

Community Conversation about Racial Equity in Lawrence Public Schools

January 30, 2017, at Lawrence High School

Participant Input Received on Index Cards and Group Posters

Facilitator asked, “Why are you Here?”

Question 1: How is LPS doing in helping students of color/your child achieve to their full potential? (Yellow Index Card)

Because I want to help in the future...and my mom made me come.

I don't have a kid but I am pretty ok with it at my school. They make people feel welcome in all colors. (I go to Cordley Elementary.)

I am here because I want it to get better...because I feel a fundamental obligation, a pull in my soul to do all I can to secure a healthy prosperous future for my family and our community.

One perspective is well. My child feels affirmed in her voice and abilities. One perspective is the above has not always been the case.

Unconscious bias. I'm blind to a lot of people's pain. Upset about inequity in Lawrence schools, police. Feeding those nutritious foods/backpacks, breakfast, lunches and snacks so they can learn. Committed staff over worked and under paid.

Why are we here? To be the change we want to see.

Not enough at all!

Infrastructure and investments USD 497 is putting in our child's life. (e.g. buildings, technology)

Native American students are not receiving historical and cultural representation that is accurate from the Native American perspective. USD 497 needs to ask: What topic are we teaching and what multiple points of view can we teach this subject?

Why are you here? To learn.

Why am I here? Because I see students of color being treated differently at my child's school. Because we need to heal as a country and we need to do so by making equity a reality. How is LPS helping my child achieve? Things are good for my white child but he is exposed to this diverse treatment.

Child's experience impacted by race? He's not assumed to be a trouble maker; his restlessness is accepted as part of who he is; he sees lots of people who look like him.

Why am I here? Because I want to be involved in our community and let LPS know that we (I) care about all the kids having the same opportunities and treatment.

I don't have any complaint. I think LPS, through the schools my children attend are well taken care of. They have never been treated differently.

Why I'm here: I'm here for my sons. I want them to grow up knowing that they are safe and equal to everyone regardless of race, gender, sexuality, ethnicity, etc. I don't know yet. My oldest son is in 1st grade. I'm hopeful, but we haven't hit a developmental stage with our son where he has started to notice different treatment based on races. So, I'm hopeful that LPS is going to knock it out of the park. BUT, I'll be here to make sure they do in case there are currently gaps. (And, generally, speaking in America, there are large gaps to say the least.)

Why are you here? To ensure our sons and people like them are treated equally with the school district in our community.

Bond issues, develop, address the issues, sensitive/awareness. How has your child's experience been impacted by race? Stereotypes

I am here so my three black children will have a better chance getting through school than I did.

Observation-LPS is helping students of color with no obvious behavioral issues by identifying their strengths in school. Boys and Girls Club hosts healthy cooking classes.

To be a working member of this community to bring forth awareness, truth and formulate progressive solutions for equality. It appears due to the recent study that LPS is not providing equal treatment/resources to all children (more specifically children of color).

I'm here because as a teacher I always need to do better, especially by my students of color.

One observation could be that my son's teacher seems disorganized with correcting children, explaining what they did wrong. I think it would be helpful for her to state what they did wrong to help clarify. I'm not sure how that looks scale yet.

Nothing. I'm here because students of color are silenced by other students, teachers and the administration.

Here to learn about the broad concerns and issues. How to be a child advocate in the community.

I am here for my children, grands, and great grands. Not enough who care.

To learn how LPS will address institutional racism- Will discussion involve all races? Are teachers willing to step out of their comfort zone? Are parents willing to help their children to understand the problems that exist?

For my family, for my community, because I care, I want change. They aren't doing all they could. They are allowing failure.

Students not seeing themselves in the teaching staff as much as they should.

I am here to learn. I am aware of recent difficulties in USD 497, especially at South.

Variable-it depends on who you are, family support, involvement, what track you (the child) gets on, who advocates for him/her. Why am I'm here? Leadership matters. School principals have extremely important role in leading equity work.

School district is trying to educate faculty and staff on diversity issues. Because I care about ALL of the children in this district.

I am here because I have been in the game, and am a proponent of public education. But most importantly, to get where I am today, I've stood on shoulders of many and now it's my responsibility to support and lift others. One observation might be that LPS is too scared to name the problem and offer strategic initiatives for underrepresented minority students. Offering goals that will allow ALL students to improve but we need the district to say, black students need more resources than white students to be successful, when white systematic oppressive policies are in place. Name it and stop cowering to white privilege voices.

Why? I believe education is the single most important thing in our society. All progress stems from learning. One observation could be: NOT good enough. Examining how to do it better. Trying some things, failing some things, making some progress, need to do better, must stay committed to do better.

"We all do better when we all know better."

Graduation rates for all student are improving but what about other rates? Equity work varies from school to school. Some are better than others. Students are not always heard/taken seriously when they have concerns about injustices they experience.

ESL classes to learn language. Extra activities to achieve goals and highest potential. Not enough opportunity for him to be challenged.

This is an important issue for Lawrence and critical to our future. They do well with most but do not have the ability to address children that have unique needs or learning style. We ask them to do too much.

Children, Progress, Future, Administration at some buildings fail to acknowledge there is a problem and student treatment.

There's a lack of attention to students of color in the advance or AP courses. White students are heavily targeted and encouraged to succeed and excel. One level classes are filled with black and Hispanic students. "Advanced" courses. I came to gain perspective of the community's issues for the racial diversity situation in Lawrence.

I am here because as an educator and a mom I am dedicated to helping every child reach their potential. How is LPS doing in helping students of color/children? It's wavering—we're in, then step out, then tip toe around it. My daughter in high school noticed her gifted classes contained a white population, average classes contain more students of color. One intervention could be we need more community conversations including parents, teacher and students. One intervention could be further involving parents and community.

Individual educators have helped, but NOT unified as teaching industry or applied expectation throughout each school.

OK. Need more education about history of racism, not just celebration of diversity. Some concerns about safety, especially at Prairie Park which is the BEST site.

Students who aren't qualifying as gifted but are advanced need more resources to challenge them. The boundaries for the schools need to be more racially balanced. Have more employees/employers/teachers/staff racially diverse. Get creative in your approach to involving parents other translators.

To get a good idea on how LPS is working on racial equity. One observation could be my children spend time in mixed grade level classrooms and with all kinds of students in order to create a great school community.

Learn how I can help make education exceptional for all students regardless of race. Our kids are out of LPS. Currently? Not sure from recent articles and feedback.

LPS is having a discussion to talk about equity in our school system. These discussions do not happen across other KS districts. I am here to hear community and parent concerns to help me create a direction at school so all students have the same experience and achieve at highest levels.

One observation: LPS has caring and dedicated staff to connect with children.

For the future of our children. Providing opportunities to improve (after school mentoring, auxiliary Services)

LPS only has 2 African Americans at LHS. There should be more diversity.

Discussion about race. Support Inter-Tribal Club.

LPS has provided opportunities for students to create great clubs like our Inter-Tribal Club. NASS is a great organization provided as well. What the school district could do better is being more open in encouraging more people to feel comfortable with their confidence in making a change. We are here to make our voices heard and begin improvement.

I feel like there are a lot of people trying to do the right thing and trying to change things, but it doesn't always work because those people aren't able to communicate effectively.

LPS is putting good initiatives forward, but they're technical solutions, not adaptive. These solutions aren't addressing all needs of ALL students.

LPS encourages staff to consider their biases and communicate through conflict via courageous conversations. Here so that my kids and my community can receive equal education and opportunities.

I am here because I see daily students that are scared to go to school. I honestly don't know how the school system is helping students of color. I think they have a person whose job it is to provide equity in the school system.

I have no idea. So, maybe they should be doing more.

I am very disturbed by Trump's policies. I want to be part of the solution at the local level.

I'm here to ensure that I am informed about what my community thinks/feels about the equity work LPS is doing. One observation is that "good hair"/"bad hair" continues at Quail.

My son is 8 and I'm concerned about his learning environment. He is a student of color. The district has a long way to go. There have been experiences where he has been called names based on his race and it has interrupted his learning experience. His self-esteem has suffered at times.

Teachers and students are not comfortable discussing race and they are slow in understanding and progress.

I'm very worried that the racial divide in our country will lead to destruction. That's why I am here. Send parents survey by email and 'robocall' to ask for suggestions.

One observation could be it depends on the school. Some better than others. Some teachers are very well informed and open. Other teachers are unaware and could care less.

Newspaper statistics don't tell the whole story. But by the numbers, it is not good. We have found that race was not something schools were comfortable talking about. Start with conversation opportunities. More events purposefully dealing with race.

I'm here because my daughter's school experience hasn't always been pleasant. I was upset that parents had to resort to the level of engagement at school board meeting. I have privilege as white and need to act on that.

AVID program helps students recognize their ability to have aspirations. After-school programs.

Poor job. Look at the special education disparity re: race. Protecting racist teacher, questioning students about the racist teacher's comments without prior knowledge/permission from parents. Systemic racism. No accountability-schools "self-report" problem to the Board. Or not. I am here because children are being marginalized, segregated, physically and educationally through various means-ignoring institutional bias, disproportionate placement in special education, teaching revisionist history-textbooks gloss over racism and slavery still. Texas has too much influence on new textbook content. Equity training/implementing it in the classroom is largely dependent on the whim of the individual administrator.

F – They don't, not to mention you aren't even talking about all the other intersections LGBTQ, Muslims, Native Americans, less abled kids. In Liberation.

Some students of color held to high expectations. We need more teachers of color so that our staff is more representative of students. The ratio of teachers hasn't changed a lot. I'm here because I want to see that the equity goals mean something.

One observation could be that LPS needs to ensure that ALL students are exposed to and supported to achieve. I am here to learn how I can better advocate for ALL students in our school district.

I am here to learn what people believe we are doing to meet the needs of our students.

One observation could be programs that promote positive C13T club diversity, ability to engage in high interest activities. To learn something new to broaden my perspective.

I'm here because racism is alive in this community and I think LPS can do better. I think that having the conversation about race is good and helps Staff of Color. If we fall short or if we're content to keep dwelling in the conversation and not getting into action.

Get involved in community. I'm a member of Lawrence Human Relations Commission. Why just students of color. The district is responsible for all students. The question is making this an issue of race.

I want to see improvement and coordination of the board, students, and parents. Better understanding between ethnic groups. I believe many of our difficulties are imitated in the home.

I am here to first listen and learn.

Not as well as they could, in the areas of students with learning disabilities and dyslexia.

I am here because of my grandchildren and it hurts to continue to discover how difficult an honest dialogue is to have without anger and stopping people from listening to each other.

Facing the challenge in an adaptive fashion versus a technical one. Seeking to learn about self and others. To be a seed that is part of the solution of change.

I am here to listen and learn continual ways to improve the educational experience for all my students, especially my students of color.

Why are you here? Daughter-in-law on school board.

Building equity teams are addressing the needs of their building – teacher trainings around equity, students of color needs, engaging families in the discussion.

Learn more about racism in Lawrence.

I've been in many school districts and this is the only one that is even addressing the problem of racial equity.

LPS is working hard, but can improve.

Why am I here? I'd like to learn to help students of color reach success.

One observation could be... the district is doing what they can; however, there seems to be a gap between district and community thought. Both, I believe, want the same goal but there seems to be a discord in coming to a common goal.

Why are you here? I am here as a product of this district and a person who works for access in education.

I am disturbed about teacher from South with racist comments was allowed to resign rather than having anything put in record and be fired.

Also disturbed about only 8 students of color being in gifted program.

2x as many black students in special ed.

School board issues – Wow. Disturbing.

To make a safe environment for all students.

Open enrollment to all classes and clubs and organizations.

Programming that allows all students access to extra help.

Reaching out too slow to students of color if they do not engage.

I have 2 children who are American Indian enrolled in USD 497.

Skyward is wonderful for parents/students. However I am not being notified when my child is “slipping through the cracks.” Thank you. Jennifer Attocknie

Equity work, Beyond Diversity PD, is helping teachers and staff recognize and combat institutionalized racism. I am here for my child.

Why are you here? I’m here because I feel like there has been too little understanding of the depth of racial inequity. Current political climate is scary at best.

One observation could be that effort is being made, but progress is slow.

My mom brought me here. Jack Sh*t, a “one size fits all strategy” instead of realizing that we are all different.

Why am I here? To help all students, especially indigenous kids.

One observation could be – the careful consideration his principal gives to his unique situation and abilities.

NASS works to provide instructional and mentoring support to my children. This makes me and my children feel that we are recognized and important part of the school system. Native American students exist in USD 497.

How is LPS helping our kids? To participate. My kids school has many uncomfortable conversations talking about testing, classroom makeup. Building Leadership Team experienced equity training for teachers and site coach.

Be concerned about and talk about the economic divide in Lawrence.

Why are you here? Because I am tired.

Exposing students to differences in people and respecting those difference.

I'm here to be part of a group working to make LPS stronger and better at helping students of color feel safe and be encouraged to learn.

LPS is using some programs like "Beyond Diversity" and in school conversations for students about race to achieve their potential. But they need to take this much further, get all staff on board, and utilize all support groups within the school to help individuals holistically. There must also be a change in how behaviors are addressed. This should not be looking towards a punishment but rather why the behavior occurred. Principals must take responsibility for what is happening in their schools.

Full potential. Observation could be "not well" due to Special Ed., bullying, support, MLK, Spanish principal, Beyond Diversity.

Giving them opportunities to express and embrace their cultures.

Beyond Diversity. I am here because I want to see profound systemic change regarding race. I want white people to recognize that we live in a systemic racist system.

They have programs that expose students to different cultures and backgrounds which will broaden how they see themselves and others.

Providing good teachers and follow up on IEP but no multi-disciplinary child-development approach. Instinct toward discipline not multi-disciplinary. Inefficient resources for staff, emotional security, support. Engage in progress towards equity.

Opening conversation with all students in the morning allowing them to have a voice. Here because I have children in the school district and work with youth in the community in working to bring collaborations and unity among them.

One observation could be embracing cultures and showcasing multicultural talent.

Kennedy has a Hispanic teacher so hiring someone of minority background. Empower parents by allowing them in the classroom. Watch DOG program.

I'm here because I'm a stakeholder: district employee, community member, taxpayer, citizen. I honestly don't know....I like all the teachers I work with and feel they're good but really don't use curriculum for cross cultural communications, multicultural education.....we don't do even the bare minimum (black/Hispanic/women's/indigenous peoples, history, etc.)

As a school district LPS is becoming aware but still widely failing our students of color. I believe conversations about race are happening but in rooms where it is a choice.

Schools are inconsistent. Some have strong leadership in self-examination, some don't. Here to learn more about how to change our racist society.

I'm here so things can be better for my son –so hopefully he has an easier path than I did! I'm here as a teacher so I can better serve my children and families.

Because I need to continue to go deeper in my racial equity work. I am impacting my students of color every day, good and bad.

Not well. All talk no support.

Forming meetings to discuss—solve overall long-term issue which affects a number of students. Here to learn the issues and help solve.

To find a reason to stay invested and vested in LPS in particular and administration in general. It works well for some students and others it has failed and is failing.

I am here because I have to be. My soul and spirit commands that I do better for my children, your children, all children. Not gifted. Not AP students.

Teachers are not equipped to create culturally responsive classrooms, where all students feel safe and can express their true selves.

We have a ways to go to create/maintain schools where all students feel safe and valued.

I am here because I have two students in LPS and sometimes they feel isolated.

I had an incident that I truly believe was racial.

LPS is doing a good job in helping my children reach their full potential because they have a parent who is educated and knows the path for her daughters. But I am concerned about what I am not privy to or what children's parents who are not able to advocate for their children assume.

Because I want to continue the equity work our district started – we still have a long way to go. We have started to recognize that there are inequities, some have progressed to presenting multiple perspective in their teaching, some have grown to understand their own bias, we still have long way to go.

I'm here to advocate for students of color and staff both of color and white. Efforts in seeing children as a whole child including color. We've made improvement in test scores. Providing clubs and organizations of color.

Training staff to see the problem, gain awareness and understanding of issues surrounding racism, so they can self-identify how their own actions contribute to institutional racism in the schools and change those actions.

Looking at disaggregated data. Looking at reflections of culture in materials and literature. Pretending to have focused, small group intervention group.

Legacy. Better than before Courageous Conversations.

To listen, learn and hope to improve how my work supports students of color in our schools.

For my boys. Providing opportunities in class for those that won't seek it.

I don't have any idea; doesn't appear to be any special programs based on race.

To listen, learn advocate.

To be a better educator. Training in Beyond Diversity for most staff. Data driven instruction so we can keep track of student projects regardless of color.

For my children/grandchildren's future. LPS identifies students of color at a high % in SPED...one observation could be at least they are getting help.

They are helping my kids (white) but not doing as much for our students of color.

To learn about issues, hear what people have to say.

Not well. More guidance in the lower grades. Role models for children of color.

Poorly in light of disproportionate discipline by race. Under-representation in gifted/honors programs. Over-representation in a special education placements.

Curious about what other people in the district are concerned about/focused on.

Fairly well but definitely could be better. Academically more could be done to encourage students of color to explore more opportunities.

I am here because I care about students of all races and think all students are entitled to an equal opportunity to learn and be successful.

I am here to make a difference. They are talking about what needs to be done.

I do not know.

To listen, to learn. I don't know.

Based on classroom demographics. Not enough.

Progress is slow, responsive individuals, students empowered.

I care about my students. We have a lot of work to do. Students of color are not adequately represented in my advanced classes. Their perspective/brilliance must be heard.

Make kids better.

Not great. Still issues, still pain, still same discussions.

Make a difference in equity.

Not doing much.

Here to listen and seek a deeper understanding of how the community needs to do better to serve students of color. They are training all staff to understand how better to support students of color in our schools. They need to do more and make even faster progress.

I want to be an advocate for this work.

Because I care about my children and all the children in my community. What they learn and what their perceptions are of others.

I'm trying to see what steps the district is taking to be uncomfortable. Misinformed, uninformed, nonspecific steps.

Here to learn

Not enough!

Close the GAP! Disrupt.

Not nearly enough. Not using our vast resources.

To better serve my students' friends who have a different racial biography than myself. One observation could be there's not enough connection between the district and the classroom. Overrepresentation in sped. Lack of cultural understanding. One interpretation could be negative, but molded with effort.

One observation can be that too many of our children of color are in special education and too few are in gifted programming. I am here as a parent and teacher. I am white and my children are white. I want to learn and listen especially to parents of children of color.

One intervention could be more opportunities to interact with adults from the community.

One intervention could be inviting people in personally. Make experiences authentic to the culture at hand.

To learn about issues I may not be able to directly relate to. By having honest conversations such as this.

To see how serious the district REALLY is about working with parents, students, the community to address racial issues.

LPS is providing high quality teachers to my child. Providing some opportunities for growth in area of race. Overlooking some incidents that occur. Not considering other ethnic groups – Muslim, Jewish, etc.

To try and better understand the issue.

To support, to learn to become more active in LPS and help address problems.

Not as well as it should be – doing well helping my child address SPED needs. Complaints from neighbor whose own kids aren't having needs met.

Worried about where LPS is regarding race relations, inequities, differences in how students of racial minorities are treated. Better for high performing students than everyone else.

We are trying. Beginning stages with staff, diversity training, adding diverse curriculum, data, but we have a very long way to go. This meeting a good step in right direction. I'm here because I care about kids and future and want to be a part of change.

Here because I was asked by my principal. LPS is doing a good job with helping students of color. Becoming more aware, growing. Hard to tell school by school.

We could be doing better. I think that at my school our equity team attempts to listen to our students of color and their needs and thoughts. That being said, the recent data about students of color/gifted made me think we could be doing better.

I don't know. I have been told well by some, but have not heard from all. The answer I believe would be it depends.

I'm here to learn in hopes of improving my community.

To make every child's experience in our schools a success.

I'm here to learn and engage in a positive conversation.

LPS is making strides in being willing to admit there is a problem which is the first step. It is not just another thing or shallow effort.

Talking about race

How is LPS doing/helping students of color achieve – honestly can't answer as LPS as a whole. I appreciate what the district is doing in terms of training and expectations.

One observation could be that all schools are involved in equity work and have been through Beyond Diversity training.

Creating structures/organizational discipline.

To actually see if it is really possible to move this ongoing conversation on equity that has been going on for decades.

Not as it could be, but LPS is a far cry better than other districts.

Hard to say – drop-out rates for children of color are too high, but I don't know why or if easy solutions like easy-to-pass classes are a good answer.

So-So: counselors seem overburdened over the kids who are succeeding

One observation could be it has put in effort to be more inclusive and help students of color, however there is still a lot of work to do.

I want to learn and move forward in a helpful manner.

One observation could be providing courageous conversations – Beyond Diversity training.

I want to hear other perspectives to better myself.

One observation LPS is not doing enough to hear those who report issues they are faced with.

My son is a student at Quail Run. My daughter will be at Deerfield soon. I am a member of the community.

One observation could be engaging teachers, parents and community members in training and conversations like this.

Wife made me come. The school district does not do a good enough job of pushing students to achieve higher grades.

To engage in dialogue. I've never seen LPS staff ever discriminate against a kid because of their race. I think everyone is given the same opportunity to learn whether they take advantage of it or not.

I am here because I wanted to engage in a productive dialogue and better understand exactly what acts of racism are being committed by LPS. Why does LPS have some responsibility to cater to certain people and grant them special treatment? Everyone should receive equitable treatment based on their character not their race.

I am here because I want to see what this was all about. I have never seen LPS treat a person differently based on race, gender or gender identity.

Not doing enough. Schools too segregated by race and economic class.

Is not any help. Because students are behind they are considered with learning disabilities.

In sports my two sons have been kept on the bench during games without the opportunity to show their potential.

My understanding is that LPS has reduced disparities in performance, but differences remain, so there are deep-rooted causes. (Neighborhoods in schools.)

I am here to listen and learn and try to figure out what next steps I can take. Someone of privilege to help address inequities.

I am here with KU, and I am interested in this topic.

To learn.

I'm here to actively be a part of bridging the gap in racial equality. I'm interested in hearing other people's thoughts and concerns.

I want to begin to understand how the experience of living in this community is different for my students and my neighbor of color.

Achieve to their full potential? Clearly not well, if incidents of racism continue to arise within classrooms/building and the school district administrators and school board members do not know how to handle the issues with consideration for staff and students.

I'm here to hear from community and see what the board is really about.

Because I see that a persistent problem exists that affects the most vulnerable members of our community – children.

One observation could be that we need to be honest about how we are doing.

I want to know how the LPS is doing so far as race is concerned. One observation could be that LPS needs to do more to help students of color feel important, learn in different ways, and make the most of their potential.

I need to be better informed of what is happening prior to kindergarten. Opportunities for pre-k are part of the solution.

I want to learn and understand. Could be that I really want to learn what the district is doing and if I can help.

This is the fundamental issue that defines my school. It is my job to ensure that all students have a school environment that is safe and allows all kids to chase their dreams. One observation could be that it is fundamentally committed, but still working on engaging all stakeholders.

I'm here to listen and learn to see if there are changes that I can make.

Not as well as we should, not as well as I hope we are capable of doing.

One observation could be that they encourage membership/learning in groups such as STOMP. I'm here to better understand what the school and community thinks need to be done in the school system.

To learn about different experiences in LPS district. Encouraging students to report problem behavior. I am here to make a difference.

Having talks and trainings.

Students are treated differently in school facilities (classrooms, hallways) due to race. Can we Talk Club. It was suggested to me to come.

We're having this conversation to be involved.

I am on the BOE and responsible for all kids. One observation could be that we need to improve. Could be that Lawrence is not as diverse and accepting as it believes.

Analyzing data based on race, courageous conversations with students, all treated as equal humans.

Here for my daughter.

I am here for inspiration and how I can make a difference. Could be that it's not happening so much on the elementary level, but we are starting.

One observation could be the differences in the graduation rate of children of color compared to other children in years past.

Here to learn more about the inequity of children of color.

To find out about the racism in the school. I don't know if they are. How has the school system treated kids different due to their learning ability?

We are learning more about having Courageous Conversations about race with students/staff. Staff are learning about whiteness, institutionalized racism and what we can do to break that cycle. I am here to listen and learn.

I think they are getting better but they still have a long way to go.

I am committed to helping our community make progress on daunting challenges.

I would say that all want students to achieve but sometimes bias stands in the way.

I am here to help all students achieve greatness.

One observation could be... students of color are under-represented in the gifted programs in 497 – Asian/Asian-American students are over-represented. Students of color (African Americans) over represented in special needs.

One observation could be... not meeting the needs of probably special ed. students that need assistance/support. Failing grades are not addressed – just put through the system.

One observation could be... to see what we can do as a community to make everyone feel accepted and welcomed.

For Brooks' education and future. We are here tonight and efforts toward diversity in Brooks' class.

I am here because I care. I see the problem and want to be a part of the solution.

Can we Talk groups at the high school.

To embrace every issue of racism. Not just from a black perspective, but to listen to every issue in order to have or create a full understanding on everyone's thinking about the subject matter.

As a community partner. To learn about the racism and equity issues that are plaguing our city and schools. To hear from community members their perspectives on these issues and how they believe we should move in a positive direction.

To see what strategies will be discussed in solving problems of racism in the school system of Lawrence.

To participate in a process to make a difference in benefiting all of our students and the community at large.

LPS is beginning to address the concern about race by talking about issues that kids/families face.

I am here to engage in conversations that will help me be a better leader, teacher, and parent. So I can help all kids experience a safe and happy educational setting including my own.

LPS is helping my child. Frequent communication from teacher and principal. Engagement through small groups

Diversity/equity training for LPS employees

I came to learn about the current climate in the public schools to see what can be improved regarding racial equity.

Because I want to see LPS better help students of color.

I do not feel that LPS is helping my grandchildren reach their full potential.

Teachers are not willing in middle school to spend time after school. Needing help in Spanish class. I had to get a tutor.

I am here to learn and listen and see how I can help.

One observation could be what I hear from parents and students because I don't have kids in 497.

Here to make progress on issues of race in Lawrence.

Not sure – have heard concerns and read that there have been issues with disproportionality in identifying students of color with disabilities.

Why are you here? To Listen

One observation could be ... I'm unsure how LPS is doing for all students.

Concerned about my community recognizing all students.

At the moment I feel that LPS could do a better job with minority children.

I am here with hope that there are tasks, resolutions, hope, progress, and that the community comes together and stays together and works together to make a more equitable school.

LPS is helping my kids. They are being taught that everyone is equal – but I believe that there is more LPS can do.

My children get one-on-one attention every day.

I am here to make my kids life easier than mine.

To make a difference for all kids at LPS

One observation could be that there needs to be better coordination between Title teachers and classroom teachers.

That SOP meetings are so short they don't help/just a piece of paperwork

That teachers need to know more about issues like sensory processing issues and special needs so that kids are not disciplined when they need special assistance not punishment.

I think it is more about us – as parents of a child who is of color. I want to address the conflicts, dialogue. She deserves the best and she tells me LHS is racist. Teachers are racists.

LPS has great teachers that have helped students. The district would not be where it is now without the teachers.

I am here for myself and my peers.

My children are white. I feel like LPS is doing above average in helping my child achieve.

I am here to engage around the issues of racism and help us all make progress.

I am here to ensure that our children are receiving a quality education and that they are all treated with dignity and respect, which include diversity appreciation.

I am here because my children will be in LPS and I want them to be raised without prejudice.

One observation could be..... LPS is ignoring one child and unduly singling out the other child who would otherwise thrive in school.

I am here for the future of my children and their independence.

We are trying but unwilling to do the real work to make substantial change and data backs this up.

I am here because I couldn't handle that I'm not fully listening, understanding, or caring for all my students.

Talking/discussing/listening to their potential.

To be a part of the progress to make LPS a better place for those of color.

The compass is displayed and discussed in classrooms across the district.

LPS is trying to adapt by instructing staff in PEG protocol and making staff and students more culturally and racially aware.

I am here to listen and learn about how our district is doing in terms of equity.

To learn more. They are doing a nice job of starting conversations and progressing daily, monthly to improve helping students of color.

I am not a parent but as a community member and KU student, I am aware of the disproportionate number of students of color in LPS.

To hear, connect and be a part of the solution in the Lawrence community.

Concern about equity. Grandchildren in LPS.

One observation could be students of color do not participate in gifted classes/honors classes at a percentage which matches population in LPS. Administration did not respond quickly and openly to racist comments made by a teacher.

Because I am angry and frustrated about ways in which students of color/families of color and immigrant families are treated.

Not great. There is a lack of effort and resources to have language accessibility for ELL families. For example, no translation at this meeting. I'm also concerned about disproportionate discipline rate for students of color.

Support equity.

LPS puts in classroom time teaching effective behavior – respect, kindness, including everyone, building each other up, a friendly family atmosphere.

To ensure my black son is treated fairly.

Having this community conversation.

I am here because I have a son in LPS who is black and because black people's experiences in LPS aren't always positive, including my son.

Technical aspects of LPS are very good. The teachers are engaged, we have good technology and good support. Students of color are not always treated equitably and my son was racially targeted by staff.

To ensure racial equity for my son.

One observation could be... I am not completely sure. I am a firm believer in education, so I push my child to exceed expectations for fear they will treat him like an "average" student. Black tax!

One observation would be that LPS is working hard to teach staff Beyond Diversity. This is not enough.

I am here to learn.

My children attend LPS and I am concerned about how they are treated and the experiences they have.

They are doing a good job in some areas. They don't reach out to students of color at FSHS.

To participate in an important conversation and potentially help improve LPS.

Not entirely sure.

To hear what is going on with diversity at Lawrence High School.

More open discussion and education on diversity.

To learn, listen about families' experiences with LPS relative to their student's educational opportunities and personal safety, particularly families of color.

For my kids, LPS has done a pretty good job.

I am here because I am the community. This is my community. My home.

Diverse teaching faculty – ethnic.

I am here to represent my 100 + students of color.

OK, it depends on the teacher, student, faculty, etc.

To find a way to help everyone of all colors feel included and feel safe. In order for us to meet our organizational goals, need to understand how I can help.

We've taking baby steps in the right direction, but haven't had full buy-in and acceptance of the work from staff/community.

Diversity training. Starting conversations, education to staff.

Make a difference.

One observation could be...allowing students access to AVID, homework zone, conversation PEACE, Equal opportunities for classes.

Not sure but diversity is very important.

Not doing so great; though there are good intentions. Stereotyping of students of color already sense racial tension among students. We need to make progress on racial equity.

Needs work. Serious about recruiting teachers of color. The district needs more teachers for students of color that they can identify with.

Training teachers. Advisory committee for parents of color.

NAACP of color. I thought pretty well but recent events indicate that racism seems to be alive and well. There are systemic differences in outcomes for students by race, ethnicity, SES.

To learn, listen, to make progress. One observation-not as well as we need to be doing-have made improvement since "Beyond Diversity" but still have lots of room for improvement.

To see the level of commitment. To understand and push back. How they respond to the daily school activities. How they respond to other students.

We can do so much better! One observation could be that things are better because we are at least finally recognizing inequities. What are we going to do about it?

I am a teacher, and I'm concerned with the achievement/opportunity gap between white students and students of color. We are clearly not doing well at this point from a purely statistical point of view. There is no acceptable reason for the gap.

Because I want to see change in LHS. My grandson just graduated from LHS and he experienced it on his basketball team and in his classrooms.

The lack of a voice or a meaningful voice. Why that voice seems to be drowned. If not intentionally what is being done to bring that voice to the table.

There seem to be different standards/expectations for students of color.

My children are white and had nearly all white teachers during their K-12 journey. My guess is that this gave them an advantage in terms of bias that comes from their teachers they may have had. One of my students was even identified as gifted when that probably should not have happened.

I am here to learn how to be an ally/example for my kids. My children's experiences in LPS have been impacted by race. One interpretation could be that they are not impacted much because they are white.

Because of my job as a parent, facilitator and a community member, I'm concerned. They've received parents as teachers services and have not been denied them. He has been welcomed at group events. I'm not worried that there won't be other children of another race.

Impacted by race: they have not been, they are white students.

Our middle daughter was color blind until HS.

The children and their experiences.

She notices racial differences but doesn't understand race or racism. She's a 2nd grader. I am here to remain curious and open.

Students of color have experienced more microaggressions than other schools.

Could do better as well with diversity in the teaching staff ... more

It depends on the school. Broken Arrow was a disappointment, tried to teach to the middle without supporting those at the bottom and the top. Hillcrest teaches to student needs whatever those needs may be. So that all children in LPS have a chance to succeed.

The public school system had started conversations among staff about race; however, we need to work on engaging students in those conversations.

Access to after-school tutoring. Equity training for all staff to make contact with students to support courageous conversations. I'm here to learn how to work as a community regarding race.

One observation appears to be a standardization of education style and screening prior to pairing of student. I'm here to learn more about the conversation at hand.

Intentions are good but could be doing better. Students of color/my child are not individually targeted to meet specific needs. LPS could do a better job of exposing all children to people of color, different cultures, embracing different cultures.

If I were to give a letter grade it would be a "D" failing and needs remediation.

I care about my students and want to be a better teacher. I am here to learn more about our conversation at hand.

I am here because I am passionate about education, and being a part of the process that empowers young people of color to succeed in school and life, plus I deeply desire for my child to feel adequately supported in this school district.

LPS does well on a micro/individual level. LPS does not do well on the macro/full group level. Race has impacted my child 100% in LPS in regards to levels of expectations. Create a district position. Liaison with parents, schools and community on issues of equity. Primary Job! Perhaps working with Boys and Girls Clubs?

Group Posters

One observation may be there are kids of color who are not experiencing equity (stereotypes, over-representation in special education, under-representation in gifted or enrichment for some racial groups, discipline)

Poorly in light of disproportionate numbers of punitive discipline for students of color, under-representation of students of color in honors programs, over-representation of students of color in special education programs (Black students = 6.5% of district, 3% Advanced Placement, 15.4% of disciplinary actions, 1.6% of gifted students, 16.7% of “emotionally disturbed” students

One observation is that LPS is not doing enough because racial achievement disparities still exist and the experiences parents face differ depending on race.

Failing because of inconsistency and lack of support (professional development, time commitment). So... students, staff and families...

Lawrence High Inter-Tribal Club – Mediocre at best. Equity training is great idea, but it is not mandatory, therefore, not effective. (Take your time, this was supposed to be for us. Another thing y’all could improve on)

Admitting where we are as a school district. The school district is working on it, but it’s not the best yet. They can’t just wait for complaints to arise, they must be proactive.

Courageous Conversations (inconsistent application/use/accountability). Looking at data.

Naming and identifying inequities. This is needed in the following places: curriculum diversity, academic achievement, grades, identifying different learning styles, providing interventions for failing kids at high school level, report from Lawrence Journal-World

The work has begun, but we acknowledge systemic racism occurs (data backs this up). However, there has been a lack of movement. The work is done by some and not accepted by others.

The individual school staff/teachers interaction with students has been positive for those in our group. We recognize that if left to individual teachers, not all will have similar mindset.

One observation could be that Lawrence is not as diverse and accepting as it believes; however, we are looking at data and having courageous conversations to learn more.

There are various levels of work being done, but we have a long way to go.

We’ve started the conversation, what do we do now (i.e. follow through)?

One observation is that if we do a better job engaging students of color, they are more successful.

There is a lot of room for improvement – do a better job of making sure all kids feel included, supported and successful.

It’s trying but missing the mark. Less top down. More bottom up.

LPS is not doing as much as we could.

We are approaching problems as though they have technical solutions – it isn’t policies, it’s deeper.

Beyond Diversity/equity training for LPS staff.

One perception could be that the disproportionate issue of identifying students of color in special education/gifted.

Not good enough. Example – students of color are overrepresented in discipline actions and special education and under-represented in gifted/honors programs.

LPS is aware and attempting to provide opportunity for all children to achieve their potential. More work needs to be done especially at the high school level.

Bringing community together and looking for next steps.

LPS is not doing as well as it could. LPS needs to improve in these areas: staff of color representation, curriculum represents people of color from a marginalized stance every time, equitable representation in special education, gifted, extra-curriculars, etc., accountability and transparency from district leaders, courses of rigor have diverse populations.

Educating teachers on how to engage students.

Room for improvement, such as more transparency (School should communicate about what they are doing.)

We have made progress (Beyond Diversity helps change hearts and minds) (enables us to see the whole child) by recognizing we have a problem and that we still have work to do

LPS has started...some areas, departments and buildings are doing better than others...LPS has a long way to go.

We are at least recognizing and working on disparities. How do we change the culture to make school a positive experience for all kids?

We have a start, but can't end there. We aren't doing well if we are only having a conversation. We need to agree on actions to improve.

Achieve 100% buy-in from administration to educators on equity training. No excuses.

Inconsistent (among students, among teachers/staff, and among schools)

Limited progress/access for some students of color, but not for all: AP classes, gifted, special education, graduation, discipline, validation

To learn, listen, and act to make progress closing the achievement gap.

Question 2: How have your/your child's experiences in LPS been impacted by race? (Orange Index Card)

My son/daughters have not talked to me about any (+) or (-) problems dealing with race.

I don't believe race has negative impact on me or my classmates learning in my personal experience.

I have seen teachers be afraid to scold certain kids based on race/gender. For example this certain teacher would not yell at guys and she was most hesitant to yell at guys of color.

My daughter is white. Despite having friends of color, I suspect she is mostly oblivious to racism outside of a historical or over-simplified explanation/context.

Impacted by race: one possibility: Disproportionate discipline administered to known, repeatedly violent, troubled white child who was allowed to return to school. Include everyone including disabled children.

The first elementary school my son attended was Quail Run. He is a freshman in HS but his 2nd and 3rd grade at Quail Run were horrible. He is a sweet, well-mannered boy, half Asian and talented as well as having difficulty focusing and staying on task. In these years, I felt he was mistreated, set outside and ostracized by teachers and the principal supported that. I was furious and wanted to go to NAACP, I transferred him to Hillcrest and he finished. Teachers twice recommended Ritalin medication.

LPS has early childhood education such as all-day kindergarten and ESL and PAT. Principals knowing their students and creating a framework and staff encouragement for individuals.

My white child as an advocate has been called the “N” word by other white kids for being an advocate. My child has been called racist for just discussing the reality of race.

My foster kids have been more impacted by previous poverty.

Insecurities-depression-low academic performance.

I am not clear how my children’s experience was impacted by race.

One Interpretation could be: stereotyped as less important than white students, bullying is not dealt with and those kids are just pushed through to the next grade.

It’s horrible. Been treated like I was stupid, while in reality I was really quite brilliant. It was disturbing.

My son has grown to be a fair and opened minded man who strives to learn, adapt, change for the good of all. My experience has been eye opening, life changing from the moment I took the training took part in E-Team, staff meeting, summit, etc.

My students at SW are primarily white and many are color blind. We need to talk about race/use the protocol. I’m here to learn from others who have varying opinions in hopes of improving our community.

Here because I was asked by my principal. Depending on the school. Seeing very diverse student groups is good for learning, but I see only one color with staff.

They have learned about diversity issues because their school (LHS) is very racially diverse, also diverse by SES. My son has had to learn how to respond to ethnic slurs and has been really hurt by it. Been at risk of losing certain courses because they are at the “poor” school with fewer parents who have the background/educational experience and time (many work multiple jobs to fight for good courses not being taken away from LHS).

I don't have children of my own. My experience as a staff person of color has been positive. I am able to reach students of color in a way that my white co-workers aren't. I'm here to learn and engage in a positive conversation.

She sees her trans friend ridiculed by a teacher in front of many other kids. She's been unable to start BLM student group because of admin. Two black teachers to sponsor but won't let them. She has been trying since 1st day of school 2016-2017.

My kids are in a classroom that asks, "Does race have something to do with the content you're learning? My life has been changed by being a part of LPS. Significantly! My children are white. They have white privilege.

To make every child's experience in our schools a success.

Eyes opened by racism they've witnessed, very frustrating and troubling to them. Fear that school officials don't get it.

Not very diverse, so hard to say how it's been impacted. Lack of diversity compared to our former community.

Positively – explicit teaching about race, equity, diversity.

They've been able to learn other perspectives.

Lack of proper history of Native Americans.

Could be lower expectations or assumption of parent involvement.

I am here to learn. I am aware of recent difficulties in USD 497. Especially at South.

As a positive: spending time with friends of color and exposing her to other cultures.

I am here because I care, my family and I want change. They miss out on feeling connected. A part of the school. Missing out on the push from the teachers.

I am here for my children. My children have seen the differences and have questioned what the norms are.

I am here because I have skin in the game and am a proponent of public education. But most importantly, to get where I am I've stood on the shoulders of many and now it's my responsibility to support and lift others. One interpretation may be I'm not sure how to say this but I think my school is surprised that I'm so involved. I'm on site council, PTA, I volunteer in two class, my husband volunteers as a positive male role model and it's been mentioned more than once that it's an anomaly for parents of color to be so visible.

One interpretation could be my white child benefited from attending schools with students who look different than him and have different lived experiences. I believe in equal educational opportunity for ALL kids.

Enhanced

Even though he gets highest score in ESL testing, he still gets tested each year and does not need extra assistance from ESL teacher. It has been 4 years in a row, keeps getting tested.

It has exposed them to students of other races and socio-economic status.

The schools that students attend are dictated by a number of social economic factors. One of these is race. Native American students have expressed discomfort, anger at representations.

My students are in a less diverse school than prior districts. They had experiences in dual language and learned about the Mexican culture.

My children have not been negatively impacted by racial issues. They are young and white.

This is a difficult question to answer as a mother of biracial children. I am active in their education and know their building administrators and/or guidance staff.

I don't have children in LPS but I work at the library and have heard first-hand experience. One of which included a Native American at South MS who was told she was over reacting to being upset that being told she was less by another student. When she told the principal, they dismissed her feelings and told to "get over it."

Negative. Fewer role models that are teachers/administration.

Troubling, testing tried to put it behind her.

Could be that EVERYTHING is impacted by race.

My son is Caucasian and so I'm sure he has experienced more ease and privilege because of that.

We know there are achievement gaps in LPS across racial groups; I've heard of issues of micro-aggressions against students of color. I think race affects all experiences in school and out of school.

No kids, but in my personal experience in the LPS (over a decade ago), it was an introduction to people of different races and the only place where my relationships were developed with different races.

I don't have kids but my own experience in the school system was that I only learned about race from other students experiences, not through the teachers. This is another reason why I am here.

Our first interaction with LPS felt very racist. We filled out a form with information about language of the home. My husband's 1st language was Spanish. So my daughter was immediately channeled to ELL classes, the assumptions embedded in that process are offensive and troubling.

It's impacted how I look for a school for my children where they will not be the only people of color in their classes. I am here because I want to live in a strong community.

One interpretation could be hurt by ignorance. She's good at having conversation with others.

She's been the subject of other people's curiosity (e.g. skin, hair). Told that "her skin is the color of poop." Exposed colleague's children to other people's cultures.

One interpretation could be that he/she experiences discrimination and doesn't have the same opportunity.

My children (bi-racial) elementary/middle dread Black History month because they only hear about oppression. My son did not "test" in the proper way to be identified as gifted.

My students have had differences in how their teachers have handled discipline. My students have been a part of lessons in which they have felt disconnected; not present in the material.

My grandson said he couldn't grow up to be a teacher because there are no black teachers.

My child is relatively color-blind; she went to school in a more diverse district than I did and race isn't really a factor for her.

Through education service, expectations and perspective.

Kids are aware of which schools are "non white"

The curriculum is mainly about persons of European descent.

I don't have kids. I care about all kids. And I think this affects children as early as kindergarten.

It has affected his opportunity to learn and adapt to life.

They don't see themselves in the curriculum and part of the school culture.

My children did not go to school here.

Could be race isn't an issue. Few kids of color gifted or high percentage of kids of color in special ed.

I don't have a child in the system but attended LPS from K-12th. Many of the missteps (teachers) were not intentional but impactful none the less. Also, because I took accelerated courses I saw the difference in treatment between myself and other African American students in other programs.

I think my daughter had a lot of empathy for people who aren't treated fairly for whatever reason.

Been falsely accused of criminal act. Been confused for other students who committed wrongdoing but who were brown like my son. Son is acutely aware that he is brown. Learn about experiences of others. Often feel isolated in my experiences.

I'm here to support all kids especially Indigenous. As one of the Native kids-he often sticks out and I hope he can learn from others and teach others.

They have been put down by other students because of their race.

They have been exposed to a multi-cultural environment; but still may lack understanding.

They are singled out because they are American Indians and receive preferential treatment. Thank you Native American student services.

There is not enough diversity so the overall impact is less than its potential.

My mixed race child has not had very many opportunities to see her full heritage represented in her education.

My kids were lucky enough to attend one of our ESL cluster sites so they were exposed to people from all over the world at a young age. My high school kids talk about how white/black kids tend to self-isolate at school.

Child feels isolated, feels that he is not good enough to participate and is picked on.

I don't have children in LPS but I have heard reports of children of color being called derogatory names.

Understanding, feeling of empathy, anger when he experienced racism. Disappointed at results of Confederate Battle Flag at Free State.

Emphasis on equality is often role. Relationship, feelings and culture most important.

Being from a multiracial family my children see across the spectrum. I think they see race differently.

He has been exposed to a much more diverse community than I was.

Less AP classes? MLK day?

Our son is mixed and the boys he is around talk and help. They all talk out things they are seeing and feeling. It helps the principal is a woman of color.

Not seeing many minority teachers. Some of the teachers this year are of minority background. The art teacher was last year but left or changed plans.

Positively in that they get a chance to see other people who are not all the same.

My children are adults now.

Eye opening and I'm sure hurtful and powerful

We moved away when they were 3rd and 5th graders and it was not as diverse, which we did not like.

My child was bullied in 5th grade.

My child reports kids being bullied because of their race and teachers not believing the kids report of what happened.

My child, who is white, has been able to be in classrooms that are openly discussing race and its impact. Race is part of our life.

I don't have children in the school system. But my niece who has beautiful curly hair has had people suggest she should straighten it – implication –she'll look white. I have witnessed students of color being disciplined more severely than needed.

Stereotypes and bias. "White black girl." He knows why because she is smart, polite. Youngest daughter's teacher says good job to every student at her table and gives them "Bow wow" except her – all the others at the table are white, happened the whole semester.

They have experienced an absence or imbalance of multiple narratives. Expectations lowered academically and discipline disparities out of the classroom.

Different levels of support, encouragement, expectations and opportunity that has led to confidence, dreams, choices, hope and ambition.

My soul and spirit demand it. Must do better for our children. My child's education has been positively impacted by her race I believe. She is a white female and I believe that she has had nothing negatively impact her. However, I do not believe she is being taught in a way that encourages conversation.

My child has had only 1 teacher (kindergarten), that teacher (and principal, most staff) are the same race as she. Her classroom has kids of many backgrounds, and she has built relationships with many of them.

As my daughters are white there have been no negative race-based outcomes. However, there have been positive outcomes. My children attend diverse schools (schools with diverse populations) and they have not learned many of the negative stereotypes, ideas, etc. that my cohort learned at school. They value diversity. I worry if they do see color as much as they should, but they are young.

Few classes/teachers are willing to talk about race (most teachers are white and feel they need more technical guidelines and question if they will be supported).

It has been impacting negatively. My children are white, their privilege helps them even without them knowing it. I am here to learn, improve and become a better leader.

Unsure about developmentally appropriate

Newish-old bldg. Why are only children of color forced to have intervention services in open learning pockets? (In front of peers, etc.)

For my boys. Don't believe it has been based on their feedback.

Father. Not negatively. To help kids.

To learn about issues, hear what others have to say. Lack of role models.

As young as kindergarten I've heard students parrot what they've probably heard at home.

Seen the inequity but did not feel they could change it, made fun of or labeled trouble maker when they did.

My bi-racial child has been asked how people of color feel about....First, they don't know for sure about everyone. Second, they are mixed/bi.

I depend on his or her race.

OK, better than some area schools. Nothing overt but assumed bias. We don't know how it has impacted students.

To be a part of the solution in ensuring all students have equitable learning opportunities.

More internships into business.

It differs whether they are white, black, native, Asian, bi/multi-racial. Judgment applied early affects my teaching in HS, diminishes or enhances a student's confidence.

Leadership and academic opportunities have been withheld. Same kids that are asked to read the announcements in elementary school are still the ones doing it in high school.

Petition to ban the Confederate flag last year. Distinct difference between we the people. I see most often in classes and clubs. This year and last year heated discussion about race/racism with LHS and FS students in person and online.

100% impact as first thing seen and responded to.

Positively; teachers, mentors, classmates of color were overall encouraging for me, a white male.

High school student has a difficult time. Aware of problems. Her group is all white. She's aware of problems and asks a lot of questions.

My students walked through hurtful class discussion, asking me why they are having to read certain literature.

My children have advantages because of their race.

It's been hard for both myself and my kid to understand how things are in Lawrence. Lots of differences in treatment of people of color.

My kids don't think/believe that Lawrence kids experience it. I give up on even trying to explain race/ism to them. Don't know how to explain it!

My son experienced racism in his classroom with a good friend of his. He was not aware of the extent of the event or the implications but he was aware that his friend was hurt.

My children are white and so their experience has been very different. They have been lucky to attend school with a wide variety of people. This has enhanced their learning.

They have been exposed to the compass; the conversations.

Benefits from some teachers who build relationship. Lacks people who look like them as role models, etc. Learning experience.

One interpretation could be fortified understanding of the importance of speaking up and standing up for self in the face of injustice.

Going the extra mile by some teachers is a real plus for the district but there are so many teaching professionals who are not willing to go deeper to reach all kids.

My sons have witnessed other students being insensitive and hurtful when talking about students of color. My sons have also been skeptical of some reactions to some situations.

I have had the opportunity to work with and teach people of so many races.

My daughter attends a diverse school and feels welcomed. We have had teachers that did not welcome her voice. They labeled her opinions as "back talk" and threatened "disciplinary action". The vast majority of her teachers would describe her as articulate and respectful. I feel that particular "authority figure" could have damaged my daughter's opportunities by labeling her as disruptive.

At age 5 my daughter was made aware of the color of her skin in a negative way by her peers. This made her uncomfortable in her classroom setting because she didn't feel as if she were a part of the group. My son continually outperforms his peers and his friends do as well and they have never been identified as gifted.

Harshest punishments, lower expectations because of unconscious bias and also straight out racism.

My goddaughter is highly gifted but has not been tested. This may be due to her race, which is more apparent due to the recent study.

I'm here to listen and learn. I have friends and acquaintances who have been targeted about racial issues and the high schools did nothing about it.

To learn and help move forward in a helpful manner. He has made friendships and he has learned about different cultures and issues.

Son at Quail Run, daughter soon at Deerfield. My son goes to a predominantly white school. But he has close friends who are Native American, Black and Hispanic. He sees them get bullied and stands up for them, which has caused some backlash from white friends.

I've seen many peers of color get treated without the amount of respect that my white peers receive from FSHS faculty.

To achieve better relationships.

To help bring about the change that is needed to help all students.

My children have had the opportunity to have opportunities with students of all races and get to know them and learn from them.

I am here because maybe this local level is a place where someone/I can do something that makes a difference.

She is interested in social justice and I want her to be able to keep that passion past middle school.

My children are impacted by and aware that they are different.

More parent/teacher involvement.

Negatively! Not just my children, but all children of the community. Ex: Native American students. When a NA comes up they are often ridiculed or made fun of.

There are a diversity of students, but students of color are definitely in the minority.

More meetings like this.

E-mails about activities and opportunities for parents and students to participate.

Child is placed in remedial classes.

Surroundings

I haven't noticed a large impact. That's not to say it hasn't been there, but we haven't detected it from them. We have kids who are white, black and bi-racial.

My daughter has experienced an education that is diverse, positive and full of courageous conversations with staff and peers. My daughters have been exposed to diverse populations.

Lived here 20+years, no school board has made any significant progress. Hoping for change.

That they have been judged by the color of their skin instead of their ability and achievements.

Who my kids are surrounded by – friends.

Without active involvement from the parents of the students of color, they are destined to become marginalized or tokenized by the school system.

To learn. Teachers who understand that a child can grow with care. It's something he learned about from other children. He came home and told me what his skin color was. Bold honest talk about race. Continued outreach through community events.

Our school district's teaching staff needs racial diversification. The board members need to resign.

I am here because of my children.

By admitting fault, not covering up and listening.

My daughter was a student affected by the teacher at SJHS.

By offering a variety of course curriculum to all students that includes awareness of discrimination and bias.

Not well. We focus on the gifted.

One observation I have seen is how teachers are engaged with students of all races with talking about sensitivity of all races. I am here to learn how to be more of a positive in our school/community.

As a middle school principal I am here to continue to grow and learn, to help all kids reach their absolute potential. Need to hear from more parents and guardians of how to make improvements/take risks/take feedback and ask how our students are doing.

Our district speaks of dedication to equity, however, when it comes to matters of race they seem to shy away from the deep, hard conversations and situations. I applaud the "Let's Talk" groups at the high schools. I am here because I believe in LPS. I believe we can do better at providing a positive education to all students and I want to be part of that.

My family is mixed race and I need to be actively supporting my children. One observation could be a variety of cultures are represented.

Representing Broken Arrow and my kids. Our kids have had lots of patient support from teachers at Broken Arrow.

I am here because even though I never go to things like school board meetings, this is too important to not be here. It is a problem that students are not graduating. It is also that students of color are not reaching to the same percentages as white students.

I am here to learn about what LPS is doing to encourage harmony, equality, and participation for all students. Free State has many clubs available for everyone to participate.

Challenge my children's learning more.

The racial make-up of (teachers and students) in our school has not encouraged a deeper understanding of how race affects their peers.

The idea of others, the meaning behind styles of language, and the history of America and how my child's a part of the story.

Once again depends on the school, at Hillcrest differences are celebrated.

My son was asked why he was by another student—my child's response was he does not have to choose.

We look for equity. Very little racism – not into race.

He is often the only student of color. It's a mainstream education where he may feel left out, not included. He's also learning a lot about other cultures (re: white America).

Discrimination from teachers. Discrimination experiences connected to lack of conversation regarding literature and social studies. Lack of multi-cultural perspective in social studies. Girls of color initiative brings different opportunities to discuss race.

We have a cultural food potluck. My K-Roundup experience was horrible. Diversity in her school.

It's hard for me to know how race has affected me because I'm white, but I see how other students are affected by assumptions from faculty and treatment by them.

They're aware they are different, but have felt accepted, but expected to blend in.

That their experience has taught them it's best to just go along even if they don't fully understand something. Why does "so and so" ask me if I live in a teepee?

Kids in elementary school would ask "What are you?" I was in the ESL program even though English is my first language.

My entire perspective on race has changed since coming to LPS. Seeing first-hand how race has impacted my school and community has re-shifted what transformational leadership means to me.

The impact on her has been positive. A diverse community has been good for her world view.

Under-represented in performing arts opportunities. Not sure if over-represented in 4 yr old PreK program at Kennedy School?

His hair and his skin color. He has ask questions about race.

Understanding. My son, my wife and I visited last weekend about how Lawrence schools are doing and relationships made him understand problems better than I could ever explain them.

He has grown as an individual based on exposure and education about other races.

Hanging out with different cultures.

As my sons grew up they went to school with Native Americans, black students. They were in the same after school groups, etc. Since being grown they are open to all races and have friends from many countries. LPS has made a difference in my family.

My daughter always felt that through school it was always white history being taught. The contributions of people of color maybe should be touched on more. A need for more staff of color.

What they are learning could be biased by the curriculum they have been taught. What perspectives have the authors presented?

For the most part I know mine all feel like they were equal and were treated equal in the LPS. Children 3 boys-black, 2 girls-mixed.

Interpretation - their experience was probably not impacted greatly by race. They did have friends of other races. More so than I had growing up.

My children were impacted positively by friends and children of different races.

My daughter has had the opportunity to make friends with kids from many different cultures and ethnicity. Chose Hillcrest for that reason.

We have been fortunate to have a child who seeks out diversity but that has been eye opening. There is a clear difference between how different races are treated. It has made me feel more convinced in being an ally.

They are more accepting of other cultures and don't know any color. It prepares them for the world.

For my son and his future. Much more diversity than other KS cities.

Our son has friends from multiple races. His whiteness affects him.

Not much. She is white. She has privileges. However, her teachers and fellow students talk about racial equity and the consciousness has made an impact.

My son is dark and tall. Some of the teachers acted afraid of him until they finally relaxed in his presence. He was intelligent and they did not always challenge him to do his best or contact parents when he didn't. More diversity in teach staff would be helpful. The diversity in community is a plus!

Many histories of different cultural backgrounds should be taught. Children have gotten to know children of other cultures.

I feel my child has not had the chance to really collaborate with as many races/people as they would in another district that isn't segregated by housing prices.

Not sure, we just moved here last year.

Sports/gifted programs/ISS/in-school officers.

They were the designated “brown person.” Received discrimination in fine arts programs.

Negativity by recognizing some students because of their wealth, affluence and stereotypes.

One interpretation could be race has caused barriers in a very homogenous white community.

One interpretation could be that she has been called the N word.

Why I’m here: to learn and participate in making progress with racial issues in the Lawrence community.

Do not have a child in LPS, but have heard concerns about inappropriate racial comments made in the classroom that have had a negative impact on students.

I’m not sure. In elementary the diversity was helpful. By middle school all of his friends were white, even though there is diversity around him.

I am here today for my child’s life.

My child’s race is mixed. One child looks white, one Hispanic. You can see it in the way they are introduced. Based on their body not their mind.

My children see others sometimes differently than them because of skin color or race. They have also learned that inclusion is important and do their best to treat others equally.

My children are too young to attend public school yet. (2 year old, 8 month old)

There are racist teachers in the district. One teacher did not understand her racism as she talked to her class. I myself have not experienced racism systematically, but people point out my race. Teachers do not do anything.

She’s Asian. They think she’s smart. Lucky girl – stereotypical idea of the Chinese – ugh.

She was asked why she wouldn’t go to South. Because she would be so good there. Why? She’s Asian.

My child’s experience in LPS has been impacted by race in personal interpretation by the fact that they are now a minority. We moved here from the south. The impact has been challenging but empowering for my kids because they are standing out for their character, talent and achievements.

One interpretation could be at Central Middle School my son learned more about social justice and diversity than I ever did growing up “colorblind” where talking about race was taboo. Shout out to Kel Catterton.

One interpretation could be my daughter sees differences more based on discussions at home to address conflict at school. School has made her more aware that she is different from me.

Could be they feel isolated, disregarded, unloved, unheard, and so many other things. They’re confused and hurt. Most of all scared.

Our students of color score lower on assessments than our white students.

To learn more. More honesty in talking about race, learning more of the reasons we are having conversations.

I do not have children in the district but as a fairly recent high school grad, segregation can be instilled through classes. I heard an NPR podcast on school segregation on whiteness. Talk and teach about whiteness.

My child has received more in certain classes and has experienced having to defend another child of color as an ally.

To truly hear all the voices in the room.

To listen and learn. My kids are white so they have had a comfortable and easy time. They have received curriculum and many staff and students that look like them.

Being expected to perform at certain levels. Gets blamed for things even though he's following the rules. I teach him that he is expected to behave better than his white friends/students.

Benefited from learning about other people cultures. Sees a disproportionate amount of children of color in behavioral programs. Sees whiteness as the bar – the "norm." His culture well represented in community.

That grades K-3 have few to no incidents that he has noticed or reported of racism. Here to support equity.

Dad is on equity team for school. He is quite aware of issues involving all types of discrimination. BLM

Racial profiling/suspension in kindergarten. Put in special ed. although others with similar behaviors were not.

To ensure my black son is treated fairly. Put in special ed. with behaviors similar to other students.

I don't think they've been negatively impacted directly, but I have seen a large growth of fear-based teaching due to people being unaware and scared to speak their truth.

What teachers' beliefs are. Teachers and staff are predominately white. Students in classes can be diverse or can have some classes with just a few students of color. What we're taught.

Lack of expectations and level of success.

Some kids are falling through the cracks. They have felt that they don't have a voice that's equal. Not the same opportunities to progress. Not equal playing field.

There is a small percentage of teachers for students of color to identify with.

We leave a lot of opportunity for education on the table because we don't include all history with our education. Here to make a difference.

Lack of teachers/staff that look like me. Teaching based on assumptions (media bias, all black kids have no father or uneducated parents, no parent involvement or lack drive to go beyond the norm.).

Group Posters

One interpretation is that students of color are isolated.

There needs to be more sensitivity among staff and modeling of appropriate interactions for students.

Racist behavior was reported by a student and nothing was done about it.

Students not feeling connected – part of the school.

Diversity is concentrated at certain sites – Hillcrest, LMCMS, LHS, to the benefit of those sites and the detriment of others.

Unequal distribution of resources

Varies by race

Not seeing enough examples of people of color among staff, faculty and curriculum and community partners/leaders.

One observation could be that they do not see themselves in the curriculum, daily life, etc.

Accepted but expected to blend in.

All 100% of students need to know they have a voice and feel safe to use it. Expect all staff to listen to and invite all voices to be heard and considered. Authentic safe spaces.

They haven't been impacted enough (need more discussions about race)

Experiences are varied positively and negatively based on locations. Multiple perspectives.

Broader recognition that color/race matters and does impact a child's experience – addressed with thoughtfulness and grace

Race can impact opportunity and achievement.

One interpretation could be that they were treated differently but it was subtle. My kids were involved in sports and perceptions change because they were athletes.

Youth see no color, as older generations, yet see the treatment of color by people in authority. Youth don't see color the same way as prior generations; they are more accepting of diversity.

Enhanced for white students (diversity) and generalized for ESL student

Stereotype, bias, isolation, lack of conversation about race

One interpretation can be expectations based on race has impacted how he/she is viewed, some students feel they need "permission" to talk about race, color evasion

Everything is impacted by race.

Microaggressions, systematic and internalized racism

There is an inequality definitely there. Expectations are made to athletic and intellectual abilities.

Lack of due process. Inconsistency school to school.

We have noticed that our white students have not been impacted by their race in a negative way. We also noted that they are learning from their teachers, peers and extra-curricular activities. There is conversation going on at the building level.

Race has played a role. What you look like can impact the treatment. The closer to white, the easier the experience.

One interpretation could be that the contributions of people of color should be touched on more and more staff of color should be recruited.

Our children are having negative experiences because of a lack of opportunity to discuss race without being called racist.

How race impacts them seems to be related to who they make friends with.

Question 3: How can school-community partnerships improve these experiences and promote the success of students of color? (Pink Index Card)

Believe students. More opportunities for low cost/low key family activities. Intentional conversations on race/white privilege at school for parents/families to encourage conversations at home.

These partnerships make everyone interested in the issue and not isolated from it. Have a board meeting focused just on public input. Also, follow through with the progress made from it.

Students need to be exposed to all types/form of community organizations and events, history inclusion, business.

Encourage listening and some learn. More racial equality meetings among staff/faculty. Make students more diverse.

Desegregate zip codes. Tax based school preferences have disproportionate student success outcomes.

I care and I want to participate in change. Required training for teachers enforced.

I know racism exists and want change. Not good enough. Segregated. Districtwide required courageous conversations training for teachers. Didn't appreciate facilitator's stereotype of Latinos. This is not deep enough!

Train teachers regarding courageous opportunity/conversations and better involvement.

I'm here to educate regarding the situation in LPS. I'm a former teacher and present substitute. One observation could be: there aren't a lot of teachers of color in the district.

I am here to learn more about courageous conversation and how I can use them in my classroom.

One observation could be they are not noticeably diverse.

I am here because my children experience racism in the schools and I want all kids to have a school experience without racism. LPS could do a lot more. Not just in school, but in communities my children experience it. These questions were not very helpful.

I think relationships can be improved by one side's views not being so "personally attacked" because the other side doesn't agree with them.

Equity training for parents, families and teachers. Mandatory equity continuing education for school board members.

Don't be afraid to treat each child the same. Expect greatness from all races.

Educating teachers and staff on how to treat every student in an equal way, giving them the same opportunities; academic and sports.

Opportunities for white children and families to enter conversation about race and ask questions.

As a community we can develop and expand the "courageous conversations" group that we're having in our high schools. I think we should have "courageous conversations" starting in the elementary schools with great moderators.

There is definitely a mix, but personally not enough is being done.

The school community can help by hearing people of color out. By being an ally to them. So basically do your job.

One intervention could be to have more activities involving students.

One interpretation is not having extra time to help with homework.

One observation I see is they care about attendance.

Be a good listener.

Here because I was asked by my principal. Mentoring with HS students by teachers of color. Provide good role models that look like them. Full district staff conversations with sharing.

Have more staff and volunteers of color. Give students opportunities to see, visit community businesses of color or even volunteer at the business. All work together. I'm here because I care about kids and our future. I want to be a part of a positive change.

I'm here to learn about others by listening to others in hopes of helping my community. They are the tissue and lifeblood that will fuel the potential of students of color's success. Currently the biggest intervention is reading newsstands.

Hiring more staff of color. Collect more data and use it. More events like this. I'm here to learn and engage in a positive conversation.

Give space and time. Equity work will happen when given a space and time. Needs to be adaptive and not technical.

To make every child's experience at our schools a success. By gathering multiple perspectives and experiences we learn what issues may exist and can dialogue on possible solutions using multiple perspectives.

Community forums like these include business/stakeholders.

Continue conversations –not just tonight. Better communication. Some meetings at schools, some in community (library). Provide practical supports for each other (tutoring, childcare and \$ support)

Encourage communication from ALL. Listen learn. Understand, empathize, solve, grow together as a community.

Promote more dialogue among kids from varying backgrounds, races, ethnicities including kids, teachers, and parents, but hear kid's voices.

Form the equity community group ASAP and ask them to work on coming up with interventions. Have teachers recruit students of color to advanced classes. Identify a person at each building who will take the steps for kids who experience issues. Must get folks outside of schools involved. Lack of role models for kids of color in Lawrence.

Wholesale system and community commitment for change.

Finds ways of walking in one another's shoes. Communication, group work, sharing of real life experiences.

Improve the number of minority teachers/administrators that reflect current census data. Invisibility of minorities.

Listening to the lived experience. Believing people when they provide feedback especially when it is not something positive. Own these problems and strive to do better.

Mentors, having practical curriculum changes with an eye on inclusion.

I am here because I have skin in the game and am a proponent of public education. But most importantly, to get where I am today I've stood on the shoulders of many and now it's my responsibility to support and lift others. One intervention could be hire a more diverse staff. Incorporate ethnically sensitive, culturally appropriate textbooks into the curriculum. Don't teach to the test!

Share stories of graduates of color whether a doctor or "homemaker."

I am here because I care. My family and I want change. Reaching out for minority businesses and donating time to promote success.

I am here for my children. Allow students to see more people who look like them in positions...administration, teachers, the police officers, etc.

More opportunities for students of color to see themselves (race) in adults and direct school role models.

Collaboration

This is a large systemic issue that would be changed by compartmentalization.

Making sure there is equity in all schools - same classes, same activities, same access. Don't let private donations make the schools inequitable.

Parent resources and outreach. Thinking outside the box about building usage.

Diverse representation on all committees, site councils, advisory groups, board of education, etc.

Fair involvement and planning vs. certain individuals being picked by administration. More meetings rather than PTO re: school planning. Survey to be sent re: decision making.

Mandatory equity training, enforce training in classroom. Letting groups in to talk.

Mandatory equity training. Teachers enforcing skills from mandatory equity training, enforced in classroom, laying down the law.

Diversify the educators (teachers and admin staff).

Recruitment of people of color for teachers and administration.

Increasing the recruitment and retention of faculty/staff of color.

Having a compassionate, diverse faculty that supports multi-cultures. Get rid of the bad seeds (racists, etc.).

Listen to them, take what they say seriously, look for ways to open doors, connect, lift up, back-up, support, acknowledge, come together more, and get to know each other, SPEAK UP/SPEAK OUT! Do the hard work where voices are being tuned out. Raise standards of faculty, admin. to refuse to tolerate racist behavior.

Create more experiences for students from different schools to interact. We were discussing how some schools aren't very diverse. Can we change this? Not busing, clubs! Maybe library programs?

Partnerships can highlight issues that you didn't know existed. Can give needed support in work toward goals. Give understanding and empathy to issues of racism. Give some ownership of issue.

One intervention could be getting white people to realize and understand our privilege and how that holds down people of color.

How can school/community improve these experiences and promote the success of students of color? More teachers, staff and leadership of color. Ask families of color what they need.

More teachers and administrators of color.

That there is still a racial achievement disparity and level of disproportionality in behavior data and SPED data based on race.

My white child's experiences were impacted by race because she was able to go through LPS without consciously thinking about or talking about race until she was in the 10th grade.

One intervention could be having regular meetings for families of students of color. Creating more spaces to be heard.

One intervention could be family members (parents) on E-teams. Families of color meeting spaces.

Put kids in comfortable situations where they can openly talk about their personal experiences with race.

One intervention could be getting families more involved in conversations about race.

Overtly teaching about ways to eliminate racism.

How can schools improve these experiences and promote success of students of color? Recognizing that Lawrence is not very diverse.

One intervention could be more discussions about race.

People need to talk to each other more. How can schools make families of color feel like they can contribute to the conversations about everything that goes on in the schools?

One could be to reach out to partnership agencies to develop ideas. Examples: KU, Haskell, Centro Hispano.

Re-evaluate every system especially curriculum, SPED/Gifted. Without systems change nothing will change.

One intervention could be mentoring program – pair people from the community.

Create opportunities to listen to our youth. Ask them what they need.

I don't know.

Keeping the district focused on the issues and problems our students and staff experience.

Less funding on SRO. More funding in school/systems support.

More equity coordination.

More representation on school board and administration.

Listening to reasons for concerns and hold people accountable for their behavior/attitude/resistance.

Increased dialogue. The teacher training in Beyond Diversity is very good but every staff member needs to complete it.

To listen and learn. Hire more staff of color.

Here because I want to get involved in community. Schools should focus on building strengths for ALL students regardless of color. Partner with businesses and colleges, they are requiring talent regardless of color.

Better training/support for teachers re: diversity.

Educating oneself and others, digging deeper. Acclimating and assimilating, empathize.

One intervention could be: Listen to the students of color to hear what they need.

Maybe role playing. Or virtual reality experiences.

Cross-generational, multi-socio economic committees, also multi-racial.

Encourage all families to meet with principals at least one time per school year and identify their child or the student's strengths.

Provide more diversity training.

Recognize diversity in the classroom by encouraging students to participate in after-school clubs and projects. Learn about experiences of others. Feel isolated when they are not.

Affinity groups.

Diversity training that involves parents/students/staff and community. Teach from a global perspective.

Create a safe environment for all students. Engage in conversations around perspective. Change curriculum to a global perspective.

The library can support the school district and community groups by utilizing their special resources.

Continuing to have men and women of different colors in front of classes whether it's for a day or a year. Keep putting success of all colors in front of kids.

Bring people of their color in.

Provide them access to community resources like early childhood development.

More support for early childhood development, more support for A.C.E. Bring in testimonials for different people of color who are successful.

Early childhood supports, career people of color, show leadership.

They could have partnerships that would expose others to the cultures/races of others to build pride in races.

I don't know. I only have technical solutions.

I'd really like for our students to see themselves represented in populations that volunteered or are employed by our school/district.

More mentoring opportunities with people of color.

Host a dialogue to start the conversation around the kids. Everyone should participate.

Talk about willingness everyone.

Provide more opportunities for teachers to learn and grow. Provide more things like this. Hold administration accountable. PD days, summer.

Do a better job of recruiting and maintaining staff of color. As well as other ways to help kids see themselves in school.

We need to continue our equity work - that means it has to be a TOP priority in our district. ALL the administrators must expect that their staff will be engaged. Evaluation must include efforts to learn other perspectives. We need to recognize how we white people affect our students of color.

Get to know the students and what obstacles or barriers are in his/her way in regards to education. Be genuine, let the students know that you really care.

Schools become a community resource center.

Mentors in every building – especially middle schools.

Community groups/volunteers go through courageous conversation training.

Get more people from the community to come share their expertise and teach something to all the kids at school.

Stop trying to make everyone fit into the system that already exists; we may need to change the system.

Teach Beyond Diversity to students.

More opportunities to listen to the experiences of students of color.

Continue being deliberate in talking about the persistence of racism.

For my boys.

Have more teachers that look like them.

Professionalism in the classrooms.

To learn about issues, hear what others have to say.

Hiring more teachers and support staff of color.

More mentorships with staff of color.

Having people come from businesses to talk about their careers.

Make sure more examples of all races.

To help kids.

Role models/community connections.

More access to business community relationships.

Listen and learn.

Community holding school district's feet to the fire to make tangible efforts to address tangible issues.

School district publicly acknowledging known concerns/issues and taking responsibility for tangibly addressing them.

Improvement – awareness, continual conversation, opportunity for engagement,

Have conversations on race for all students and staff development,

By holding discussions about celebrating cultural differences,

Equal airtime of all races in classrooms, course content, etc.

Staff development and community forums like this one.

Mentoring and programs to “mix it up”. You learn about people “different” than you by engaging in their lives.

Diversity and inclusion for staff and students

One intervention could be starting to encourage more students of color earlier. In elementary school and pre-K, looking for areas where people of color seem to be under-represented/uncomfortable and figuring out why.

Inviting, encouraging, and promoting students of color (personally) to take advantage of opportunities.

Listen, honor, and engage all experiences of students.

Close the gap. Not much.

Involve more people of color in developing success measures.

Can we talk clubs.

Teach staff how to facilitate these conversations and how to lead and be part of progression not just an addition to the problem or bystander.

Training to teach white people. Watch movies.

School campaigns to educate us parents.

One intervention could be follow through.

Personal invitations – face-to-face is best.

Increase involvement of community members.

Open door to 2-way dialog that is productive.

Change the view – What are WE going to do not you or me or them or us.

These partnerships could be more open to ensuring they are openly aware of the district’s forms on race.

More resource space for students to study/learn/interact outside of the official school day. Study spaces, satellite libraries and computer/wifi areas, mentors/teachers/outside of school.

Volunteerism in the schools.

More collaborative interaction.

School Community Partnerships – very positive and productive.

Guest speakers.

Take to work.

Internships.

School mentors.

Invite/ensure diverse representation in the school.

Partner with universities to ensure larger diverse pool of teachers.

No excuse for brain drain.

To be more aware of their own faulty beliefs systems. Stop apologizing and address your biases.

Testing children of color to see if they are gifted. Need an IEP, need more support in and out of school.

Continue to acknowledge the diversity in perspective by giving time and platforms for sharing. Respond promptly and respectfully when insensitivity happens within our school. Trust the stories of the children.

Better staff training in racial sensitivity. Better staff/faculty training regarding issues around/revolving around race in general.

Students get to see and interact with a more diverse set of adults than they do just at school. Possibly see and work with more people that look like them.

Help guide people that are afraid of speaking up and hope that they will speak over anyone that puts them down. My teacher is very including and makes sure to include me.

Actually listening to concerns our students bring up. They are brave to approach and observe issues and need/deserve to have their voice heard.

Ask students and parents what they need. Recognize the differences.

My kids are/or will be in the schools. Have open discussion between students (listen to students) teachers, administrators and parents.

I'm here to listen and learn. Actually listening to their students and responding to their feelings and needs.

Listening to issues being brought to them. Believing.

Don't limit history to slavery and MLK, open to more diversity.

Greater diversity of teachers and staff. Have schools who are making it work mentor other schools.

One interpretation could be mentorships between students of color with a community guest speaker of color.

Wider literature requirement/public speaking opportunities in first person.

Transparent conversation among staff. Training to build on school culture for all students to express.

Ongoing conversations with families and teachers/schools. Book study-learning about difficult learning styles/cultures. Affinity groups for people of color/tutoring students/mentoring.

Have open discussions. Recognize there is a lack from community and schools.

More open discussion and have more activities.

Teaching students positive history of all races without a curriculum bias.

Have administrators and teachers reaching out to students of color when they see/hear something problematic – student to student, student to teacher.

Offer further support through more club opportunities or others.

Learn more about the student's background.

Create committees or places where students can share their experiences concerns and view.

Stop promoting continued separation of students based on color. All students should be taught and treated (by not only school staff) equal. Education should be taught based on all history, each child should learn about each different background.

Zero tolerance for bigotry. Anti-bullying. Foster appreciation of diversity and various perspectives.

One intervention could be events like tonight where the greater community as a whole comes together for a multi-way, multi-perspective conversation. If learning is necessary as it's stated in the PowerPoint, we have to learn from one another in an authentic way.

Might be after school clubs sponsored by mixed color adults (1 black, 1 white, etc.) so that the adults as well as the youth learn about each other along with the kids.

Having community partners understand problems that exist and how the partnership and parents can work together to help.

Supporting the efforts of the district toward equity. Pass a trend to improve equity.

Getting people of all races involved and feeling included in school functions/community events.

Help students of color feel like they count. Sensitivity to culture and tradition. Educate them on people that look just like them.

Increased teachers of color. Increased involvement of churches or KU partnerships and community leaders of color.

We could build those relationships and learn from each other by sharing perspectives. In that way, we can become more engaged with and sensitive to the needs of others.

Would/could be to have more people of color teaching in the classroom as a mentor or actual educator.

Learning more history about all races/cultures all year, more than Martin Luther King/Harriett Tubman. Great movie Hidden Figures – black women.

Listen to students when they say something happened. Believe them, be ok with mistakes that we make as adults. Continue to create a curriculum that is diverse.

Provide opportunities for people of color to interact with our students' teacher and other staff members.

Develop relationships with students and families.

We could gain more ideas or suggestions that we may not have thought of.

Class studies in cultural diversity.

Visiting student leaders-especially students of color and white allies –from KU, Haskell. By not ignoring them when they want to answer questions. Answer them.

Encourage them in working and instruction. Be patience and no stereotype with racists.

Really hard but we have to get more diversity in the classroom so that children can identify and feel like they have someone they can turn to and really understand them. Teachers can't say, "Well, I can't help your child because I can't identify."

Hiring more teachers of color (no excuses). Teaching students the truth about American history (no sugar coat and no hidden figures). Not pitying students of color – keep high expectations.

They (my children) didn't have mentors in school they feel they can identify with and really know them. They have had teachers make racists comments and blew it off as "discussion," and teachers are not able to identify with her on a deeper level.

Schools can make sure city/county know how our activities, operations and policies are perceived and viewed and how we can make them more acceptable.

Having more community gatherings like this one. The more we meet, the more we can get a chance to know one another better. Then we can truly break the ice of racism and our differences, if any.

Create more diverse activities and bring in and support more minorities in the system.

Schools and personnel engaging in the surrounding community activities brings the community into the schools.

Speak up for individuals even if it conflicts with loyalty to school employees and administrators.

Student-driven groups, involvement in organizations, have their input. Let them lead discussion and allow them opportunities to teach us. Acknowledge a great resource is right in front of us.

Guest speakers visiting with/mentoring students of color to model, support and promote their successes.

More community conversations like this one tonight. In schools - provide groups to open up conversations about color and privilege.

To learn more. More community meetings.

Revisit policies and practices of recognizing giftedness and disciplining students. Teach about whiteness, don't allow it to be the norm, tell minority excellence. Get to know students and family to give resources of equity.

Work with the district, volunteer, be present at your school. Be on a committee, start a committee, mentor the kids, find out what the school is doing.

Have a group training discussion for children and adults similar to diversity sensitivity training.

School – community partnerships can help educate one another about experiences, concerns and needs to promote and be responsive to students of color.

Through more discussion on the differences in living in Lawrence and how it affects the student.

Endlessly celebrating our diversity and reminding ourselves that sharing our differences teaches us new ways of being, thinking and feeling.

Choosing to be thoughtful in all decisions. Engaging with the student. Don't talk about them, talk with them.

I am here for my children! STOP LABELING US BY RACE WE ARE HUMANS!

Interrupt it when you see it. Recognize the stereotypes when they interrupt it. Say it, see it.

I hope to listen to other people's ideas.

The school intervention and its partnerships could promote student success by consistently incorporating diversity awareness and education.

Stop calling them "student of color." Teach them everyone is EQUAL. Race, skin color, language is only what separates us, but we are all humans.

Increase opportunities for groups of people of different backgrounds to interact. Provide opportunities for people to discuss race and privilege.

Engaging families at the middle and high school level; begin by asking families what they want the project to be, their goals and their visions.

Stop seeing it as "color," even as improving by promoting people of color, it's still seeing a difference of people, show all students.

Initiating leaders from the community from all walks of life to come to the school and engage. More Boys and Girls Club support/activities.

Having a mentorship program, however parents must be involved in the success of their student.

To ensure my black son is treated fairly.

Celebrate different cultures and their holidays.

Partner with community organizations and groups that work predominately with parents of color and immigrant parents so that they can identify and find solutions for problems from their perspective. Translate materials and meetings.

Involve families and others of color to amplify their voices for change.

Offer rides/babysitting at session tonight. Really get community here. Keep teachers of color.

The children and their experiences.

Acknowledgment of students of color and achievement of people of color.

Continue covering conversations about race and promote racial healing. I am here because I want all children to reach their potential.

By providing the discoveries of people of color in the curriculum and celebrating those discoveries not only during Black History Month and so on.

Providing feedback on current equity work, what's working, what's not from their perspective.

More communication between schools and community,

Early discussion of diversity, which should continue with each grade level,

Bring in speakers who are experts in diversity.

To improve these experiences and promote success of students of color.

Continuing trainings for staff with courageous conversation training for students.

Consider the different strengths of staff and community and empower them to lead these courageous conversations. Somewhere we got caught in the idea that courageous conversations are another checklist/curriculum.

Support inclusion. Find a way for students of color to be celebrated.

School-community partnerships can improve these experiences by giving students extra help in academics. New experiences in sports, arts, culture and opportunities to succeed, such as leadership programs. The Boys and Girls Club is a great example of this.

Community partners, mentors within the schools. Join a lunch buddy group with a plan to mentor a child of color. Talk to them as if they were your child, use the same language.

Providing opportunities to succeed. Providing opportunities to everyone who wants the chance to better themselves.

Improving the education of our community on other cultures and on other people's experience.

Because I want see a change in LPS. Don't let our students of color be unheard. Listen to them because they are important.

I have no idea – more conversation like this. Reverse role playing.

Providing meaningful learning experiences and valuing all races. Our kids are not test subjects for trying different intervention techniques.

Hold schools accountable. Parents come in for conferences and parents night and ask tough questions if needed.

Encourage everyone to challenge their comfort zones and get to know someone(s) personally that don't look like you. Parents of color role models.

Mandatory conversations about diversity in the classroom.

More community/neighborhood involvement in school-level goal setting and planning.

1) parent/teacher conferences to communicate experiences and success. 2) Community outreach program more frequently. 3) Share more of good news!

Intervention could be: how can school community improve and promote success and rain on hands of administrators who really lead.

Intervention could be: no more lip service to involve parents and help with communication.

Monitoring connections between community members and students.

One intervention could be...To have speakers come in annually to talk to students on race-related issues. These people should be from their community, people who they can relate to.

Targeted career guidance in fields needing workers. Targeted career readiness and exposure of related material if you're in senior year of HS, more STEM in schools pertaining to museums and science, professional to create videos for kids to watch and activities for teachers to do in class and in summer programs.

Work with diverse community groups and bring them into the schools.

Group Posters

Don't be afraid to have conversations. We need conversations for all races and all ages.

Encourage community to become engaged with our students at the schools. Become mentors, guest speakers.

One intervention could be to teach from a more global perspective.

Students need to see themselves more in the curriculum, adult role models, in their full environment.

Pushing positive role models for all cultural groups. Making an environment more welcoming for minorities (e.g. PTA, school functions, site council, parent-teacher conferences, etc.)

Have open discussion and recognize there is a lack from community and school.

Increase staff of color.

Encourage more open discussion, involve parents and community in school, keep each other engaged, hold one another accountable.

More role models for children of color

Voice of students, hire staff of color, collaborate with the community

Including people of all races involved in schools via community partnerships or leaders.

One intervention would be having more administrators and teachers of color.

Listen, safer spaces

Revisit policies, create more opportunities like tonight, increase guest speakers, student driven groups, speak up and validate student and parent concerns regarding teachers and personnel.

More opportunities like this. More changes to have conversations with diverse groups.

Question 4: What suggestions do you have for further involving parents and community in ongoing district and school improvement planning and advisory processes? (Green Index Card)

Meetings should be made available online and community comments could be submitted to three days after the fact and still considered. Meeting times can be so as many as possible can attend. Virtual and home school parents could be included.

Include parents at the building level. Create a climate of acceptance and openness.

Teachers building relationship with students. High engagement instructional strategies. Teacher training and parent communications.

Parents and community involvement. Improvement planning. Advisory process. Diverse committee appointed to look at zoning. Rezone to promote.

Inviting parents to participate, plan and lead cultural activities in their student's class or school to broaden understanding of differences, similarities and promote diversity and togetherness.

Have kids either bring a parent to school or have them write about a parent on what they like, how they are involved in the community or get involved.

Offering training for parents in the courageous conversation protocol and helping people learn to listen to one another.

Have more of these community conversations, even making them an event at each school, so that community members can more easily participate.

It may seem superficial but food really draws people in and together. It's a staple in every culture. It doesn't solve the problem, but it gets people there and brings people's guard down when they eat together. Kudos to whoever suggested food tonight.

Identify and support the key leadership in the various groups in the churches, civic organizations, community leaders (ask for names) and hold focus groups. Carry forward suggestions and ask teachers, etc.

From what I see the business partnerships work well for students in a different areas, ex: Quail Run, Langston, Deerfield, SW, not Kennedy, NY, Cordley. Partnerships in what context? Wellness and arts?

School uniforms

By treating them all the same without regard to race.

To make sure people of color can get educated. OK, but we could have improvements.

Try outside the box ideas. Also, try some old fashion ideas like adult ice cream socials.

To the principals in every school - they have to be sure that every teacher is giving the same treatment; equal for race and for needs. To the sports coaches - push forward every student in an equal way. Every student has the right to shine at the same level.

More face-to-face time with families to discuss more issues.

Ways to involve parents-call them, hold community conversations in schools, have them facilitate.

There are soooooo many parents in Lawrence who know this work and could and would lead conversation - co-teachers, kids, parents.

Say something positive about their kids.

Knock on their doors.

One intervention could be creating social media contacts, phone contacts getting family members included every day.

One intervention could be inviting community members of "color" to speak with children and changing the curriculum.

One interpretation could be the whole system of assimilation of Native minds (e.g. flag, worship, "white" history).

To participate and ensure equality in our schools. Yes, at Kennedy. Expose to diversity because of programs. Create a Facebook page.

To speak on Native issues. LPS does okay, feel kind of disconnected due to school and work.

Why am I here? To participate in discussion about race relative to culture of Lawrence schools. The teachers who appreciate my child as a person are doing amazingly well in helping my child achieve his potential. How is Central and Cordley doing on this?

I believe there is hyper sensitivity toward his race. Some want to go out of the way to help him achieve potential, and for issues beyond his race, others wonder whether he is a trouble maker and who his friends are.

Cause it's for extra credit. Overall pretty good but there have been instances where a certain group of kids of color get profiled as "bad kids."

Parents/community advisory councils. Re-emphasize equity training of staff and students - make it mandatory.

Promote joint site council or PTA/Neighborhood Association meetings.

Extra attention needs to be paid to having translation resources readily available when school doors are open.

Mentors from the community for both social/educational and career enhancement.

Continued active effort to bring people together to share with one another. Promote these conversations in all possible ways. Provide free transportation. Encourage participation.

Get kids involved – not just popular kids, athletes, etc. All involved in this discussion. Many have just given up or never expect respect or a voice.

Need facilitated conversations and dialogues over food, coffee, etc. Need to hear from the kids, too. Their thoughts, their experiences, listen to them, listen to each other. Need to create safe spaces.

Focus on a youth model – understand that real progress is slow.

Being more intentional about attending school events, volunteering in classroom. Similarity-reading beyond our own kids' activities to support those that attract kids of color.

Give space and time for voices to be heard and adaptive change to begin.

To make every child's experience at our schools a success. Continuing and exporting PASS.

I'm here to listen to others who have opinions that are different than mine. More of an emphasis on teachers reaching out to parents to come into class while teaching.

Seeing multiple perspectives, PASS, I am here to learn and engage in a positive conversation.

Here because I was asked by my principal. Just asking. Equal sharing of PTA funds to all schools.

I'm here to make a difference and continue to learn and move forward.

Build hope that things will get better and provide TANGIBLE work for committee members.

Representation of different groups in leadership positions. Add minority leadership positions if not elected, maybe appointed and non-voting.

More personal interaction between children and teachers. Must become more diverse.

Suggestions for further involving parents. Structural changes to school schedules.

Create the equity task force and give them a real charge. Put a non-district employee in as chair.

I am here because I care. My family and I want change. One intervention could be: better advertisement, make sure all races are represented.

One suggestion: NO! It's time for the district to step up and create an environment where we (families, esp. families of color) feel valued. Don't ask me to do your damn work. I'm tired. I need you, the district leadership, to develop and research and innovate. We're the Lawrence Unified School District, for shit's sake! You're the education experts. Do the work.

I'm here for my children. One intervention could be. Actually listen and work with them. ASK!

Get beyond the website, have conversation.

Parent involvement.

Welcoming, truly welcoming our families of color, so they feel part of the educational system.

Community advisory board with all parties at the table.

Community groups, churches, clubs committing to being represented in the educational process of the schools, making connections.

Take each individual kid separately according to his/her skill. Is all taking certain test i.e. ESL students?

Parents have no voice in teacher performance evaluations and concerns are not considered.

Students/Parents have no ability to ask for a particular teacher.

Increase recruitment efforts for DJO, site council; advisory committees. Work through citizen groups, neighborhood associations, churches, etc. Involve students and recent graduates.

Increase parent engagement with deeper conversations on climate/culture of schools.

Regular town hall meetings on a different topics.

Actively engage parents. Reach out and initiate building relationships.

Have more community conversations with leadership like tonight. Eat together. Recurring potluck.

We (the community) need to hear from the real consumers. With all the students (high scholastic) it sounds to be heartfelt and to hear from teachers as well.

Coffee/after-hours socials with leadership in schools and advisory boards to discuss progress.

Monthly equity meetings with people. Parents sitting in on classes to watch teachers. Have a schoolwide meeting in all schools.

More events like this, but then break down into smaller groups.

Parents on functioning teams.

Reach out individually. Stop depending on emails/inserts.

Build relationships with parents and school staff so that everyone is comfortable sharing their concerns and working through conflict.

Communicate how a diverse and high functioning school benefits the entire community.

More events like this to solicit input in many ways. Ask for input on all issues from all parents. Build relationships with parents.

Build relations from the beginning with parents.

Family liaisons to reach out and build relationships. Hiring people of color. Awareness of race in communities.

One intervention would be involving community members to share their experiences with staff and gain ideas about the students of color.

One intervention could be forming a community task force to suggest strategies and report progress.

One intervention could be home visits, creating survey for families of color (to learn more about their families/culture/race), monthly community conversations.

One intervention could be educate parents on how what they say, beliefs impact their children! They are important to the success of their children.

Let parents come in and observe the class in progress and see the students' struggles in class and the teachers' struggles in class and progress.

Moving the conversation into a school building ex: East Lawrence Center, Boys and Girls Club.

Suggestions for involving parents, community further - find out who is not involved and find out why! Find out what we as LPS can do to involve them.

One intervention could be meetings like today's available to families at least 1x per semester.

One intervention could be DELTA.

One intervention could be H.S. students inviting parents to events for them. Students don't want their parents around, reaching out to parents and letting parents know they are wanted, welcomed and needed at the school.

Saturate the message with outreach and education. Tell us all multiple times. Let everyone be heard multiple times.

Intervention could be more meetings like this, more opportunities to discuss experiences.

Tying survey/education efforts to extra-curricular programming.

One intervention could be.... a variety of open forums to gather multiple perspectives. Could do a survey on various aspects.

Here to get involved in the community. One intervention could be to give them a tax break (incentive) if they show up and participate.

Develop an outreach program to go into the community.

Accountability. Transparent goals and clear reporting of results.

Suggestions for further involving parents/community in ongoing district and school improvement policy. Continue the conversations and develop partnerships with KU and Haskell.

Each building would be required to have a community equity team that accesses the building equity work – a diverse group.

Keep listening to people of color and concerns of school.

Go to where the people are in their neighborhoods.

Tell them what the F*ck is going on, offer parents a buck to go to meetings (teachers get to smack parent in returns.) P.S. we're not gone and I swear to God don't call us Indian, it's Native American and we are different tribes.

Intervention could be parents; meet them where they are.

One intervention could be meeting the community how they function and where they are.

Create a safe environment for all students. Allow parents and community partners into a curriculum development process. Go to where the people are.

I have 2 precious daughter who are enrolled in the Lawrence Public School system. They are American Indians. Organize “fun” events.

Hear what we are saying here today. Talk to the parents, all parents. We are all in this community. Hear us. Learn about experiences of others. Our experiences can feel very isolated but others undergo same issues.

Handle people better at BLM and “resist” teacher listening and no validation of BLM concerns.

Let parents know exact resources certain school officials have at first of year and what they can do for them. Mission statement-Validate. Don’t be afraid of anger about access to books, etc. Don’t be presumptuous.

Have more meetings like these. Don’t trivialize parents of color concerns. Validation!!!!

Getting the parents more involved with children’s concerns.

Having more programs like this one. Not just one but an ongoing community class.

They are experiencing a diverse education and interaction with cultures.

I think having regular open meetings that people can insert themselves in, but also personally invite and let them know we desire for them to be there. Everyone is valued.

Understand that West Lawrence has more stay at home moms than East Lawrence, so the PTO at Kennedy is hurting for more involved parents. Understand the family dynamics.

Race/equity should be an agenda item for site council. PTO could sponsor programs at grade levels where facilitators come in and do “hands on” activities/education.

Have parent representation on open communication forums. Share experiences, traditions, questions, concerns, etc. Parents invited to equity presentation, PD’s, etc.

Lots of various possibilities. PTO, parent/teacher advisory, children’s programs, etc.

Ongoing conversation with parents of our school. Start building relations so these conversations can be real.

At teacher conferences have the race discussion.

Ask them to come in and share. Respect their voices – listen.

Parents need to be made comfortable to be in the school buildings. We need to support school board candidates of color.

Listen!!!! Teachers – represent students. True partnerships.

Building-based gatherings that include opportunities for parents to provide input and feedback and connect with each other and staff.

Involve parents by DIVERSIFYING SCHOOL BOARD. And supporting people who don't fit the must-say what the majority what to hear/see/like... Support families as THEY ARE, VALIDATE ALL PEOPLE.

Make them feel welcomed. Make them know that their voice matters. Diversity of staff.

Diversify the school board. Create authentic spaces in our buildings, where our families and community can be involved in systemic ways.

Parents model courageous conversations.

I am here as a parent, teacher and human in hopes of a more equitable life for everyone, especially children. Ask, ask, ask - tell me more about this. Ask for input when parents are in buildings for events, programs, sports, conferences pickup/drop off. Big boards to write on, suggestion box, survey, whatever, ASK!

We need to LISTEN instead of making it fit what is already in place.

Create a curriculum for parents and students to learn Beyond Diversity principles to learn and become a better equity leader.

Visiting days at our schools open to community members. Opportunities to continue to learn. Topic of the month for families and community to practice courageous conversations. Invite Dr. Randy Watson to speak about Kansas Can for community.

For my boys. It goes both ways. Both parents and school have to want to get involved.

Suggestion for involving parents and community members: Make education a priority and encourage parents to look in kids' backpack, offer incentives to parents to get involved. PASS meets as alternative PTA, potlucks, non-threatening.

To learn about issues, hear what others have to say. Going to the parents rather than having them come to you.

Ongoing public access to meetings. Make it relevant to the single parent or any parent. How can schools improve the involvement of community and parents?

Have these meetings every so often, knowing they will have to adapt as we progress. Meetings for parents at other venues. Make it relate to parents.

Roundtable discussions, parent membership on building equity teams to help kids.

I am here to discuss tangible issues and seek to address them on a concrete/tangible level.

News media and social media involvement at events like this so people know what is going on.

Rewrite history books to ensure the American story is being accurately taught in school.

Staff development on diversity and inclusion. Invite parents to forums like this. Encourage teachers to share specific learnings with parents. School projects on diversity.

Begin with a focus on involvement of all parents when the children are at a young age.

Have more community meetings and give parents the opportunity to volunteer on different committees.

Create a liaison office between the schools and community along the model of the KU office of Equity and Inclusion or the City of Lawrence Human Relations office. Goal: to be the clearinghouse for parents, community and schools.

We need to be more welcoming as a school district and school board.

Making sure all committees reflect the make-up of the school. Discipline review board include parents at large. Review of disciplinary procedures at school level must be approved at district level.

Continue to meet like this to obtain information from community volunteers. Principals hold same type of meetings monthly at schools and invite all parents.

Open discussion. Feedback at parent/teacher conference. Some parents respond more readily to one on one.

Open communication channels between administrators, teachers and parents. So many times I have not had teachers/principals return call and emails

DIVERSIFY the DISTRICT LEADERSHIP. Help parents/community members see themselves in the district more.

Support candidates for school board (county, city) of color (and women and LGBTQ) with \$, door to door, talking to everyone about why this is so important.

Continuing to invite and involve parents and the community in meetings like these to hear problems and suggestions.

Outreach - there is NO diversity on the board. Recruitment efforts to gain real life perspectives. The board should reflect the community. More conversations like these. Ask the kids and LISTEN and trust what they tell you.

School board needs to be diverse. Each school needs an equality team (diverse). Diversity panels with children. Re-structure the checks and balances of the gifted program. Addressing racial equality head on. Take responsibility. Have more diverse staff.

Making these events more advertised. Host more of these events!!!! Larger spaces to hold more people.

I'm here to listen and learn. One intervention could be make it clear that there are problems. Use LINK as way to have these conversations.

My kids are in the school district. Have more conversations with students and faculty, assemblies, not optional assemblies.

Think about how communication (for involvement) is delivered...parent phone calls/texts (not just emails) in person (during parent pick up at least for elementary schools). Food. More frequent events will help prevent long extremely emotional conversations because people will feel heard. Similar events in local convenient places/hours. Think about single parents, transportation.

Community discussions with follow up material.

School building community meals to foster our schools as micro-communities. Low pressure.

Parent night events every quarter. Advisory/grade level/parent/teacher/student connections/breakfast/luncheon.

Better advertisement, open availability to teachers.

Parental history sessions (like movies).

Advertise better, come to the schools, and provide childcare.

Have discussions like this at individual schools. Invite other cultures to meetings and make it available to all. Update curriculum.

PTO meetings in elementary school can be more welcoming and try to learn and involve minorities in their meetings.

Hold more parent-led meetings where voices are heard and problems are addressed. For this to work, action would have to be taken after school.

Have open discussion with the schools and classrooms.

School board meetings shall have more accessible comment periods and be more transparent with the possible changes being discussed.

Listen to those who are experiencing less than full opportunities.

Mixed race meetings like tonight. Getting to know one another and listening to problems facing kids/schools – before trying to solve anything.

Get us involved. Don't wait until problems get too far down the road.

Monthly meetings in the community at large. We ask others to always come to us, we need to go to them if we want continued progress.

Invite people to be part of the process. More forums like this. More ways to find engagement with the Board of Education.

Continue to have publicly invited meetings. Shared notes obtained could offer or serve of the community frustration or pride in what is going on locally. We would have a chance to regularly express concern or compliments.

Site councils, PTA's, invite into classrooms.

Having monthly update through newsletters or website to read. Possibly do a survey monkey with 10 questions for parents to do and put in for drawings. Possibly parent day or breakfast with parents.

Diagnosing why we have such limited involvement on site council on other advisory groups.

For my son and his future. Mandated diversity representation on the school board.

At the building level, inviting parents to come together with school leadership to have conversations about improving equity - brainstorming, listening, building community through listening. (Food and wine)

LEAP Partners. PTA's have speakers come to their meetings to educate parents.

Not site council – or advertise – “at this site council meeting we are reviewing data and need parent input for school goal setting or families of color.”

Include parents and community in our equity work at the building level.

Parents lead discussion, not just make another committee, schoolwide discussion rights, input brought in with no limits.

Have monthly or once a semester forums on racial equity. Keep talking, keep evaluating, keep researching and keep asking the students.

Offer childcare and food.

School – specific open forums similar to tonight's round table.

Plan more of these types of community meetings, let those (encourage) who are here and who are excited tell others (parents) through mouth, social media, PTO's Booster Clubs, etc. Encourage them to get involved.

The district having an equity council or group that works with the school board and district. Policy.

More open discussions on improving the student experience and daring to challenge the Lawrence community compared to the other cities.

Parent education and mentorship. Additional discussions with action items.

Why I am here: Listen, Learn, Help. One intervention could be to survey parents, community forums, clear opportunities for parent and community discussion to inform district goals and procedures.

Personally inviting parent and community members, listening to them and working collaboratively to help all voices be heard.

Quarterly meetings - schools/parents/school administration at time of school board meetings.

Offer parents and community partners an opportunity to have the Beyond Diversity training. Have and promote parental involvement in building-level school improvement. Target at least one parental suggestion/concern per year to implement and address.

Engage the community partners in a better relationship. Youth Council.

City partnerships could be intervention measures that include internships for students of all colors working in various city departments.

Mentoring

Parents and community. People come together in meetings to discuss with groups of various backgrounds. Invite people to the classrooms to observe LHS.

Create more opportunities for people to come together but also use information collected to plan next step. People need to feel time is worthwhile.

Have meeting like this every quarter or semester or month. Would be great collaboration between community and school district. Stop, call it out, invite them to something like this! Monthly, constant practice.

More community talks. Have parents teach kids at home about racism and provide parents with material and topics for conversations.

Working groups that continue building relationships and working together to do the work together.

Work groups made up of families members, school personnel, community members, students. Each focused on certain goals. Engaged in collaboration, action, report back periodically to community.

Having meetings focused on involvement each month. Tonight's crowd is huge. People WANT to be involved they just don't know how to get started. Obviously the school board needs their meeting, but a group this big should be propelled into something more mobilized.

I am here for my children. The school board could expand their Diversity Program. Not just word of mouth.

More meetings. More talking to children.

More nights like this with small group discussions with people who want to make progress. More options at our own schools with other parents and students. Key is to have some structure or facilitation to help keep it civil.

Translating material from English to Spanish when they are sent home.

Continue to have forums and invite all parents. LPS have action steps involving parents to implement an improvement process.

Invite everyone. Make accommodations so everyone can come. Speak to everyone.

City commissioners and school board of color. Organizing parents of color, creating a bilingual advisor council, local equity councils at the school level.

Invite everyone to the table instead of selecting certain families to participate.

To ensure my black son is treated fairly. Provide progress reports to ALL parents and rotate membership on committees and work groups.

The children and their school experiences. More open conversations and community events sponsored by the district.

Open forum on diversity and invite the community.

Arrange to have meetings at different times to allow for maximum participation. Different times and days of the same week.

Join the district level equity committee. Get involved in site councils - part of their job is providing input on school improvement plans.

Provide training to parents and community partners on diversity, equity and inclusion. I am here because I care about creating a just community.

Maybe including parents in the courageous conversations training. Have teachers meet parents where they are.

Additional resources for all parents involved.

I would love to see parents engage with teachers the way they engage with coaches. Teachers also need to find ways to make this happen.

Increased transparency in school district decisions. Parent involvement, when possible, in mentoring. Finding ways to teach about other cultures.

Because I want to see a change in LHS. Have more chances for parents and community to come together and express how they feel about our students of color.

Role models. Meet as groups, ask for suggestions to be involved in racial conversations.

A special phone call from the school staff to attend site council or parent involvement groups. Drop-ins to various neighborhoods. A door to door approach. Cut the distance by actually reaching out to the community.

Having more opportunities for parents and district to work together in conversations like tonight. Allowing people to have a place to have these conversations.

It's time to stop all the "conversations" and start doing things to SHOW support and address issues. Not just talking about them.

More outside/non-district mentors and role models to lead the conversations between parent groups. Education/empowerment to parents to continue the work at home.

One intervention could be holding courageous conversation trainings for students and parents. Increase the knowledge and understanding so more people can know the protocol and follow the agreements. Create advisory boards that consist of parents, teachers and community leaders to help make decisions.

Making courageous conversations a part of the PTO.

Continued events like this seeking input and dialogue, maybe in different schools around town.

Because I want to see a change in LPS. LPS is trying to teach our children that they come from different backgrounds.

Start with school-level monthly open discussions about equity. Share good activities in the school.

Education of "honesty" with students when teaching historical subjects; research local class population backgrounds.

To use online tools, improve/create websites with interactive features. To increase the use of Spanish and other languages such as Chinese or Arabic in all media.

LPS offers through ESL programs that help students integrate to school.

Positive: Sue is exposed to a diverse group of students in Hillcrest with varied backgrounds and countries of origin. Negative: There are few African American students so I'm worried that she's not getting enough exposure to this community.

To increase the exposure of positive examples and role models that come from communities of color. From inside and outside KS or the U.S.

Districtwide PTA's. Not allowing socio-economics of families to be part of the formula when educating student. Apply Human Rights!

Encourage diversity, rezone according to racial composition. Each school's goal should be to have a student population that reflects the city's ethnic makeup.

Our school has a PTA and a site council. I think most families are familiar with PTA and understand what it is, but site council is different. More could be done to advertise and promote parent participation in that group. Events like tonight are good for the whole community.

A community project where people present their culture or cross cultural perspective could engage families.

Group Posters

Inviting parents and community members, listening to them and working collaboratively to help all voices be heard.

Use PASS (Partnerships for Academically Successful Students) to engage space and time for our community to work, play and learn together

Making it more relevant to the parents and community

More events like this one – have an equity council or group that works with the school board and district on policy.

We need to meet students and parents where they are rather than asking them to conform to our systems/expectations.

Continue to have publicly limited meetings/shared notes obtained could offer sense of the community frustration or pride in what is going on locally.

Just ask. Multiple perspectives.

Parents serve on functioning E-Teams

Go to them. Who is not coming and why?

Board should be representative of the full community racially

We want to see the district publicly acknowledge the issues of known inequity and work to tangibly address them at a professional level, rather than having “conversations.”

School specific forums like tonight consistently allowing for parent-led discussion and parents serving on school equity teams.

Ensure that everyone is invited, welcomed and appreciated. This includes making sure families are invited in the language they speak, childcare is provided and transportation for families that need it.

Additional Individual Input Submitted

Focus on students strengths. Building relationships. Culturally relevant teaching. Getting to know your peer.

One intervention could be offering opportunities for families to share their culture, life, celebrations, and ceremonies in the schools as a way to promote education but more importantly togetherness. This could be at the school level or at the community level.

One intervention could be to give more parents the opportunity to learn the courageous conversation training and have opportunities to engage in difficult discussions.

One intervention could be introduce/incorporate language lessons to students in primary school or add it in the curriculum to have students do reports and learn about another cultures in schools/demographics.

One intervention could be partnering with those in the community who can represent a diverse culture.

One intervention could be getting families involved in school-based activities. This in hopes of adults of different races interacting and modeling healthy interactions for students to see.

Before seeing differences along lines of race, ethnicity, gender, sex, age, etc. see essential characteristics necessary that are common to all: each person deserves to be treated as a person whose rights to self-determination are paramount, to be treated as an end. This is the fundamental characteristic each must share. Only when this is achieved will it be the case that differences matter in a positive way. Without this commonality differences will amount to negatives-things to latch onto that help make material and manifest oppression and injustice.

Leadership conferences specifically geared towards people of color, gender identities, etc. Those could be extremely helpful in promoting pride, communication and awareness both within these groups and between member of the group and others (e.g. Hispanic Conference). At a minimum, there could be many more role models, conversations and activities that focus on the importance and value of all forms of diversity.

Encourage parent input at BOE meetings with restructuring. Believe parents.

One intervention could be making parents more encouraged to share for their students.

I’m currently a student at Free State, but I’ve gone to LHS and have had many equality issues, and I want to know if the school is going to handle these issues later on.

One observation is their willingness to communicate with us as parents. One interpretation we have when they first started going to school her students and staff thought they were girls because of him having long hair, boys in our culture have long hair. I am here to be a part of a community of change.

Teachers (some) are understanding of at-home problems and help as much as possible academically.

One interpretation would be the election Donald Trump brought a huge wave of “racists.” Millennials are finally finding the courage to speak out. I am here to support the fellow students who go through racial events as I have.

NASS is the only help I can think of.

My kids are white males, so they have probably enjoyed some privilege. Their school is fairly diverse, so they have been able to have diverse friendships that make them appalled by racism.

One observation we had was there are a lot of clubs for students to join and that is a positive but one concern we have is the disparity in graduation rates between white students and students of color. The race and ethnicity of people students are surrounded by in local communities and sports opportunities seem to have a lot to do with students’ ability to have diverse friends/or friends who look like them.

One observation we had was everyone has a history and ethnicity and if people can explore the local cultures of the people who make up their district, people would learn more about one another and also become sensitized to learning more about culture and race.

Still work to do to create equity. Work needed by all – faculty, staff, parents, community. There are still concerns about racial equity. The recent incident at South Middle between teacher and student is a good example.

Parents should be willing to learn.