

**MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
OF DISTRICT 497, HELD IN THE LAWRENCE PUBLIC SCHOOLS
INTERACTIVE TECHNOLOGY CENTER,
EDUCATIONAL SUPPORT AND DISTRIBUTION CENTER,
110 McDONALD DRIVE, IN THE CITY OF LAWRENCE**

October 24, 2016

MASTER PLAN FOR SECONDARY SCHOOL IMPROVEMENTS WORK SESSION

At 5 p.m., Superintendent Kyle Hayden opened the second work session of the Board of Education for the purpose of gathering information and holding discussion in regard to a master plan for improvements to the district's secondary schools.

John Wilkins, principal, Gould Evans, presented new information following additional meetings with the Facility Planning Committee after the first work session where concern was expressed about essential improvements that would not be completed according to the initial plans. In addition, David Arteberry, bond counsel, George K. Baum and Company, provided information in regard to a bond issue and the mill levy should a decision be made to move forward.

At 6:20 p.m., the work session concluded.

MOTION FOR EXECUTIVE SESSION

At 6:23 p.m., Board President Marcel Harmon called to order a meeting of the Board of Education for the purpose of entering executive session. A motion was made by Vanessa Sanburn, seconded by Shannon Kimball, to recess to executive session *to discuss personnel matters of non-elected personnel in order to protect the privacy interests of the individuals to be discussed* with Kyle Hayden, superintendent; Anna Stubblefield, assistant superintendent, educational support; David Cunningham, executive director, human resources and legal counsel; and Samrie Devin, director, human resources; invited to be present, and with the board to return to open session in this room at 6:50 p.m. The motion passed by a unanimous voice vote.

RETURN TO OPEN SESSION AND EXTENSION

AT 6:50 p.m., the Board of Education returned to open session where a motion was made by Vanessa Sanburn, seconded by Jill Fincher, to extend the executive session to 6:55 p.m.

RETURN TO OPEN SESSION AND BREAK

At 6:55 p.m., the board returned to open session where President Harmon declared a break until the start of the regular meeting.

CALL TO ORDER REGULAR MEETING

At 7:03 p.m., Board President Marcel Harmon called to order the regular meeting of the Board of Education.

APPROVAL OF AMENDED AGENDA

Upon a motion by Shannon Kimball, seconded by Vanessa Sanburn, the board voted, in a unanimous voice vote, to approve the agenda with the following amendment: Move the **Report of Superintendent of Schools** to follow **Special Recognition** and the **Report of Board President** to follow the **Report of Superintendent of Schools**.

ROLL CALL

<u>Board Members Present</u>	<u>SLT Members Present</u>
Marcel Harmon, president	Kyle Hayden, superintendent
Shannon Kimball, vice president	Angelique Nedved, assistant superintendent,
Jessica Beeson	teaching & learning
Jill Fincher	Jerri Kemble, assistant superintendent,
Rick Ingram	innovation & technology
<u>Board Member Absent</u>	Anna Stubblefield, assistant superintendent,
Kris Adair	educational support
	Kevin Harrell, executive director,
	student services
	Tony Barron, executive director,
	facilities & operations
	Julie Boyle, director, communications
	Janice Dunn, clerk

Roll Call

<u>Others Present (Including Administration and Staff)</u>			
Kristin Abbey	Joni Appleman	Diana Bailey	Tammy Becker
Tammy Belk	Andy Bricker	Jess Brown	Kelsey Buek
Trinity Carpenter	David Cunningham	Andrew Davis	Samrie Devin
Julie Dunlap	Luke Dunlap	Laurie Folsom	Susan Fowler
Kim Fuller	Judi Gaus	Lori Greenfield	Shane Heiman
Joanna Hlavacek	Chris Johnson	Melissa Johnson	Terri Johnson
Brad Kempf	Linda Kucza	Mimi LaPiana	Christina Linville
Owen MacDonald	Michael Maher	Tricia Masenthin	Ursula Minor
Duncan Moore	Paula Murrish	Natasha Neal	Kim Nixon
Andrew Nussbaum	Megan Pacey	Niko Pacey	Bruce Passman
Mark Preut	Kathy Pryor	Monique Richardson	Inez Robinson
Mitzi Robinson	Stan Roth	James Saunders	Michelle Saunders
Sarah Saunders	Gary Schmidt	Bell Schwartz	Michelle Seidner
Njeri Shomarr	Steve Smaczniak	Cara Smith	Wendy Smith
Caleb Stephens	Kelsey Stolt	Oather Strawderman	Malia Ward

SPECIAL RECOGNITION

Lawrence Horizon Award Winners – Mimi LaPiana, Hillcrest, & Kelsey Stolt, West
 Kyle Hayden, superintendent, stated that he was excited to honor two outstanding teachers at the end of September with the Lawrence Horizon Award for second year teachers.

Mr. Hayden introduced and recognized *Mimi LaPiana*, second-grade teacher at Hillcrest Elementary School, who was awarded the Lawrence Horizon Award at the elementary level.

Special Recognition ~ Lawrence Horizon Award Winners (Continued)

He introduced and recognized *Kelsey Stolt*, functional skills teacher at West Middle School, who was awarded the Lawrence Horizon Award at the secondary level.

Superintendent Hayden noted that both will be nominated for the Kansas State Department of Education's Kansas Horizon Award program. He noted also that the district's LEAP partner, Truity Credit Union, presented each teacher with a check for \$250 in recognition of their awards. Mr. Hayden thanked them for choosing to teach, not only in Lawrence, but in general.

REPORT OF SUPERINTENDENT KYLE HAYDEN

As his report, Superintendent Kyle Hayden read a letter written to district staff and the community. (See Attachment No. 1)

REPORT OF BOARD PRESIDENT MARCEL HARMON

As his report, Board President Marcel Harmon read a letter written to district staff and the community. (See Attachment No. 2)

RECOGNITION OF AUDIENCE

President Harmon asked for public comment on any item not included on the agenda.

The following patrons made comments:

Gary Schmidt, education chair, NAACP
Natasha Neal, parent
Caleb Stephens, patron
Trinity Carpenter, patron
Melissa Johnson, parent
Kim Nixon, patron
Wendy Smith, patron
Ursula Minor, president, Lawrence NAACP
Mitzi Robinson, parent
Inez Robinson, student
Andy Bricker, Lawrence High School
Christina Linville, patron

APPROVAL OF CONSENT AGENDA

Following a motion by Shannon Kimball, seconded by Rick Ingram, the board voted, in a 6-0 roll call vote, to adopt the items listed on the consent agenda.

The consent agenda included the following:

- The minutes of the October 10, 2016 executive session, regular meeting
- The financial reports including school activity funds, budget to actual, cash summary
- The October 24, 2016 personnel report

Approval of Consent Agenda (Continued)

- The monthly vouchers in the following account totals:

Fund	Amount
General	\$ 215,306.57
Food Service	118,480.28
Vocational Education	4,833.25
Special Education	117,579.48
Capital Outlay	443,091.76
Virtual School	202,830.39
Professional Development	1,232.36
Bilingual Fund	478.71
Parents As Teachers	1,402.50
Student Materials Revolve	8,093.37
At Risk (K-12)	5,973.20
2013 Bonds	144,651.54
Title I 2017	4,801.05
Indian Education Title 2016	22.49
Indian Education Title 2017	531.67
Johnson O'Malley 2016	179.98
Title III ESL 2016	28.73
Title VI/BDIS 2017	10,584.00
Payroll Fund	394,243.91
Spectra-Medicaid	6,658.32
Loc/Don/Gra	3,798.66
TOTAL	\$1,684,802.22

- Approvals of the following:
 - Board Policy Committee Recommendations
 - Setup & Removal of Mobile Classrooms – East Heights, Deerfield, Sunflower
 - School Professional Learning Support Plan for 2016-2017
 - Disposal of Obsolete Girls' Volleyball Uniforms – Free State
 - Purchase & Replacement of Vehicles – Facilities & Operations

BOARD COMMENTARY

Commentary ensued from several board members in regard to remarks made during the recognition of the audience.

REPORTS

District Equity Focus: Part II

Angelique Nedved, assistant superintendent, teaching and learning, and Kevin Harrell, executive director, student services, recalled the district's equity journey that began in 2005 with discussions in regard to racial achievement disparities which lead to the formation of district and building equity teams in the 2010-2011 school year. It was reported that since that time, tools and protocols have been put into place to encourage reflection and deeper dialogue into many avenues relating to equity. These include the following:

- E-Team training
- Student Equity Leadership programs in all secondary schools
- Receipt of National Summit Leadership Award
- E-Teams in all schools
- Personalized learning in blended environments

Reports ~ District Equity Focus: Part II (Continued)

- AVID program
- Teacher on Special Assignment for Equity position
- Staff of Color (STOC) support group
- Plan to recruit, develop, and retain staff of color
- Enhanced and expanded annual Martin Luther King Jr. Celebration
- DELT partnership with KU's Multicultural Center
- Boys & Girls Club Beyond Diversity training
- LGBTQ+ Task Force
- DELT discussion of parent engagement: Partnerships for Academically Successful Students (PASS)
- Culturally relevant rubric for curriculum review process
- Policy committee discussion of micro-aggressions and symbols
- Culturally relevant teaching partnership with AVID
- Continue to expand engagement of families and communities of color

Ms. Nedved reported that the district's equity work has resulted in the participation of more than 1,500 board of education members, administrators, certified and classified staff, and community members in Beyond Diversity seminars since 2009. In addition, she reported that graduation rates show a narrowing of racial achievement gaps and improvement for all students as well as a greater number of students of color enrolled in Advanced Placement classes. She added that the district has also created and embedded a culturally relevant rubric into its curriculum review process.

Joni Appleman, principal, and Diana Bailey, fifth-grade teacher and E-Team member, Deerfield Elementary School, shared the things their building has done to initiate, sustain, and deepen conversations about race. They reported that these conversations are embedded into everything they do and included are ways to transfer the information to students.

Update on Classified Employee Salary Study

David Cunningham, executive director, human resources and legal counsel, reported that as of October 10, 2016, Lawrence Public Schools has 860 classified employees with 695 of those considered Full Time Equivalent (FTE). He reported that these employees are grouped into five job families including administrative services, instructional services, maintenance and operations, technology services, and food services.

Mr. Cunningham recalled that the district previously participated in a classification study in 2002 that included an extensive job analysis, evaluation and weighting of job functions, and a competitive market study. He stated that at that time, job descriptions were adopted and a single salary structure was implemented, and internal equity among positions and market findings were addressed to the extent of what was financially permissible at the time.

He reported that Educational Management Solutions (EMS) was recently hired to provide guidance in review of job descriptions and to perform a market study comparing current compensation of classified positions. In addition, EMS reviewed the district's current classified salary placement schedule and its classified evaluation tools.

Reports ~ Classified Employee Salary Study (Continued)

The preliminary results indicate that the district has maintained good job descriptions that accurately reflect job functions and will serve as a valid basis for a new evaluation tool.

Kathy Johnson, director, finance, reported that EMS performed a benchmark market study on the starting salary of 40 jobs representing 554 of the 860 employees. It was noted that longevity was not considered in the study. She reported that the market study shows that current compensation of particular job families is behind and a few are above; however, the majority need a starting salary adjustment to be closer to market.

Ms. Johnson reported that EMS recommended two options--a range schedule and a step schedule. She stated that Lawrence Public Schools, with consideration for placement of current employees on a schedule, placement guidelines for new hires, and employee longevity, is proposing a step schedule. She reported that staff will continue to evaluate implementation costs.

Update on Learning Forward, Future Ready – High Schools

Jerri Kemble, assistant superintendent, innovation and technology, reported that on October 13, the two high schools switched devices as part of a pilot program to determine if the MacBook or the iPad will be recommended to the Board of Education as the device to be utilized 1:1 by high school students beginning in the 2017-2018 school year.

Four teachers, Chris Johnson, social studies, and Kelsey Buek, English/language arts, from Lawrence High School and Andrew Davis, biology, and Oather Strawderman, physics, from Free State High School, shared negatives and positives of both devices and demonstrated ways in which their students used them to enhance learning in their classrooms.

REPORTS AND APPROVAL

There were no items for reports and approval.

ADJOURNMENT

At 9:43 p.m., a motion was made by Shannon Kimball, seconded by Rick Ingram, to adjourn the regular meeting of the Board of Education. The motion passed by a unanimous voice vote.

Janice E. Dunn
Clerk, Board of Education



October 20, 2016

Dear Lawrence Public Schools Staff and Community,

The Lawrence Board of Education's Excellence, Equity and Engagement goals serve to *raise the achievement of all students, while closing achievement gaps*. To accomplish these goals, significant systemic change is needed, including reflection on personal beliefs to align them with district expectations and improve educational practices. Approximately ten years ago, Lawrence Public Schools began an intensive focus on eliminating racial achievement disparities. The school board contracted with the Pacific Educational Group (PEG) to provide training and technical assistance through its Framework for Systemic Equity/Anti-Racism Transformation.

Foundational to this framework is the two-day Beyond Diversity seminar. The board intends for all USD 497 employees to participate in Beyond Diversity, learn how to use the Courageous Conversations about Race protocol (the compass, four agreements and six conditions) and deepen their understanding of institutionalized racism and its impact on student learning. Since 2009, more than 1,500 teachers, support staff, administrators, board members, parents and community partners have participated in Beyond Diversity.

The district has developed, and the board approved, an Educational Equity and Excellence Plan and yearly equity goals. We created a District Equity Leadership Team, school Equity Teams and a Staff of Color support group. We hired an equity facilitator, who along with a teacher, received training in order to lead Beyond Diversity workshops. All secondary schools, and some elementary schools, created student equity leadership groups. The district uses an equity lens to recruit, hire, develop and evaluate personnel and to improve our curriculum, instruction and assessment practices.

Equity goals for the 2016-17 school year include continued Beyond Diversity training, teacher professional development around culturally relevant instruction, consideration of enhancements to discrimination and harassment policies and engagement of parents and communities of color in authentic and purposeful ways to raise student achievement. We will implement student supports recommended by an LGBTQ+ Task Force, form an advisory team to solicit input from student groups, continue LGBTQ+ panel discussions and provide professional development for staff around these issues. The district also will continue to address equity in technology access, facilities and resource allocation.

Finally, I want to express my own personal commitment to this work. Equity is a fundamental value of mine. I believe all children, regardless of race, color, religion, sex, age, national origin, disability, background, socio-economic status, sexual orientation or gender identity, deserve a high quality education. The district's equity journey is a personal one, but it is not optional. It is my expectation, and the intent of the board, that each employee commits to develop knowledge and skills and works to identify and eliminate institutional racism.

Lawrence Public Schools must continue to improve by engaging our school community in providing a student-centered system of supports, so that all students achieve, succeed and graduate future ready. With commitment, professional development and support, we will work together to achieve these goals and live our mission: *Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers and life in a diverse and rapidly changing world.*

Sincerely,

Kyle Hayden
Superintendent



October 24, 2016

Dear USD 497 Staff and Community,

The Lawrence Board of Education shares our community's concerns regarding institutional racism and other social injustices, and stands in solidarity with Black Lives Matter, Standing Rock, LGBTQ and women's rights efforts, and other attempts to bring these important issues to the forefront of public discussion. We know that public schools, as major institutions within our society, have historically helped perpetuate the institutionalized racism and other social injustices that exist within our society, something that still continues to this day. Recognizing this, the Board and district began a journey almost ten years ago to address this within Lawrence Public Schools, and we invite the community to review the history of that journey on the district's website.


The district has made progress, due in large part to the equity champions we have at the building and district levels. But the Board acknowledges more work is needed to dismantle the institutional aspects of racism and other inequities (obvious and subtle) that still exist within our own district and community. We recognize that there are students, family members, and staff who still do not feel safe to be who they are, or to speak out when they or others have experienced injustices, and that is not acceptable.

And so the Board continues to view equity as a fundamental priority. Toward that end, we annually establish excellence, equity, and engagement goals to reduce social injustices within the district and eliminate racial and other achievement disparities. We believe that everyone deserves a safe space to learn and work within, and that all students have the ability to learn and achieve at high levels when given a level playing field. The Board also recognizes that the diversity among our student body, school families, and staff strengthens our community and adds richness to the educational experience. Therefore, we've committed to enacting systemic change to create safe and accepting environments, to raise the achievement of all students, and to close achievement gaps.

The Board monitors the district's progress on its goals through regular staff reports during twice monthly meetings. These public meetings are held on the second and fourth Mondays of the month at the school district office, 110 McDonald Drive. We invite the community to review board agendas, attend public meetings, watch board meeting broadcasts or video archives, read the district's quarterly newsletters in the *Lawrence-Journal World*, and visit the district website for more information about our equity work. Board members also invite staff and patrons to contact us individually with any questions, concerns, or feedback about how Lawrence Public Schools seek to prepare all students for college, careers, and civic engagement. The simple fact of the matter is the Board's current makeup necessitates we receive feedback and insights from those students, families, and community members who've lived the various social injustices that still plague our community.

We want to reiterate that our goal is to provide Lawrence with equitable learning environments where all students, school families, and staff feel safe and accepted. We have this goal not just to improve the educational experience and lives of marginalized students, staff, and student families, but to generate greater overall awareness and empathy regarding inequity as our students take their place in the larger world. Our schools are on the front line for creating the change needed to stop the perpetuation of institutionalized racism and other social injustices. We ask that staff and the community stand with us, stay engaged, and help steady us when we occasionally stumble along the path towards equity.

Sincerely,


Marcel Harmon, President
Lawrence Board of Education

Shannon Kimball, Vice President
Kristie Adair
Jessica Beeson
Jill Fincher
Rick Ingram
Vanessa Sanburn