> <li>• How to handle families close to another school but across a school boundary</li> <li>• Volatility of enrollment until predictable pattern emerges</li> <li>• It could further segregate schools (reflective of housing patterns)</li> </ul> <p>What are some important considerations to take into account if the recommendation is to move forward?</p> <ul style="list-style-type: none"> <li>• May require boundary adjustment</li> <li>• Think through how options like High School Open Enrollment, transfers would support</li> <li>• School capacity may be an issue</li> <li>• Is there a way to keep network choices in addition to this?</li> <li>• After the two choices, look at magnet requirements</li> <li>• Have HS clusters, similar to networks, to provide another layer of choice. Is this possible operationally?</li> <li>• Will require a strong communication system to make sure families are appropriately informed</li> <li>• How do you decide who has two choices? What is the default if someone does not choose?</li> <li>• Do school boundaries need adjustment?</li> <li>• Are there other ways to achieve positive impact given some of the unintended consequences?</li> </ul>
<p>Dr. Pollio asked the committee to have deeper conversation regarding the need a measure of diversity that we use for assignment purposes.</p>	<p>What is the positive impact of the recommendation?</p> <ul style="list-style-type: none"> <li>• Real choice would be first and diversity second</li> <li>• May help reduce concentrations of poverty</li> <li>• Students learn from students from students with different backgrounds</li> <li>• Increased access for marginalized communities, particularly at magnet schools</li> </ul> <p>What could be unintended consequences of the recommendation?</p> <ul style="list-style-type: none"> <li>• If we go with a recommendation for choice, we may have racially identifiable schools</li> <li>• Is the district's role to influence the entire community as a whole? There are still segregated housing patterns. Many people are satisfied with the status quo.</li> <li>• Could limit choice</li> </ul>

	<ul style="list-style-type: none"> <li>• Are we placing the burden on one group of students?</li> <li>• Could potentially negatively impact communities</li> </ul> <p>What are some important considerations to take into account if the recommendation is to move forward?</p> <ul style="list-style-type: none"> <li>• Would magnets have one list?</li> <li>• Need to define diversity and the definition needs to be transparent and clear</li> <li>• Should census data be the information source? It quickly becomes old and outdated</li> <li>• Defined in ways that consider populations that have been failed in the past</li> <li>• How do we know if we are successful?</li> <li>• Need to include ELL in diversity definition</li> <li>• Need to know the boundaries of the law regarding what we can/cannot do</li> <li>• Need a campaign on the benefits of diversity</li> </ul>
<p>Dr. Pollio asked the committee to have deeper conversation regarding the use of diversity measurement for resourcing schools</p>	<p>What is the positive impact of the recommendation?</p> <ul style="list-style-type: none"> <li>• Putting money where it is needed the most</li> <li>• Real choice is first, diversity would be second</li> </ul> <p>What could be unintended consequences of the recommendation?</p> <ul style="list-style-type: none"> <li>• Someone will be upset</li> <li>• Could have less diverse schools</li> <li>• Would there be fewer funds to distribute (i.e. Title I—is there enough to be meaningful?)</li> <li>• May need to look at an index composition</li> </ul> <p>What are some important considerations to take into account if the recommendation is to move forward?</p> <ul style="list-style-type: none"> <li>• Teacher experience and assignment to schools</li> <li>• What are the key levers to change outcomes—which resources, which opportunities?</li> <li>• Should we consider smaller enrollment numbers at schools with higher concentrations of needs?</li> <li>• Consider poverty in optimal capacity numbers</li> </ul>

	<ul style="list-style-type: none"> <li>• What does equitable funding look like? Are there other districts to study?</li> <li>• Should be both percentage and total number of students in need.</li> </ul>
Next meeting	The next meeting is July 9th. Dr. Pollio asked the committee to continue to consider this evening's discussion.
Public Comment	No speakers were present at this time of the meeting.
Adjournment	The meeting adjourned at 6:55 p.m.