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2 **DECLARATION OF THIERRY KOLPIN**

3 I, THIERRY KOLPIN, hereby declare:

4 1. I make this declaration based on my own personal knowledge, and if called to testify
5 I could and would do so competently as follows:

6 2. I was employed as a guidance counselor at Lincoln Elementary School in Long Beach
7 from September, 1998 until September, 2001.

8 3. During the time I worked there, at least 600 kids were bused away from Lincoln each
9 year because the school had no room for the students. Lincoln is one of many elementary schools
10 in inner city Long Beach that is considered a "sending" school. That means Lincoln cannot take any
11 more students, so it must send students to other, "receiving," schools.

12 4. Lincoln has an overflow class to hold students who are waiting to be assigned to other
13 schools out of the neighborhood. The class(es) hold all the students together--Kindergarteners
14 through fifth graders--for the days they are waiting without being assigned to another school.
15 Sometimes there's a quick turnaround for kids, so they only wait in the overflow class for one or two
16 days. But sometimes the kids have to wait in the overflow class for a few weeks or more.

17 5. It's tough for the teachers in the overflow class to teach all the students in the class
18 because the students are often in different grade levels. Although, efforts are made to group students
19 into overflow classes with appropriate grade levels, the resources are not always made available to
20 the school in order to separate overflow classes by grade level, hence many times there are two or
21 more grades represented in one overflow class. Kindergarten students are in the class for only part
22 of the day and this can make planning lessons a little more difficult for multigrade classes. Overflow
23 teachers, who are usually substitute teachers, have to figure out how to teach students of all grades
24 together. It can be difficult for teachers to do curriculum-development because the students typically
25 have such different ability levels. If the students are in the overflow class for a week, then that is one
26 week of education they receive that is not equal to the education other students receive.

27 6. The worst part of busing is that the schools to which kids are bused are often far from
28 the parents and families of students, and many of the students are very young, i.e. kinder and first
grade levels. Many inner city families don't have means of transportation, so if a student gets sick,

1 the parent or guardian can't easily go to the school to get the student. When I worked with
2 Kindergarten teachers at Lincoln, the teachers knew the parents of the children in their classes. But
3 with bused students, that's not easily the case because the parents often can't get to school to get to
4 know their child's teachers. It would be far better if parents could have easy access to their child's
5 school, especially in the early years of education.

6 7. The busing has an especially huge impact on Kindergarteners and first grades because
7 they are so young. For Kindergarteners, school is new. Busing makes it harder for them to adapt
8 to school than it is for a typical Kindergartener because bused Kindergarteners have an additional
9 problem to deal with, and their family is less likely to be able to be involved with the class compared
10 with families that live next to the school. This is starting many children off in a school system in
11 which they are disadvantaged from the beginning, and although it is unclear how significant an effect
12 this may have on a particular student's educational achievements, it is not a large jump to assume
13 that the effect would be disadvantages to these students. I have counseled many parents who were
14 very hesitant to send their 5 year old child across town away from family and friends to a school the
15 parent has never seen. I have also told many of them, that I would not likely send my own child in
16 a similar situation.

17 8. The time on a bus is just too long for students. It may take up to 35 minutes to get
18 to school and another 35 minutes to get back, and then the students have to have time to wait for the
19 bus. All told, bused students might have in excess of 6 hours a week away from their family and
20 away from their studies.

21 9. When I worked there, about one of every four teachers at Lincoln had to rove from
22 classroom to classroom because Lincoln is a year-round multitrack school. Roving teachers move
23 every month or every three months to another open classroom. Classrooms open up when the
24 teacher who was in the classroom goes off track. The roving makes it difficult for students to
25 establish the room in which they learn as "their" room. Although I have found students to be very
26 resilient, this is just one more factor that many other students do not have to face. Especially the
27 students in an overflow classroom.

28 10. Standardized testing, like the SAT 9 testing, is unfair to kids on multitrack year-round

1 schools. Their scores are compared with kids who've had a full year of instruction, even though
2 students in some tracks at multitrack schools haven't yet had their full year of instruction. The
3 testers say they factor in the time off that kids at multitrack schools have, but that's not fully
4 accurate. The factoring doesn't account for the exact days off kids have had; the factoring just takes
5 into account a range of days, so it's not exact. Also, days toward the end of the school year are not
6 equal to one day at the beginning or the middle of the school year. Learning is cumulative, so kids
7 who are tested later in their school years have had time to absorb and process more information and
8 put it all together. Kids who have lost that time have not lost only a certain number of days or hours;
9 they've also lost the time and ability to benefit from the accumulation of information during that
10 time. This is compounded when a track has recently been off for a month and then is required to
11 take that SAT9 a few weeks upon returning. Students in a traditional school calendar would not be
12 subjected to large scale assessments upon returning from their summer vacation, yet this is the case
13 at year round schools.

14 11. I truly believe, and studies have shown, that children are very resilient, however
15 resiliency can be lessened when more factors weigh against a child. The students in year round
16 schools and especially the students bused across town, or kept in an overflow class for long periods
17 of time, have many more factors to contend with, which in turn makes it more difficult to have the
18 same resilient strength compared to other students. Additionally, the staff and faculty at Lincoln
19 school are working diligently under difficult circumstances, and with limited resources. Many
20 teachers go well beyond their required duties to assist all the students at Lincoln, and many students
21 would have attested to having had an excellent education at Lincoln. I unfortunately cannot make
22 the same statement of the students bused to other schools.

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24 I declare under penalty of perjury under the laws of the State of California that the foregoing
25 is true and correct. Executed on December 21, 2001 at Stanford, California.

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Thierry Kolpin