



Lawrence Public Schools
2017 Online Surveys of the community, parents and staff
Final Report – January 8, 2018

Introduction

At the same time a statistically reliable telephone survey was being conducted with residents of the Lawrence Public Schools, similar online surveys were made available to community members (via the district’s website) and to staff members and parents (through an email distribution of separate survey links to each audience).

Parents took the most advantage of this opportunity to speak up, as 978 chose to take part, though not all those who participated answered all the questions – a situation that is typical with online surveys. A total of 571 staff members participated, followed by 43 residents. The number shown on each question for each group is the number who chose to answer the question.

The results of the online surveys are shown below, in a form that allows for direct comparison, where possible, to the more statistically reliable telephone survey of randomly selected heads of households in the district. Because those who participate are self-selected, rather than randomly drawn, all online data should be considered supplemental information.

And because the numbering varies between the telephone and online surveys, the results below are shown in the order in which the questions appeared in the online survey. All wording reflects the online survey wording, meaning that phrases, such as “As we just discussed” and other language that would be used during a phone conversation, have been replaced with more directive language for respondents who were completing the survey on their own.

Two other important notes:

First, the open-ended questions with a substantial number of responses were coded, meaning common words, phrases and ideas were collected to identify the most common responses. Those that were outside of these “common” responses are shown in verbatim form, as are those where the response count was small enough that it was simpler to just show all the responses in verbatim form. *Note: While the school board and administration will review the original report, the Lawrence school district has removed proper names in the report to be shared publicly in order to protect the privacy interests of students and employees.*

Second, all questions with percentages may add to more or less than 100%, due to rounding.

As you know, students in school are traditionally given a grade of A, B, C, D or F to reflect the quality of their work. Based on your experience, the experience of your children, or things you have heard about the Lawrence Public Schools from others, what grade would you give the district on each of the following items? Results shown using a 5-point weighted scale for each of the factors, in which 5 points are given for each grade of “A,” down to 1 point for each “F” grade.

Graded factor	5-point weighted scale rating/Telephone survey (n=400)	5-point weighted scale rating/Parent online survey (n=978)	5-point weighted scale rating/Staff online survey (n=571)	5-point weighted scale rating/Community online survey (n=43)
Performance of district teachers	4.37	4.19	4.18	3.92
Quality of education	4.30	4.04	4.08	3.85
Performance of school principals	3.97	3.98	3.67	3.78
How the district uses technology to enhance student learning	3.96	4.13	3.88	3.75
Maintenance and upkeep of school facilities	3.95	4.13	3.47	3.80
Value received for the tax dollars spent	3.94	3.92	3.44	3.42
Preparation of students to be college- and career-ready	3.91	3.86	3.79	3.54
The district’s efforts to provide personalized learning for all students	3.83	3.58	3.54	3.45
The district’s efforts to communicate its plans and progress to citizens	3.78	3.76	3.39	3.26
Performance of the Lawrence Board of Education	3.71	3.57	3.37	3.22
Performance of district administrators	3.69	3.59	3.19	3.35
The district’s responsiveness to citizen concerns	3.66	3.58	3.41	3.34
The district’s record on making and fulfilling promises	3.60	3.66	3.02	3.38
Efforts of the district to involve citizens in decision-making	3.57	3.74	3.56	3.26
Class sizes, meaning the number of students in each classroom	3.53	3.52	2.81	3.05
The balance of spending among academics, athletics and the arts	3.41	3.44	3.09	3.00

Online Question 3 – Providing a system of supports to meet the academic, social, emotional and behavioral needs of students.

<i>STATEMENT: Providing a system of supports to meet the academic, social, emotional and behavioral needs of students.</i>	Grade A	Grade B	Grade C	Grade D	Grade F	Don't Know
Telephone survey (n = 400)	16%	59%	13%	1%	1%	11%
Parent online survey (n = 934)	25%	37%	21%	9%	4%	3%
Staff online survey (n = 550)	12%	40%	29%	13%	4%	1%
Community online survey (n = 40)	20%	25%	25%	13%	10%	8%

Online Question 4 – In what specific ways can the school district improve in this area? *Asked only of the respondents who answered the previous question either “C,” “D” or “F.” Responses were coded, based on common words phrase and ideas. Numbers, rather than percentages, displayed below.*

Parent online survey

Response	Number
Better SPED resources/support/training	51
Other (see below)	34
Better discipline/behavior management	32
Better mental health services/support	26
Meet all students’ needs/whole child	26
Anti-bullying/more active prevention	22
Better communication/follow through	21
Smaller class sizes	21
Increase diversity/culture awareness/inclusion	20
Better/more teachers	18
More paras/classroom assistance	13
More support/programs – gifted students	12
Back to basics	11

Poor leadership/top heavy	11
More teacher support/collaboration/respect	10
Don't know/N/A	7
Less favoritism for certain students/groups	7
Less technology/devices in classroom	7
Need more counselors	7
Better compensation – all employees	6
Need alternative school/space	6
Too much focus on data/testing	5
Better facilities	4
Increase safety/security	3
More LGBTQ support	3
More recess/outdoor time	3
More tutoring	3
Remove gender neutral facilities/bathrooms	3
Better technology/computers	2
CiT3 is not working	2
More after-school programs	2
More support for single-parent homes	2
More time for lunch	2

Verbatim “other” comments

By letting parents know their kid’s been kicked out without getting ahold of the parents. I don’t think it’s right.

It is too long a list. After two years of being let down by this school District and school, we are moving schools.

Social and emotional – be more open-minded to the fact that not all students think politically correct and are comfortable with what being politically correct means.

Stop raising our taxes (and campaigning to raise taxes) and buying stupid crap like iPads.

Remove the imbalance in academics, school improvements and standardized test scores with LHS and FSHS.

Provide an option for high school freshmen who are not ready to handle the responsibility of an open lunch. Don't pretend as if I'm the first person to raise this concern.

Better overarching academic plan from kindergarten to 12th grade, based on good educational research.

Less blended learning.

Some of the Advanced Placement classes (specifically in the social sciences) seem to have a ridiculous amount of busywork that doesn't necessarily enhance student learning. From our experience, this is hurting some students who take these classes to get a higher level of learning and understanding, but instead are worn down and stressed out by the time requirements of this busywork. I would appreciate an overall review of what is being done in these classes and how it influences student success and stress levels.

Get rid of best bucks. Mediocre students are being rewarded for normal behavior. Bright students feel penalized by this.

Stop referring to my child as white and privileged. He cannot control the color of his skin and the privileges that he's afforded come from the hard work and sacrifices of his parents, as well as his own.

Actually, implement the "courageous conversations" within the high schools. The amount of rape culture, sexism and racism at Lawrence Free State High School alone is terrifying. No one is fixing this and students are afraid.

Allow students trying to study in the library to stay past 4 p.m., even if they don't have a coach with them.

Stay out of it. You should be in the business of education.

I have big concerns about the distribution of iPads to middle-schoolers. There are not enough controls on what they view and they are incredibly distracting both in and out of class. This is one of the main sources of stress in my home. My kids would do better on paper, and I could ensure they were doing their homework not sitting around looking at YouTube. It frustrates the heck out of me. I need parental controls to shut the darn thing off or at least things that are distracting.

Too much focus on marginal social issues.

Capable students that choose to skip out on classes and assignments are just ignored. So, they keep repeating the skipping.

Teach the students how the world really is, not how they want it to be in fantasy land.

I've been very disappointed to see how little the school engages in the interests of the kids, particularly in the removal of holidays from the school. It's such a great way for kids to share their common interests and celebrate their traditions and learn new ones of their classmates, but that's been stricken. It's really limited their ability to bond with classmates and to learn about other cultures and how they celebrate what they hold valuable. The school is a place we only hear, "No" from, when it comes to new experiences. It's been a very cold environment that doesn't feel inclusive at all.

BOE members and employees should spend time in the middle and high schools observing.

Be more open to people in the community who are already working with kids and families, such as youth pastors and churches to be part of the solution. Fewer administrators and more people helping people directly.

Would like to see Parent/Teacher conferences move away from being student led and instead a private time to partner with the teacher specifically on my children's needs.

Mixed-age classrooms, more integration of methods that encourage self-motivated learning and love of learning rather than more disciplinary measures. More music and language classes help develop students' brains and emotional maturity. Better movement and health classes, rather than traditional PE, which most students dislike. Include students in more decision-making.

First off, I am angry that my children's education has been greatly diminished by the implementation of iPads! Bring back the textbooks and writing assignments or my kids and I are relocating at the end of this year. If I even need to get into details why the iPads are a mistake, then I can only think two things. Idiots are running the system or the people making these decisions are oblivious. My family's Christian values are being attacked in this liberal district. I don't believe in hate toward homosexuality, especially homosexual children. But it is not right for the district to be planting seeds of sin, convincing my children that it's ok for boys to kiss boys and so on and girls to kiss girls and so on. Your district is playing with something it doesn't understand and using our children as a science experiment. It is concerning, and I believe on the verge of unethical.

Take fewer days off from school. Beyond the weekly early dismissals, there seem to be too many days off per year. Set up individualized learning plans for each student and then tailor classes and other supports to meet needs of more students. I know the school does this for SOME students, but most students do not actually have a learning plan tailored to their individual needs.

Stop wasting money. Stop giving into the whim of every student and parent. Think of how much time has been wasted on changing the name of South Middle School. Waste of time!

My daughter had a handful of days she actually brought homework home, during her time in elementary school. I don't believe the children are challenged.

I personally think it's the parents' responsibility to raise and discipline their kids, not the teachers or school. Teachers should teach, and bratty kids should be sent home, so the kids that want to learn can.

Get rid of grandfathering, false addresses and other ways people maneuver their way into the desirable elementary and middle school. Eliminate transfer requests being granted to some or stop ignoring maneuvering and create a legitimate process to make an above-board request that for a transfer that will not be frivolously denied.

Incorporate social justice theory and critical race theory into the curriculum at an early age. Dr. Lori Patton-Davis, Dr. Jennifer Hamer and Dr. Natasha Croom would be great experts to hire as consultants for an assessment and/or development of strategic initiatives.

Helping parents network together. Building more of a community of support.

Needs of minority students seem to be of far greater importance than the majority. The pendulum has swung in the complete opposite direction.

Have a better understanding of students with severe food allergies, include instead of exclude.

Staff online survey

Response	Number
More/qualified paras/instructional aides	34
Better SPED resources/support/certified staff	28
Other (see below)	26
Better discipline/behavior management/accountability	22
Better mental health services/support	21
Smaller class sizes	21
Full-time counselors/social workers – all buildings	20
Get rid of or ensure Ci3T consistently implemented	13
Increase staffing	13
Listen to/seek staff input on initiatives	13
More visible/engaged leadership	12
More relevant/related PD	12
More support/respect for teachers	12
Open lines of communication among parents, staff,	12

administration	
Replace/eliminate ineffective staff/administration	12
Meet all students' needs/individual learning	11
Better management/easier access to IEPs	9
Need alternative school/space/specialized rooms	9
Not enough Tier 2 and 3 support/interventions	9
Allow more planning/collaboration time	8
Better SIT and behavioral/emotional support	8
Access to equal education/resources district-wide	8
Competitive compensation – all employees	7
Increase diversity awareness/inclusion/respect	7
Consistency for policies/procedures/expectations	6
Parent/community engagement/involvement	6
Budget better/spend more wisely	5
Better SPED leadership	4
Anti-bullying/more active prevention	3
Less technology/devices in classroom	3
More on-site, full-time nurses	3
Follow through with plans	2
Get rid of bias/privileged status/elite	2
More diverse leadership/staff	2
More options for non-college bound students	2
More technology/technology support	2

Verbatim “other” comments

Stop encouraging social justice initiatives by children. Teach what is truly academically necessary.

Treating everyone fairly.

The school district can improve by making sure that all students can read and do math.

Websites need to have a school resource for parents to contact if their student is struggling.

I work in one of the ED/BD areas for kids receiving SPED services within the district. I'm hoping there is a committee in place with experience and knowledge to advise the high school renovation committees on how best to construct redo, so that staff, teachers, admins and students are able to interact with each other more effectively. I would also like to see better communication among district admins, building admins, and front-line SPED teachers and staff.

Open the dialogue to those with opposing views.

We have "outsourced" our work in this area to KU researchers. Our own administrators and staff should be leading this, without the focus on research.

As a parent, it is very difficult to figure out whom to contact when there are concerns at the middle school level.

There could be less emphasis on the "tickets" and more emphasis on intrinsic rewards. Also more support for social-emotional learning, full-time counselors in each building, regardless of the number of students.

*Lower student to classroom teacher ratio *recognition of highly-qualified staff and utilization of them within the district and community
*professional development defined beyond those ESDC offers or sanctions *community involvement and transparency
*community members in the schools *schools as access points for community outreach and services *employee more diverse staff/teachers/etc.
*narrow the goals, so that the ones identified can be targeted effectively *have curriculum directors that know the content and special needs of the area *ESDC staff and principals in the school buildings and classrooms weekly *more Resource officers in middle and high schools *More mental health services in the schools for students and staff and *have later start time for middle and high school, as suggested by best practice research.

Recognize that all students benefit from positive support and interactions from their teachers, not just students with IEPs. This could help in minimizing problem behavior from students. It may seem time consuming, however, that time needs to be assessed in how they want to spend it: catching a student following directions without prompts or managing problem behaviors from that same student.

More para support for Special Education. Staff training with specific strategies to support students with behavioral/trauma "problems." Continuing education for teachers in regard to Reading Street, Units of Study and Math Expression.

As an employee, I feel like my voice, especially at the administrative levels, is listened to, but problem solving is stagnant or slow. I find decision-making is slow, because there is a lack of trust and constant discussions that are circular, rather than productive.

Modify the PBIS system. I don't feel it is working as well as it did a few years ago. Get rid of the "money" we give the kids for positive behavior rewards.

Repair all needed damage to school buildings, instead of painting over and decorating them up.

Someone in the district should be able to answer this; that is not my area of expertise.

Include ALL students.

Caring attitudes.

Some children are allowed to run the room and put other students in danger. Rather than use Mandt training to subdue the wild child, we evacuate the room and allow the student to ruin the classroom. Then there are no consequences. We have many kids at our school who should be disciplined. We have gone overboard on allowing students free reign.

Cohesive and standards based curriculum for high schools. Require teachers to use Courageous Conversations About Race agreements, conditions, and compass, especially for ELA courses. Job alike opportunities and monthly professional development around curriculum and equity for teachers, particularly high school educators.

The system is so broken it can't be repaired.

More support for paraeducators. Better alternatives for gifted students. More resources for libraries, media centers.

There is a lot of pressure on administrators. Most, not all administrators, take out their frustrations on their staff. Take some stress of the building-level administrators, and this will help teachers feel better.

It's my experience that the district does not meet the needs of students who are in the middle – not excelling, not in special needs. I have seen those students ignored. I have seen teachers oblivious to students, focused only on grades or content, not the learners. I know this is a challenge for all education. But children are being lost, and it affects their entire lives.

My sons both have reported feeling unsafe at school and nothing was done about it.

Stop asking schools to be the social workers, friends, parents, doctors, therapists and teachers to their students. I understand the need to meet socio-emotional needs of students, so that content can be addressed, but we expect too much with too few resources. Money (in the form of salary or furniture, etc.) is NOT the answer.

Have district administration come into the classroom and co-teach to justify their salaries and become aware of what it is like to teach again in 2017.

Community online survey

Response	Number
Other (see below)	10
Consistent/equitable discipline/accountability	2
Better mental health/counseling/nursing services	2

Verbatim “other” comments

My daughter was diagnosed with Dyslexia the beginning of her sophomore year. She was in the system starting in third grade, but taken out in eighth grade. The only reason I agreed to take her out was they looked right at me and said she did not have a learning disability. After a very hard freshman year and my daughter looking at me and saying, “I don’t understand what she is going through. Dumb girls like her go nowhere in life,” I took her to KU and had a full evaluation done. I have gotten very little support. This year her supervisor seems to care, but her teachers do not. Maybe they are just too busy. The class room is not designed to help a student with a learning disability, and teachers are not educated and prepped on how to deal with Dyslexia. Every year as school gets harder, her grades drop. She was an A/B student and now is getting Ds and Fs in her core classes, and I don’t seem to be able to get any help! I have all my communication via emailed saved, if anybody cares to learn more about his challenge.

Design protocols when it comes to write-up in Skyward system against a student and include parents in decision-making.

More diversity training and administrators and School Board in the schools observing and visiting, especially those with low SES students.

Decrease class sizes.

Not all schools seem to receive the same support. East vs. west.

Both high schools still have issues with divisions between athletes and non-athletes. It’s 2017, not 1960.

More communication with the community and better pay/benefits for teachers and paras who are ACTUALLY doing the day-to-day work.

More individualized learning methods and student experiences; consistent use of communication tools with students and parents; and more feedback to students on their development and performance.

Fewer administrators. Reward teachers who do well, get rid of teachers who do not. Let children help by helping each other, provide opportunities for grades to interact more and learn from each other (at lunch, playground, before/after school clubs) to promote unity and support for each other

in learning, thus helping teachers teach more effectively. Get rid of standardized testing, and use more hands-on learning, so that more senses are involved to help all learning types. Give teachers more freedom to add variety in their teaching in order to keep kids interested. Allow those who want to acknowledge their higher power to do so and those who don't to learn tolerance. Teach children/teachers/administrators to embrace differences and celebrate them, instead of being bullies or intolerant or in other words stop promoting hate.

Much higher demonstration that variety, not conformity, is what is normal.

Online Question 5 – Providing an environment for students focused on equity and social justice.

<i>STATEMENT: Providing an environment for students focused on equity and social justice.</i>	Grade A	Grade B	Grade C	Grade D	Grade F	Don't Know
Telephone survey (n = 400)	12%	62%	9%	5%	<1%	13%
Parent online survey (n = 924)	26%	38%	18%	5%	3%	10%
Staff online survey (n = 547)	17%	45%	27%	6%	2%	3%
Community online survey (n = 37)	22%	24%	24%	11%	14%	5%

Online Question 6 – In what specific ways can the school district improve in this area? *Asked only of the respondents who answered the previous question either “C,” “D” or “F.” Responses were coded, based on common words phrase and ideas. Numbers, rather than percentages, displayed below.*

Parent online survey

Response	Number
Other (see below)	33
More action/less talk about diversity issues	25
Promote race/ethnic/gender/culture equality/programs/inclusion district-wide	25
Anti-bullying/more active prevention	14
Better discipline/behavior management	11
Too much focus on equity and social justice agenda	11

Views not respected on issues/Christian/gender neutrality	10
More diverse leadership/staff	9
Better teacher training – diversity/inclusion/equity	8
Don't know/N/A	6
Equal support/resources for SPED students	6
Less favoritism for certain students/groups	6
Less political correctness/catering to every group	5
Equal access to/more resources for gifted program	4
More/equal after-school programs district-wide	4
Too much focus on gender neutrality	4
Better communications	2
More focus on academics vs. athletics	2
Smaller class sizes	2

Verbatim “other” comments

Not my place to fix your issues. Focus on the students. They are what matters.

Less victim blaming.

Follow through on promises, educate the teachers on people skills, and hire teachers who are actually excited about educating students and not burned out on the career they choose. Encourage parents to participate in their child’s education, instead of pushing the parents away who make grand efforts to do so.

Stop forcing situations, but teach students and faculty to learn from situations and discussions as they arise. The fake and force scenarios are useless.

Every child is different. Autism has a play on our situation. He needs more on the spot correction ideas and on the spot talks about how to learn is different ways.

Try to educate parents about the school system, both the school proper and district. I answered, “I don't know” on too many topics on this survey.

Increase the focus on relationships and mentoring, rather than on more technology. Provide more opportunities for mentoring, specifically, provide more counselors for high school students, so that they can build relationships with students.

District forms still say, “Father” and “Mother.” Teachers are still giving family tree assignments, without thinking about all of the adopted students and students from homes not represented by the tree. There seems to be a focus on the deficits of students with differences, not the strengths. Finally, teachers in 2017 are still giving cultural insensitive assignments with “pilgrims” and “Indians,” etc.

Reassess the discriminatory dress code.

Allow student voices to be heard at all grade levels; allow dissent with teachers’ opinions.

You handled the situation at LHS poorly.

Provide time for teachers to research how to present the curricula, so that it is equitable and accessible for all students.

I would like to see elementary schools introduce the importance of nutrition/healthy lifestyle and environmental responsibility at an early age.

I feel schools have become so feminized that we’re teaching boys not to be boys. My son loves to hunt with his father, but I’ve had to tell him not to ever draw himself holding a gun in his self-portraits or he could be expelled. I feel schools are creating an emasculated culture with this generation.

Provide opportunities to all students. For example, holding a college and career fair that excludes the WHOLE CHORAL MUSIC PROGRAM at LHS. I was told that these students could attend 6-6:30 for a 6:45 call time. Call time was actually 6:30 and that didn’t include the drive time. I was told it was just hard to schedule. When you exclude a large group of students that have to attend a graded activity, you miss the mark on equity. The administration that planned this should be disciplined for this specifically. Not acceptable.

Put an emphasis on all – not just the hot topics. Too much focus on one can turn positive intent into a negative response.

Be more aware of what is happening at individual schools, actively reach out to non- native English speaking families to offer advocacy.

Provide more training for parents, so it is clear what is expected of students. This would be especially helpful so parents could reinforce what is being taught at school.

Have a review board in which students can see justice and accountability in action.

This is a silly question. The answer is to personalize learning. You're just not doing it. Personalized learning should consider the backgrounds and cultures of all kids. If teachers allowed and saw each kid as different, then it would be okay to be different. The issue is that you want all kids to score the same way at the same time on the same test, so you want them to be the same, but tell them it's personalized. You cannot have it both ways.

Diversity of thoughts, opinions as well as cultures and life experiences should be taught and promoted through fun activities that help the students and teachers to bond. My school had an "I am from" poem that helped to promote the sense of diversity and inclusion, however, there needs to be more programming targeted towards students and parents who may not feel welcomed in the school district initially.

There are steps being taken in the right direction. But if the district was doing a good job, there would have been no need for the sit-in recently at LHS.

Start younger. Grade-schoolers need much more time spent on how to be good citizens, empathy, and social skills, less time on worksheets and homework. Much less time on homework!! There is actual science to back this up. Children are given way too much homework and it's pointless, does little to prepare them for college or their place in the world. Also, they need more art, music and outdoor time, in my opinion.

Learning more about Restorative Discipline, fewer suspensions, less time outside of class, more time helping students be prepared for jobs after high school, not just college.

More intersectional social justice education. Include kids in decision-making on school policies.

I feel that teachers and other adults involved in my children's schools separate higher achieving students from other students who are just getting by – academically, socially and economically. There is this intense pressure on parents to push their kids to be overachievers. Why not recognize the kids who get to school every day on time, never have to take a sick day, aren't a distraction to other kids?

More focus on quality public education, less on mythological charter schools.

Provide more opportunities for students and families to come together to have discussions and share experiences. Where is the follow-up to last year's equity meeting in January? What is happening with the DELTA committee? Hire an ombudsman to deal with any concerns and complaints in this area.

I feel that teachers need to move away from wanting "strategies" but to internalizing and reflecting upon their implicit biases in the classroom. I would like to see more teachers finding ways to incorporate social justice into their classroom on a daily basis. I would like to see more classroom community building, through morning meetings and service learning projects.

By working with the parents as a team and having open communication about what's going on.

Recognize the needs of all students, not just those that shout the loudest.

There seems to be an assumption that all kids celebrate the same holidays. This is non-inclusive of course, but also makes those in the minority feel different/left out/other. Not all the children celebrate Christmas or Easter, for example, but I regularly hear teachers talk to kids about these holidays with the assumption that the kids are Christian. I also see students of color regularly treated differently – micro-aggressions.

Staff online survey

Response	Number
Other (see below)	27
Provide ongoing training/resources/conversations	21
Listen to/support all marginalized students	13
Hold employees accountable/create action steps	12
Consistent/equitable discipline/accountability	11
Incorporate into the curriculum	10
Supportive/engaged administration	10
More diverse leadership/staff	9
Support race/ethnic/gender/culture equality/programs/inclusion district-wide	9
Equal support/resources for SPED students	7
Don't know/N/A	6
Equitable funding/facilities/resources	6
Recognize that inequities exist	6
Increase equity staff/teams	5
Too much focus on equity and social justice agenda	5
Involve/engage community/parents	4
Provide clearer/consistent guidelines	4
Views not respected on issues/Christian/gender neutrality	4
Use Courageous Conversations	4
Consistent implementation of Ci3T	3
Ensure safety of all groups	3

Make it a top priority	3
Open lines of communication among parents, students, staff, administration	3
Focus more on overall education	2
More transparency	2
Start the conversation earlier	2
Treat everyone equally	2

Verbatim “other” comments

The district is doing a good job of hearing the needs of our marginalized and minority groups, however the district needs to do a better job of also including and helping our white students know they are needed and welcome in the process to deconstruct systemic racism and discrimination. It won't change, unless ALL students are involved in the conversation and process for change.

Students have a hard time social interacting, playing and getting along. Students are allowed so much individual time and learning that they have a hard time working together, sharing and getting along. We spend so much time on the academic side of things that we forget to take time and teach students how to share, interact and get along in all the school activities.

We need more opportunities for students to learn important civil rights stories that will help them understand the world as it is today. Having discussion not based in solid information won't have students advance their understanding of difficult issues.

Have the true focus on students and not what admin needs to make themselves feel good about what they are doing.

Equity and social justice is not the purview of our educational system. We do not have the innate ability to decide what is or is not equitable. As to social justice: who gave the school district the responsibility or knowledge to arrogantly think they can instruct or be a determining entity in such matters? To treat all students (and staff) with equality: the starting point and ending point for our educational system responsibilities.

Efforts are clear and well-intended, just not enough yet.

Similar to the Wrap worker, we need a specialist that will work specifically with students that are dealing with issues of race or culture.

Provided books and materials (program), class meeting time in daily schedules, and class credit for graduation.

If the goal of the district is to get rid of the academic achievement gap, it would seem academic solutions would be appropriate. While PEG has some benefits, they are not of an academic nature. We should spend more time with Culturally Relevant Teaching strategies and AVID strategies

to help students. Let's define what our curriculum is and how to deliver it in a way that helps all students and closes the achievement gap. We are spending our time focused on social issues, which have their place, but are obviously, after nine years of PEG, not closing the achievement gap.

The district's equity work appears to be more appearance than substance. True equity requires smaller class sizes and adequate staff to meet the needs of all students.

Support the administrators.

The district needs to get back to the basics: have a sound instructional model with a current curriculum. Other items will fall in place.

Real & Honest Conversations.

Go back and retain teachers on how to use the compass. Many still do not feel comfortable using it with students.

Students should not have to share their opinions or beliefs. I believe that sets them up because some individuals are only respectful if people feel the same way they do. I believe opportunities for discussion and education are important, but requiring someone to share their opinions or beliefs is not appropriate.

Perhaps, a student disciplinary committee to help deal with issues in the high schools.

Again, a top-down approach. Teachers should have the freedom to locate and implement curriculum that fits their subject area and meets these needs.

I think they have made significant gains in this area, but there is always room for improvement.

Increase opportunities for school-wide cultural events/activities.

Last year, we had a disastrous Community Conversation about race. It was an embarrassment.

Every student deserves to have a school where they are safe, loved, and encouraged regardless of race, religion, class, gender, or any other label. That said, the district's emphasis on social justice and beyond diversity only serves to divide the schools rather than unify. Can things be improved? Yes, but PEG and social just are not the answer.

In my opinion, there is a lot of "throwing around" of the buzz word "equity" and very little substance coming out of all the meetings.

Building-level principals need more mentoring and support to do their jobs adequately. Also, we have no curriculum leaders at the district level. Teachers are being asked to write the scope and sequence for our curricular areas. We have done this multiple times in the best, yet our district still does not have a scope and sequence to share with new teachers or parents. I am sure this not the case in surrounding districts. It's very frustrating.

Kids tell me it's a bunch of lip service.

We assume in Lawrence we have equity figured out, because we are known as a liberal bastion in the midst of a highly conservative state, but the reality is that we struggle with it, as a district in near equal proportion to any other district our size. We need to capitalize on our city's open and accepting persona and bring in speakers and educators from the area to assist us in our efforts to improve equity. Danica does an INCREDIBLE job, but she CANNOT do it alone and she CANNOT be continually undermined by other district administrators.

Inform the public that the school has to have evidence to give out consequences and that the school legally cannot inform anyone of who received the consequences or what the consequences are.

Slow down. Quit being REACTIVE and be PROACTIVE.

Community online survey

(All verbatim comments displayed below.)

Parent forums.

Support ALL students and hire more people of color or at least try to recruit my diverse personnel.

It seems that at the name of social justice, students that do not represent the "Lawrence norm" are outcast. An inclusive environment includes all students, no qualifiers required. The efforts do not seem genuine or inclusive.

Don't know.

Allowing groups to protest without fear of retribution from administrators.

Enforce rules fairly for the situation and not just by the book.

Hold students, faculty and staff (at all levels) accountable for actions that harm people for their personal identities. Firing teachers and staff who actively conceal acts of harassment or discrimination should be an immediate option. The School Board shouldn't be afraid to exert a bit more control, as the principals and teachers seem to be the source of the problems within our school system. Students push limits, and when there is no push back, they keep going. This especially applies to harassment of people.

Also, teachers must make sure they incorporate materials that represent all persons of color and improve awareness of racism (and all inequalities) in the school and the classroom.

Admin should apply fair discipline.

Fewer administrators. Reward teachers who do well, get rid of teachers who do not. Let children help by helping each other, provide opportunities for grades to interact more and learn from each other (at lunch, playground, before/after school clubs) to promote unity and support for each other in learning, thus helping teachers teach more effectively. Get rid of standardized testing, and use more hands-on learning, so that more senses are involved to help all learning types. Give teachers more freedom to add variety in their teaching in order to keep kids interested. Allow those who want to acknowledge their higher power to do so and those who don't to learn tolerance. Teach children/teachers/administrators to embrace differences and celebrate them, instead of being bullies or intolerant or in other words stop promoting hate.

Much higher demonstration that variety, not conformity, is what is normal.

All required classes should be able to be fulfilled via non-lecture-based offerings.

Online Question 7 – Providing a safe, welcoming environment where bullying is not tolerated.

<i>STATEMENT: Providing a safe, welcoming environment where bullying is not tolerated.</i>	Grade A	Grade B	Grade C	Grade D	Grade F	Don't Know
Telephone survey (n = 400)	15%	56%	18%	6%	1%	5%
Parent online survey (n = 914)	27%	37%	18%	7%	5%	6%
Staff online survey (n = 544)	16%	45%	28%	8%	2%	2%
Community online survey (n = 38)	29%	21%	29%	5%	16%	0%

Online Question 8 – In what specific ways can the school district improve in this area? *Asked only of the respondents who answered the previous question either “C,” “D” or “F.” Responses were coded, based on common words phrase and ideas. Numbers, rather than percentages, displayed below.*

Parent online survey

Response	Number
Step up anti-bullying/zero tolerance/do something	56
Other (see below)	40
Better discipline/actual consequences/accountability	34
Better anti-bullying/awareness training	13
Huge problem MS/HS level/nothing done	12
Engaged leadership/promoting zero tolerance	11
Pay more attention – playground, lunchroom, hallways, bus, etc.	10
More parent involvement/accountability	9
Reduce internet/device use in school	9
Some staff/administration are bullies	9
Don't blame/punish the victim	8
Better communications/tools	7

Better mental health services/support	7
Smaller class sizes	7
Verbal bullying just as bad, if not worse	7
Don't know/N/A	6
Provide an anonymous/safe place to report bullying	6
Views not respected on issues/Christian/gender neutrality	5
Increase staff	4
More counselors/counseling services	4
Sexual harassment is a problem	4
Equal access to education/programs/resources	3
More paras/classroom assistance	3
Less political correctness/catering to every group	2

Verbatim “other” comments

Start with the staff.

Social justice awareness.

Lead by example. How welcoming are staff members with each other? How often do staff members step outside of their bubbles to connect to students on a human level instead of as an authority figure?

I hear about marginalized groups in schools, athletics get far more attention than academics.

My son was assaulted in gym class, and the principal removed the student from the classroom. I think it had more to do with the fact that the SRO sent two charges to the DA against the kid.

The school is crowded and dreary and non-welcoming. My students dislike it.

I don't think any school district can be 100% effective in this area.

This is a huge problem at the high school level, which is much different than bullying at the elementary level. I have witnessed large groups shunning and humiliating individuals. There is an elitism among more privileged students that makes them feel entitled to this behavior. I don't know how to stop/change it, but it seems to be completely ignored.

Provide mentors for students; teach self-love and social emotional skills across all age groups.

Be involved in classrooms enough to know when teachers are using their position to be a platform for their own political and social agenda.

Please extend these efforts to after-school programming.

I would like to see peanut butter sandwich taken out district-wide as the alternate food choice. Since the nation average is one in 13 children have some type of food allergy – roughly two in every classroom. Other schools districts have recognized the importance of allowing their students with food allergies to have safe environment to enjoy their meals and allow them to attend school functions safely. About one-third of kids with food allergies report that they have been bullied because of their allergies.

What's up with the fights? They have repercussions for the students viewing it as well. Please address bystander concerns.

While the school district certainly tries to reduce bullying, it does happen. The diversity talks that they have tried to institute, in an effort to foster communication have been a huge source of bullying at Free State in my children's classes. Instead of building unity, they have resulted in increased tensions.

Listen when the children speak – not always with verbal communication. Be aware of their needs and understand and acknowledge warning signs.

Understand that bullying is different to different people.

I do not know, but, as a therapist and parent, I have seen bullying and students perceptions that nothing changes when they tell school staff and/or that the risks of telling someone outweigh the benefits because they do not see positive results when people do ask for help. Having a teacher – not police or security people – monitor gender neutral bathrooms would be helpful.

Be impartial and not rush to judgement.

Hold principals and teachers accountable. We still have a “boys will be boys” mentality in some schools.

Providing opportunities for students who are in a better socio-economic position to socialize with children whose home life may be in turmoil to foster a space of acceptance.

Observation.

Break the kids up into small groups and have open discussions about the issue. It helps them be more empathic towards others.

Regular reminder, instead of a one-time event.

Less focus on state testing and more energy put toward custom education for each class and student. Education in nonviolent forms of communication for students and teachers.

Bullies to buddies doesn't work. The bullies are laughing their heads off at the school policies. They think it's funny to bully kids, because they know nothing is going to happen. The policies in place now make the good kids feel like if they get involved or in any way stand up for themselves, they could get in trouble. They don't feel like they can stand up for themselves even if they are being physically threatened - because they're more afraid of being expelled than of being beaten up or bullied. If the mean popular girl is bullying (and she always does), nothing is ever done to take care of her bullying. It's brushed off as a misunderstanding, but she's clever enough to manipulate the situation. Let kids stand up for themselves. The current system has not decreased bullying by a single percent.

New York gets an A in this area. LMCMS does not. LMCMS seems to only be concerned with the LGBTQ community and their rights to not be bullied, but overlooks those who might have health conditions or economic conditions that make those children targets for bullying, also.

Better support awareness for those being attacked by hate and discrimination.

Bullying/gossiping about students between teachers/students should not be tolerated; adults should be held accountable for their actions.

Bring back Crucial Conversations at the secondary locations. The elementary schools appear to be doing a pretty good job in this area, but it is quickly lost once students transition to middle and high school.

Let's talk less about emotions and concentrate more on why they are really there, which is to learn content knowledge. The content is lacking now that there is so much time spent on safe space, bullying, social emotional health, which is none of the schools' business. That is the family's job, not the school.

Force the kids to work it out.

The district needs to hire an ombudsman for the students and families. Students and families do not always feel "safe or protected" going to district administrators.

Don't rely on packaged curriculum for bullying. Seek out knowledgeable people to lead the way.

Schools must begin to address bigotry and racism by bringing in outside speakers and communicating with small groups, until real emotional impact is made.

Hold athletes accountable to paperwork they sign.

Take concerns from parents and children very seriously and investigate each one.

The language that is used by both the students and staff at the middle school and high school needs to be more respectful.

Peer involvement.

I have heard from several parents that the Principal does not take any initiative to combat bullying. Their children fear walking home alone and feel like the school does not care about them. The students speak up and nothing is done.

By stop the overuse of the term “bullying.” Find ways to include all students. Make ways of checking in with students who seem ok, but really aren’t. Just because they aren’t being bullied doesn’t mean they are being included.

Staff online survey

Response	Number
Better discipline/actual consequences/accountability/consistency	45
Other (see below)	26
Better tools/consistent district guidelines	11
Students need more education on bullying/accepting differences	11
Better anti-bullying/awareness training	11
Don’t blame/punish, but believe the victim	9
Stronger staff presence – playground, lunchroom, hallways, bus, etc.	9
Follow through/support	8
Increase behavior management/support in classroom	6
Step up anti-bullying/zero tolerance/do something	6
Engaged leadership/promoting zero tolerance	5
Create safer place/easier way to report bullying	4
Smaller class sizes	4

Some staff/administration are bullies	4
Better mental health services/support	3
Increase equity in the schools	3
More security	3
Open lines of communication among parents, students, staff, administration	3
Promote/include all forms of diversity	3
Don't know/Doing a great job	2
Huge problem MS/HS level	2
Improved community investment	2

Verbatim “other” comments

Teaching the difference between bullying and being mean.

The schools do a great job in making sure that all students feel welcome.

Quit doing bond issues.

Let children have a voice. Work with teachers who are way too old school to create an environment where children will feel accepted and respected, no matter what they say (so long as it is not hurting themselves or others).

Teachers need to address bullying when it's reported and make themselves available to monitor the areas where bullying occurs. Children need adult supervision at all times.

When children are not allowed to work through differences on their own more and practice skills on the playground instead of always “telling” an adult, they have no skills for MS and HS. Saying they need to “Stand up for themselves,” but not letting them practice in real-life situations, where mistakes will be made and feelings hurt, doesn't prepare them for real life both in and out of school.

More compass training for the educators showing how to use it in the classroom in different ways.

Transparency.

Listening to the voices of students of color, rather than ignoring them and instead protecting the white students who harass and mock them. Just because these students are also athletes does not give them impunity from answering for their vulgar remarks.

Whole school assemblies become a joke. Small group meetings with outside speakers affected by real issues would do more to change the school climate.

Hire teachers who are willing to comply with district policies.

Boys and girls club is an awful environment for our students. They are in our school and allow the students to run free, bully, tease, scream, run, etc. Since this happens within our school environment, the students generalize the behavior during the school day and they don't see anything wrong with it, since they are allowed to behave this way after school in the building and on the playground.

Cut social media when students come in the building.

Step up a campaign for not to be a bully!

Continued awareness of situations, when they arise. It seems hard to prove that kids are bullying others. How are we to isolate the kids being bullied from the person bullying? Kids shouldn't have to move schools to move away from known bullies.

We lack the supports to help the bully. We also don't do a lot to teach students about By Stander or Up Stander behavior.

Hold principals accountable to all reports.

I think we need to put some more ownership on students now. Teachers are trying very hard to provide safe spaces, teach tolerance, and keep an open dialogue with students. But students are disrespecting each other, channeling anger towards those who disagree with their views, shutting each other down, then blaming the teacher if it happens in that teacher's classroom. Teachers feel helpless and targeted. It's like students are on a witch hunt and there is nobody investigating accusations fully – or punishing students for making false accusations. How about the district stop putting all the pressure on teachers and administrators and start educating parents and the community on these issues? Students are a product of their home environment. So, why not target the home environments? Why blame teachers and administrators for all of the disrespect?

This all depends on a building's culture. (NOT a technical problem.)

Cases of bullying need to be dealt and handle from an outside, impartial group.

The number of bullying instances should not be shocking to anyone, when the district has not made addressing bullying a priority. "Boys will be boys," especially when they are on the baseball or football teams. Perhaps coaches of those teams could have bullying specific professional development, especially when you hear from kids what those coaches say to the students during practice or games.

Again, lip service.

Seems like we have some lax punishment for bullying and what not. At LHS, the students who made transphobic comments in the GroupMe chat, what consequences did they face?

More standard procedures, such as Curriculum Review, Records Student/Staff Reports.

Figure out some way to address violence between students that occurs off school property and on the internet. Train students in how to deal with abusive behavior.

Make sure all staff and students know what bullying is and how it differs from non-bullying behavior.

Community online survey

(All verbatim comments displayed below.)

Careful consideration of building-level administrator hires. These are the people who are the most visible representatives of the district.

Provide a safe space for parents of color and underrepresented groups to express their concerns.

More training for everyone, even students.

I would NEVER send my kids to a Lawrence public school. Our peers have explained bullying situations with their students. It seems this happens across the board, and principals are given too much autonomy to resolve these issues.

The most recent example with the sit-in and the continuing lack of efforts to address inequality in middle schools are big issues, which hamper student engagement.

Involve the parents more.

Bullying is obviously still happening. Most parents never believe that their child would do this. The school administrators should back the teachers when they spot bullying. More in-school punishment and re-education.

Better follow through.

Stop disciplining by the last name. If a parent is an attorney or affluent in the community, there is no discipline.

Fewer administrators. Reward teachers who do well, get rid of teachers who do not. Let children help by helping each other, provide opportunities for grades to interact more and learn from each other (at lunch, playground, before/after school clubs) to promote unity and support for each other in learning, thus helping teachers teach more effectively. Get rid of standardized testing, and use more hands-on learning, so that more senses are involved to help all learning types. Give teachers more freedom to add variety in their teaching in order to keep kids interested. Allow those who want to acknowledge their higher power to do so and those who don't to learn tolerance. Teach children/teachers/administrators to embrace differences and celebrate them, instead of being bullies or intolerant or in other words stop promoting hate.

More adult supervision before and after school, until kids are picked up and in the gym, when kids are waiting for classes after lunch.

Online Question 9 – Providing a school environment that supports students, regardless of their race or ethnicity.

<i>STATEMENT: Providing a school environment that supports students, regardless of their race or ethnicity.</i>	Grade A	Grade B	Grade C	Grade D	Grade F	Don't Know
Telephone survey (n = 400)	37%	45%	9%	1%	1%	8%
Parent online survey (n = 916)	42%	33%	11%	3%	2%	10%
Staff online survey (n = 544)	28%	46%	17%	6%	2%	1%
Community online survey (n = 38)	26%	29%	18%	11%	6%	11%

Online Question 10 – In what specific ways can the school district improve in this area? Asked only of the respondents who answered the previous question either “C,” “D” or “F.” Responses were coded, based on common words phrase and ideas. Numbers, rather than percentages, displayed below.

Parent online survey

Response	Number
Other (see below)	24
Promote race/ethnic/gender/culture equality/programs/inclusion district-wide	23

Don't know/N/A/None	17
Better training/awareness for staff/students	10
Better discipline/actual consequences/accountability	6
More diverse leadership/staff	6
Views not respected on issues/Christian/gender neutrality	6
Equal access to gifted/AP courses	3
Less political correctness/focus on education	3
Better communication	2

Verbatim “other” comments

End the use of third-rate elementary schools to warehouse the poorest students. Majorly improve LHS. It is so poor, compared to Free State. Not even ranked in the state by *U.S. News*. Only one National Merit Scholar (Wakarusa Valley student) last year.

I have a straight-A, junior, white student. She did not recognize her principal at an assembly, and he certainly did not know who she was. That's sad you can spend four years in a school and when graduating he will not even know their name.

More involvement.

I'd like for the schools to more closely scrutinize their principals. Ours has not been very effective in directly dealing with underperforming teachers.

Spread the wealth of the diversity. It is well-known what schools are the wealthy and white schools.

Remove the police from our schools.

Recognize that the children who may not have issues of concern.

Teach specifically about the concept of social justice on all topics: racism, sexism, religion, socioeconomic status, disabilities, etc. Help students understand privilege. Start teaching this in kindergarten.

My sons have been in private school, but will start at Free State next year and the year after. I have VAST concerns, mainly focused on their safety.

Some schools are doing the work of asking what does race have to do with this, but many are not.

Provide more training for parents, so it is clear what is expected of students. This would be especially helpful, so parents could reinforce what is being taught at school.

I would like to see more public engagement by the administration, when these issues are reported and evidence of follow-up.

Celebrate all cultures and ethnicities. Have a multicultural day at school, where people can learn about other cultures, hear the music and stories, taste the food. That would be fun!

Include history of marginalized people. Create performances that give voice to POC. Promote tolerance of all skin colors.

Teachers may encourage their student leaders to reach out to diverse students to ensure they have broad perspectives and ideas. Explain the benefits to an organization when diverse ideas can be freely expressed and supported.

More options for when kids need to miss school or will be late because of cultural observances. Be more flexible to account for family differences and differences in income.

Advertise tolerance of all races and ethnic groups in the same way anti-bullying efforts are advertised. (There are anti-bullying posters made by students all over my son's elementary school.)

Not have staff that writes kids off based on race or ethnicity or family background.

Not punish students for a peaceful sit-in, and expel athletes who bully and discriminate.

Provide a forum for students and families to have a discussion, share experiences and voice concerns twice a year – once in the fall and once in the spring. Let families know what resources and supports are available for students and families.

I'm not clear on what is NOT taking place here, but the fact that test scores are lower in schools where there's a higher concentration of low-income and minority students indicates that improvement in this area is needed. Maybe, provide more resources to schools serving a higher concentration of low-income and minority students.

Affinity groups, inclusion of mentors.

We are an LVS family. The teachers have been fantastic, but I feel that class sizes are often too large. Even in a virtual setting, the size of the classes can be felt. I also feel like the curriculum used for middle school English could be much better. While the content is pretty good, a number

of errors we encountered in spelling and grammar is off-putting and makes for extra arguments with my own children. After all, if it's not important for the school to have error-free content, why should they be held to a higher standard?

Again, provide alternative options for students who are unable to navigate high school.

Staff online survey

Response	Number
Other (see below)	13
Promote/support race/ethnic/gender/culture equality/programs/inclusion district-wide	10
Hold employees accountable/create action steps	8
Better/ongoing training/awareness for staff/students	8
Incorporate into curriculum/education	7
Better/consistent discipline/actual consequences/accountability	6
Engaged leadership/promoting equity/diversity	6
Address socio-economic issues	5
Don't know/N/A	5
More diverse leadership/staff/teams	5
Listen to/support students	4
Too much focus on diversity/reverse discrimination	4
More/better SPED/ELL/ESL support/guidelines	3
Deal with related incidents immediately	2
Get rid of bias/privileged status/elite	2

Verbatim “other” comments

Some of the traditional supports we have in place don't fit individual or family needs. We need more outside-of-the-box thinking and flexibility.

Have those students meet with other groups from other schools and share positive results, not negatives. What process was useful and which ones were not.

We spend more time on 15 percent of our students than the other 85 percent. We need more help than with that 15 percent.

Ci3T is good approach but not totally accepted and implemented.

Treat all staff with the same values we want the ensure students in our district are treated with.

I don't know if the university is allowed to share some of these projects students in some of the educational courses are required to complete, but I hear about these horrific responses to racial equity work from our practicing teachers. No one seems shocked by some of the folks we have in the classrooms saying these things. Then, I hear them for myself in the building and at most all we do is talk about it with no repercussions other than the cost of our students' relationships and traumatic experiences resume.

They are on the right path with this, just keep it up.

Fairness to each student, employee and participant.

Addressing the ongoing issues at the high school level regarding trans and marginalized students, so they feel safe at school.

Smaller class sizes.

Danica Moore and Jennifer Attocknie are amazing resources in our district and are great supports for some of our students and families of color. We could use even more people like this; for example, what about someone who's focus is refugees and helping undocumented students and families with resources and support? We need to make sure that every staff member has attended the both days of Beyond Diversity, and I also think there should be follow up sessions (like a Beyond Diversity refresher course, or extension, or something similar). Danica has a lot of responsibilities on her shoulders as an equity TOSA, and I wonder if she had a co-TOSA if that would be helpful. The emotional labor she puts into her job is high and probably overwhelming at times. We need to make sure we are taking care of those who are putting so much of themselves out there for the improvement of racial equity in our district.

Again, increase the number of outside voices from our community and similar communities to aid Danica in her effort (increase in funding for her district program).

I would like more lessons that help me teach the compass to my students that are student-friendly.

Community online survey

(All verbatim comments displayed below.)

No safe space for youth to express their identity.

More training for ALL.

Diversity is not a buzzword. More efforts and not just holding meetings.

Huge fail on this. Lawrence high had an issue with football team and LGBTQ+ students. What was the outcome? Too much favoritism for athletes by teachers and administrators.

Fire the principal, coaches and any other teachers who overlooked the LHS football team’s statements regarding their fellow LGBTQ+ students. The “ignore it, until it goes away” approach is complete and utter BS from our faculty and School Board. If this behavior is going to be allowed to go unpunished, then it’s a sign that our current School Board is not up to the task of looking out for our students. We had two leave the School Board this year, and perhaps, the district will need to replace the others in 2019.

More support for marginalized groups of students is critical.

Online Question 11 – Providing a school environment that supports students, regardless of their gender identity or sexual orientation.

<i>STATEMENT: Providing a school environment that supports students, regardless of their gender identity or sexual orientation.</i>	Grade A	Grade B	Grade C	Grade D	Grade F	Don't Know
Telephone survey (n = 400)	31%	43%	8%	3%	1%	14%
Parent online survey (n = 910)	36%	32%	9%	3%	3%	18%
Staff online survey (n = 542)	29%	43%	18%	4%	2%	4%
Community online survey (n = 38)	24%	42%	11%	8%	13%	3%

Online Question 12 – In what specific ways can the school district improve in this area? *Asked only of the respondents who answered the previous question either “C,” “D” or “F.” Responses were coded, based on common words phrase and ideas. Numbers, rather than percentages, displayed below.*

Parent online survey

Response	Number
Other (see below)	12
Promote positivity/awareness/support for LGBTQ+ students	11
Better anti-bullying/zero tolerance	10
Better sensitivity training/education – staff/students	9
Views not respected on issues/Christian/gender neutrality	9
Stop promoting/against LGBTQ+/gender neutrality	8
Better discipline/actual consequences/accountability	6
Open dialogue/acceptance/gender neutral language	6
N/A	4
Remove gender neutral facilities/bathrooms	4
Gender neutral bathrooms didn’t solve issues	3
More staff/leaders/mentors with diverse gender identities	3
More training/forums for parents	3
Provide gender neutral bathrooms	2
Stop favoring athletes	2

Verbatim “other” comments

Inevitably, young, white males are vocal in their disdain for other cultures. Parenting is part of the problem, as well as a president who has made bigotry acceptable.

By dividing incoming kindergarteners by gender on the first day of class, this sends the message that boys are girls are different and enforces gender stereotypes.

Do the exact opposite of what you've been doing.

Again, as long as a child is not a rough and rowdy boy, that child will be protected and allowed to flourish. I don't feel boys are allowed to be boys at this school. That bothers me.

Too much focus. Academic rigor should be primary focus.

Do not throw a beloved, dedicated football coach under the bus, just because admin is spineless.

Learn how to perform proper investigations. As an administrator, remain unbiased and not have a focused investigation and remain impartial.

Be more open to the various cultures that are here in Lawrence.

Have a long way to go.

Review school traditions and facilities with student input and feedback. Informing all students with opportunities for feedback about changes.

Honest commitment to change. I heard from another parent at the recent transgender event at LHS that the assistant principal verbalized that wished the transgender students in attendance who continued speaking to the audience after the end of the formal program "would just shut up." If you make the time for this forum, why can't you genuinely give students a chance to express themselves? Yes, they are still learning and maturing. They are still children. We need genuine interest in understanding their concerns and fears...genuine interest in teaching them patience with their peers and giving them kindness. As the speakers shared, this really is about life and death.

Use the experience of Lawrence High School as an opportunity for learning and build from that experience.

Staff Online Survey

Response	Number
Promote positivity/awareness/support for LGBTQ+ students	21
Better sensitivity training/education – staff/students	20
Other (see below)	14
All staff members need to commit to support/accountability	8
Provide gender neutral bathrooms/showers	6

Better anti-bullying/zero tolerance	5
Engaged leadership/promoting zero tolerance	5
Making strides, but lots of room for growth	5
More parent/family involvement/engagement	5
Incorporate into curriculum/resources	4
Promote the new LGBTQ+/provide better guidelines	4
Don't know/N/A	3
Open dialogue/acceptance/gender neutral language	3
Better discipline/actual consequences/accountability	2

Verbatim “other” comments

Most kids in this system are by law unable to engage in sexual activity and are manipulated into expressing some form of identity that makes them stand out. It is delusional to encourage such things.

Do some research about how others have accomplished this.

Treat all staff with the same values we want the ensure students in our district are treated with.

Just as with special needs kids, these kids and their needs are sidelined, until an incident such as the one happened at LHS to draw attention to the issue.

Who cares? They are students like everyone else, not special kids.

Give LGBTQ+ students the tools to stand up for themselves. Also, educate teachers, staff, and others in embracing and supporting these students.

Don't cave to the demands of right-wing religious zealot parents (or teachers, or admin, etc.).

Need to get rid of gender.

It would be nice to have more classes like IPS, which helps all kids be comfortable or be supportive to one another.

Too much.

A record system that allows alternative names/gender, not legal changes, but to be identified as while in school. Allowing a student who may be changing or struggling to identify, without having to correct a staff member on what their name is or what pronoun to use. Within reason of course because constant changes would get overwhelming and confusing for staff.

Admin refuse to discipline students of color (in an attempt to get numbers down). Admin are terrified of disciplining students, therefore, high schools are unsafe. Admin refuse to supervise the building, and admin hides in their offices.

Stop making it an issue.

Teachers and staff who have religious views on sexuality should be taken to task if/when their personal beliefs interfere with their help of a child. This happens. People believe in the “pray the gay away” philosophy and, thus, are of no use to LGBTQ+ students, yet those people still have jobs because no one is willing to call them on their discrimination.

Community online survey

(All verbatim comments displayed below.)

No safe space for youth to express their identity.

More training for ALL.

Diversity is not a buzzword. More efforts and not just holding meetings.

Huge fail on this. Lawrence high had an issue with football team and LGBTQ+ students. What was the outcome? Too much favoritism for athletes by teachers and administrators.

Fire the principal, coaches and any other teachers who overlooked the LHS football team’s statements regarding their fellow LGBTQ+ students. The “ignore it, until it goes away” approach is complete and utter BS from our faculty and School Board. If this behavior is going to be allowed to go unpunished, then it’s a sign that our current School Board is not up to the task of looking out for our students. We had two leave the School Board this year, and perhaps, the district will need to replace the others in 2019.

More support for marginalized groups of students is critical.

Online Question 13 – Providing the necessary services to students qualifying for Special Education services.

<i>STATEMENT: Providing the necessary services to students qualifying for Special Education services.</i>	Grade A	Grade B	Grade C	Grade D	Grade F	Don't Know
Telephone survey (n = 400)	40%	36%	3%	2%	1%	19%
Parent online survey (n = 912)	23%	20%	13%	5%	3%	36%
Staff online survey (n = 543)	18%	36%	23%	15%	7%	2%
Community online survey (n = 38)	26%	21%	18%	5%	11%	18%

Online Question 14 – In what specific ways can the school district improve in this area? *Asked only of the respondents who answered the previous question either “C,” “D” or “F.” Responses were coded, based on common words phrase and ideas. Numbers, rather than percentages, displayed below.*

Parent online survey

Response	Number
Better/equal access to gifted programs	26
More/better trained paras	25
Other (see below)	22
Better SPED funding/resources/programs/training	15
Better compensation SPED teachers/paras	14
More/qualified SPED teachers	12
More SPED/IEP training for classroom teachers	11
Better communication/information for parents	10
Better management/easier access to IEPs/504s	10
Shorter evaluation period/fewer barriers	10
Better behavior/impulse control management	8
More accommodating to parent requests	8

More individualized plans	7
More counselors/mental health support	4
Don't know/N/A	3
More administrative support	3
Need specialized/safe room	3
Smaller class sizes	3
Better observation	2
More resources/support – KU SPED program	2
Smaller caseloads	2

Verbatim “other” comments

Sexuality should not even be a question in school. He’s not at school to find out if he has girl or boy parts or conform to the politics that surround this issue.

These teachers need to be paid more. They need to be updated on procedures. They need specialized training to know what works with special needs children. There needs to be teachers that are not burned out from working for a lot of years with these children. Parents need to be heard. There needs to be a calm down room in each school. There needs to be more safety measures in place if the child is a runner (elopes), especially at Central. There needs to be more resources put into the needs of these children. There needs to be a different transition from fifth to sixth grade. Going into sixth grade can be filled with a large amount of anxiety, feelings of not being in control, being overwhelmed, etc. That is just for a typical child. Imagine that times 10 for a child with disabilities and behavioral issues.

In relation to Special Education, I am not knowledgeable enough, but do want to mention as a parent, I am discouraged to have a teacher who specifically stated that, “no child in kindergarten is considered to be exceptional.” There are programs that place children in honors classes, etc., and due to this teacher’s mindset, numerous children may miss excellent learning opportunities simply because she refuses to believe any kindergartner is exceptional.

Provide MANDT training to paraprofessionals upon hire, not after they’ve already started working with students. Take Ci3T seriously. Tier 2 interventions are very often not even research based. Provide more support at tiers 1 and 2 so there is less reliance on tier 3. How many schools are actually at 5% with tier 3? If we are pushing this program to the entire district, then serious work needs to be done to make sure we are applying it with fidelity. Right now, from what I’ve seen, there is no focus on making sure our numbers are aligned to what the research has shown to be effective.

This is mostly in communication. The inability to communicate effectively through email or phone is crucial in this environment. Communication between counselor and teachers needs improvement. You can't set up special programs for students, if the teachers aren't on board with the decisions.

My daughter has had to deal with bullying that wasn't handled by teachers or staff, even after she informed them. Her big brother finally had heard enough and came to talk to the kids. This should not have been necessary. Further, my child has emotional needs. She has asked to call me on a number of occasions. She has been told that she isn't allowed to call me (her father), without calling her mother first. I have joint legal custody and having not even been contacted regarding this procedure infuriates me and makes my daughter more anxious and upset. Further, there was an issue when my daughter made some scary statements that caused the district shrink to be called, and other higher level people became involved. AT NO POINT was I contacted. This is unacceptable. As a parent with join legal custody for his child, I am sorely disappointed in the experiences that my daughter and I have had.

Make sure that at-risk students are receiving ISA and Title resources to support their learning. Not all at-risk kids in early grades are receiving such help.

Approach all student potential for learning and progress with a growth mindset.

Eliminate the weekly early release and move to monthly early release.

Identify students based on what they actually need. Do not determine it based on numbers due to race, ethnicity, etc. Help teachers to minimize disruption in their classrooms when there are students who completely disrupt the learning environment.

Follow a student's IEP; classroom teachers and staff should be aware of what is written into each student's IEP and follow accommodations. Accountability for providing para support as written into IEP and not spreading para support to multiple students when one-to-one para support is indicated.

My son needs to move around more during the school day. He needs to be outside more. He needs to be allowed to ask random questions and not have his "teacher" hush him or be moved to the hall for "disturbing" other students.

A friend had to move to Portland because he was told no services would be available for his son for several years!

The wait-to-fail model is outdated and ineffective.

This survey was not well-advertised. It contains questions about community engagement, but yet there had been no notice to me through normal parent emails or the newspaper. Multiple large construction bonds had been executed by the district without a "COO." The district should back

away from “blended learning.” Many parents attempt to regulate our children’s screen time at home and having the school plunk our kids down in front of tablets to play “reader rabbit” is not instruction.

Need some new and different principals who want Lawrence to be the BEST. Set some goals, not just for one year.

Students that dropped out of Special Education services are never checked up on.

As a virtual student, from our experience the disability services are not necessarily the first resources given as an option as a means of district support. The guidelines for qualifying for disability services or how they function from our home are somewhat unclear, in my opinion.

Know your kids and the contextual background they are coming from. You can be truant 40 days with no call from FSHS.

More options for students accelerated at the middle school level. Classroom differentiation just isn’t enough.

In our case, our child could benefit from enrichment learning throughout the year, rather than being limited to one trimester per year.

We need teachers certified in structured literacy.

Social issues are a big problem. A smart child with social impairments cannot get assistance in our school system. If they make above average grades the elementary school has refused services.

Staff online survey

Response	Number
More qualified, trained paras	100
Competitive compensation (living wage) for paras	38
Better management/more time for IEPs	37
Other (see below)	31
Smaller caseloads	25
Better hiring/retaining practices for SPED teachers	23
Better behavior/impulse control management/support	22
Better SPED funding/resources/programs/training	22
More support/respect/resources for paras	17
More support from/better collaboration with gen ed	14

teachers	
Smaller class sizes	9
Need functional/specialized/modified rooms	8
More support from SPED leadership	7
More mental health/social work support	6
Need a continuum of services	4
Provide more life/tech skills	3
More accountability measures	3
Better/equal access to gifted programs	2
Anti-bullying/safety measures	2

Verbatim “other” comments

In elementary schools, SPED teachers are expected to teach all areas, including behavior, autism, functional, even though they are not qualified. Too many minority students are identified.

Value teacher input.

Better/more consistent training and better pay for para staff, more opportunities for staff/teacher team building and sharing of concerns/ideas. Infrastructure that promotes better learning and engagement for SPED students.

Expand options of services for those who get suspended for a long time. Don’t just send them all to the suspension program but develop and implement some other options.

Be more specific on what their needs are.

Hardest department to work with. It is their way or no way. They do not listen or respond to people in buildings, whether it is teachers or principals.

Raise classified wages to a reasonable amount so proper support can be provided throughout the district. Offer to allow classified to spread out income through, like the Olathe School District does, so summer income is still available to classified.

Special Education should be involved in the education of students with special needs. Too often our Special Education classrooms seem to be providing “day care” service to students, as opposed to Special Educational services.

Provide more levels of interventions, more para support, district programs, such as ED/BD should be more accessible to students who need it and not so difficult to place students in. Provide more teachers in this area if needed.

Environmental, instructional design that utilizes principles of UDL, improved compensation and working conditions for paraprofessional staff, ensuring students have the same access to technology as gen ed peers.

I believe that Lawrence students would benefit from having a SPED school or two. Students needing services would be in a building surrounded by people qualified to help them, and students not needing services would have teachers who are able to teach daily, with fewer interruptions. I believe students on both ends of the spectrum would benefit.

*The Board needs to have a firmer stance and NOT listen to each thing a parent/ community member says as fact. They are giving community members too much control over areas they do not know anything about. *Class sizes at the elementary level are too large! How can you expect a teacher to teach 25 kindergarten students to read, write and count? As well as how to properly act in school? *NOT all schools were treated equally in upgrades. *SPED services need more paras to support the student needs.

The administration at the level of the ESDC specifically told Special Education teachers that children with special needs no longer can have one-on-one service despite the need for it. To avoid legal issues, teachers are rewriting IEPs to remove the clause for one-on-one support. And parents know nothing about this. One SPED autism/functional para has two or at times four kids to support alone, especially at Southwest, where there is a staff shortage. This means, children are not getting any academic support, and it ends up being a glorified day care service. There have been several occasions where all kids have done is watch movies all day long.

Listen to parents and educators on what works for the student and being open to providing it within a quicker time frame. A lot of red tape to cut through to get simple sensory items, much less anything else that is more sophisticated.

Positive behavior supports/Ci3T is great for Tier I and most Tier II students. It is often ineffective with students that have more intense needs. Staff support for behavior students is inadequate, in most cases. There is a need for more highly trained staff and other classroom options for students with extremely intense academic and behavior needs when placement in the general education setting is not meeting their needs, which is often the case.

Instruction during orientation to new SPED teachers, not multiple trainings throughout the school year that take meaningful time away from instruction. Para support. A consistent SIP process at each school and set amount of time at which students must be identified for SPED if significant progress is not made with the current interventions.

The district provides limited options for services and “policies and guidelines” that are not really policies or guidelines when asked about. In my experience, the district plays both sides of the fence on situations, providing it will not cost them any additional money or require any additional staff.

Too much pressure on SPED teachers to ensure that students are making good grades, which leads to too much of the work being done by those teachers. More programs that will actually help these students – tech skills, trade skills, OJT, etc... Stop stringing them along with all As and Bs for work too many of them can't do themselves.

There are way too many students in Special Education that should not qualify for these services. This makes the resources very slim for those that really do need our services. We need a standard for who qualifies for Special Education in the district. It should not be left up to individuals who hold negative feelings about a student, their race, gender, culture, etc.

We do not support students in the most appropriate way. Not all students benefit from the general education setting. There need to more options for students that are functioning at a lower cognitive levels but also are not at the severe and multiply handicapped. We also need to staff paras differently, so SPED teachers have the ability to train during the day and not just barely (or not even cover all the way) the needs of the students.

I feel that early childhood needs more options and/or staff for our SPED kiddos, especially students with emotional problems.

SPED identification is extremely skewed (biased across the spectrum). Academic & Social/Emotional growth, and increasing independence must be the focus of support & services, especially at the secondary level. Students are graduating unprepared for the real world.

I think it is very important to be able to provide modified school work for those who are not able to keep up with their grade level. I know in some schools some teachers do not recognize when their students cannot do their grade level work.

Aims web and other mandatory tools do not fit all students. I'm not sure all students are being educated in their LRE.

Too many students are being placed in secondary courses beyond there functional ability. We are practicing failure and frustration. There is an absence of implementing accommodations and modifications by some faculty at the secondary level.

We help students that are low in reading and math, but what are we doing for our struggling writers? I have students whose writing can't be read, their spelling has no reflection of the actual sounds in the words, but nothing out of the general classroom can be done for them because they scored well in reading and in math.

Please pay attention to the building climate surveys. We fill them out and feel like they are not read. Also, class size issues are REAL and need to be addressed for the safety of students, access to resources, and the uneven teaching load that some teachers are carrying, due to large classes.

Making them helpless.

Make sure teachers are actually doing accommodation and modifications. Providing support by having district content leaders helping teachers develop accommodations.

Special Education staff is not allowed a voice in construction; therefore, students with special needs remain separate and unequal. Modernize the 1970s wait-to-fail, six-week period where ED/BD students are allowed to terrorize students/staff. If a student has assaulted a teacher, they should not return to that teacher's classroom.

Too long of a survey.

Community online survey

(All verbatim comments displayed below.)

Increase access to opportunities.

More funding allocated to this area.

Not enough money or highly-qualified staff.

You will need more money and staff to execute the measures necessary, so good luck with that.

Work more closely with the parents of students of special needs and provide support that makes sense for the individual student. Create useful and supportive relationships with parents and avoid defensiveness.

There are not enough paraprofessionals or Special Education teachers to meet student needs. They go to better-paying districts.

Fewer administrators, more paras. Our overabundance of paid administrators get in the way of themselves, as well as they focus more on protecting their jobs at the expense of providing more support staff for children's and teachers' needs.

Too many loopholes that allow testing, writing and implementing of IEPs to be put off indefinitely. Too little focus of valuing variety, rather than herding all towards some concept of "normal."

Provide more SPED paraeducators in schools, and pay them better to attract and retain higher-quality staff. Provide more in-between specialized programs for students who are not quite able to be in general education the majority of the day, but also not quite needing to be fully self-contained. There are too many students who could benefit from more intensive supports that they are just not able to receive, due to lack of adequate SPED staffing and specialized program spots.

Online Question 15 – Thinking now about the district’s performance in providing equal opportunities to students, please indicate whether you strongly agree, agree, disagree or strongly disagree with the following statements. Again, this can be based on what you have seen or experienced, what your student has seen or experienced, or what you have heard from others.

<i>STATEMENT: All students, regardless of background or personal characteristics, have equal opportunities to participate in advanced-level courses.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don’t Know
Telephone survey (n = 400)	21%	55%	20%	0%	4%
Parent online survey (n = 885)	23%	36%	11%	5%	25%
Staff online survey (n = 531)	19%	43%	17%	5%	16%
Community online survey (n = 35)	20%	31%	26%	17%	6%

<i>STATEMENT: Student discipline is addressed fairly for all students, regardless of background or personal characteristics.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don’t Know
Telephone survey (n = 400)	4%	53%	27%	6%	10%
Parent online survey (n = 883)	17%	30%	18%	8%	26%
Staff online survey (n = 531)	14%	42%	26%	13%	6%
Community online survey (n = 35)	14%	26%	31%	20%	9%

<i>STATEMENT: Students have equal opportunities to participate in activities – such as sports, clubs or groups – at their schools, regardless of background or personal characteristics.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Telephone survey (n = 400)	22%	59%	18%	0%	2%
Parent online survey (n = 885)	31%	40%	11%	5%	14%
Staff online survey (n = 531)	24%	47%	16%	5%	9%
Community online survey (n = 35)	31%	20%	31%	11%	6%

<i>STATEMENT: All students, regardless of background or personal characteristics, have equal opportunities to take advantage of leadership opportunities at their schools.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Telephone survey (n = 400)	14%	62%	6%	0%	18%
Parent online survey (n = 884)	26%	26%	10%	4%	23%
Staff online survey (n = 528)	22%	47%	17%	5%	11%
Community online survey (n = 35)	14%	37%	23%	17%	9%

Online Question 16 – What is the most important step the school district could take to ensure all students, regardless of background or personal characteristics, have equal opportunities throughout their time in school? *Asked only of the respondents who answered the previous question either “C,” “D” or “F.” Responses were coded, based on common words phrase and ideas. Numbers, rather than percentages, displayed below.*

Parent online survey

Response	Number
Sports/activities affordable/accessible to all students	58
Get rid of bias/privileged status/elite	48
Other (see below)	41
Access to equal education/resources district-wide	33
Promote/celebrate/include all forms of diversity	33
Better communication/tools w/parents	32
Don't know/N/A/Nothing	29
Listen and talk to students	27
Meet all students' needs/whole child	26
More SPED resources, staff, opportunities	17
Provide related, quality PD	15
Smaller class sizes	14
Appropriate/equal discipline	13
Before and after-school transportation options	12
Focus on quality of education	9
Too much focus on diversity/reverse discrimination	9
Better hiring/firing practices	7
More diverse leadership/staff	7
Better compensation – all employees	5
Offer mentorships	5
Respect different views on issues/Christian/gender neutrality	5
Anti-bullying/more active prevention	4
Change late start to Friday	4

More teacher support/respect	4
Love LVS	3
Be aware of micro-aggressions	2
Equal access to gifted program	2
Increase safety/security	2

Verbatim “other” comments

The district needs to reassess the people involved in the ER. My student has been denied access to testing for gifted since the fourth grade. Schwegler Elementary was the start of the process, and nobody would listen. Her teachers said she is bored and not challenged and needs enrichment. That fell on deaf ears from the principal down. The same happened at South Middle school. Her social studies and math teachers question why she has not been tested and her MAP score are placing her in the upper 90th percentile. I am very frustrated with the identification of bright minds in our district. That department needs a major overhaul.

Empower students, rather than teach victimization. Get rid of beyond diversity curriculum. It is nationally known to be biased, based on someone’s personal philosophizing, backed by unreliable and outdated research and has shown little outcome of any actual progression toward fairness or reconciliation. Find something that helps all personnel and students have open conversations about all races, all genders, all faiths...something that is empowering and positive with practical, real-life outcomes for students and staff academic and social needs. BD is good at asking the question and highlighting a problem, but it seems to leave students and staff right there, fixated on the problem. And they are given very little margin for how they can talk about or move forward with the problem.

To be included in whatever they want to do, whether it is clubs or sports they want to be a part of, without the fear of being harassed or bullied by others.

Find a way to teach students more life skills at school, if they aren’t able to get them at home.

Encourage kids to encourage each other.

LVHS students attend class online, so they are “blind” to prejudice, which helps.

Have more sports options for middle school to participate in athletics. Sixth grade can’t do any at school and seventh grade is very limited.

Your question about advanced course work starts all the way back in elementary, yet, we do not address it, until students reach high school. That is too late.

Let me clarify to question 12: All students have the opportunity to be in advanced level courses, but being successful is a completely different question.

Give the student a new slate.

Don't let 100 people in a town of 80,000 dictate how the district is run. Just because they are loud doesn't mean they are right. Stand up for yourselves as professionals and do what is right for all students.

Have counselors interview the students after giving the students time to think about their interests and include parents.

To model this!

Invest in wrap-around services to ensure all students have the support they need. Stop expelling students of color.

Stop categorizing the children into different groups. They don't see themselves as different from one another, until told as much.

My son goes to Schwegler, and I believe Dr. Comfort places great importance on respect and kindness. The principal's leadership is what shapes the school's culture. I specifically chose to live in the Schwegler district, because I believe my son learns the value of respect for others at Schwegler, both in the way the teachers model the behavior and in the way they reinforce good habits with their students. There are people of many backgrounds at Schwegler, racially and economically, and I have never heard any remarks from parents, students, or teachers that indicate that anyone is excluded.

Continue offering activities where students can gather in person, and/or online, to mingle and share their interests in a way that is nonjudgmental (field trips, various outings, Coffee House, clubs, etc.). I know that means having teachers to monitor these activities, and that's more dollars spent on teacher salary, however, the benefit for the students is valuable to them in the aspects of learning to socialize and respect one another.

Stop worrying about catering to everyone's needs and just teach. We are enabling these kids to be dependent on others doing things for them. TEACH and ONLY TEACH. Be more of an educational institution than a catering service.

Identify students that come from disadvantaged home and connect them with community services. Identify students that fall outside of average academic performance standards (above average or below average) and try to address their needs in a targeted manner.

I think the district has demonstrated a commitment to equity.

Encourage the student to study the political aspects of a governing body. Find how much educational dollars are being spent elsewhere in our capital.

Finances!

Realize that you can do everything possible to include and provide opportunities, but those seeking opportunities must be seeking them for the right reasons. We all aren't winners in the game of Life. You may not be able to please everyone and THAT IS OK.

Work with parks and rec to fund scholarships to low income kids to participate in sports, music, and art programs. Regularly audit discipline records at schools.

Reinforce this belief, possibly as a mission statement for each school, which is broadcast to students through daily announcements, at least early in the school year and then weekly as the school year progresses. This will reinforce to students the message and hopefully instill in them this understanding.

Find a way to reach out to kids who may not have the support at home to get involved.

Provide alternative electives, including: culture, technology, social clubs, etc.

Personally ask students who have not taken advantage of opportunities if there is a way to help.

Quit dividing test scores up by race and comparing one race to another race. Compare grade to grade or school to school, but leave race out of the equation.

Observation.

This is a big question. How can we as a society defeat poverty and the consequences of lowered expectations at home? Schools can only do so much. More parent and community involvement helps.

At the elementary level, leadership was voted on by the students and became a popularity contest. Adults should be more involved in making these decisions to ensure equity.

Make it a very explicit and real priority. Set bold goals and Measure the outcomes and keep working hard to move the needle toward equity.

Let them know they are loved by God.

Have them all do a team-building class.

Equity needs to include gender equity. I have a concern that nothing is ever said about making sure girls have the same opportunities as boys, especially in STEM.

Do not pass judgement on these kiddos. High school is not easy and some come from bad home lives. School should help give them a positive learning environment, with positive adults they can talk to and build relationships with.

Work towards building small schools, so the students may have a personal experience, while in a very challenging time in their brain development. Students need support and to not be lost in the pack.

Equal opportunity and equality are not synonymous. Please remember this as you use language and as you develop initiatives.

The school district could go around the opportunities and talk to the students and staff. That would be the best way to get in there and see what opportunities each person has.

Have the teacher work together, so they don't overlap activities. Many tears in our house because teachers make it clear you have to participate and they feel theirs is more important than others.

Staff online survey

Response	Number
Other (see below)	42
Sports/activities affordable/accessible to all students	39
Provide a late/activity bus	22
Treat everyone equally/include everyone	21
Appropriate/equal discipline	19
Don't know/N/A/It's fine	18
Mentor/encourage	18
Support lower-income families early on – ensure student success	18
Provide equity/diversity training	17
Make sure students/families aware of opportunities	16
Listen and talk to students	14
Get rid of bias/privileged status/elite	13

Smaller class sizes	13
Offer financial assistance/scholarships	12
Parent/community involvement/support	11
Promote/celebrate/include all forms of diversity	11
Better communications	9
Meet all students' needs/individual learning	9
Access to equal education/resources district-wide	8
More diverse leadership/staff	8
Better teachers/staff	5
Offer clubs/seminars during school hours	5
Too much focus on diversity	5
Become an AVID district	4
Better behavior management	4
Consistency	3
More access to gifted programs	3
Provide mental health support/counseling	3
Strong leadership/advocacy	3
Anti-bullying/more active prevention	2
Use Courageous Conversations	2

Verbatim “other” comments

Perhaps consider individual conferences with the school counselor to allow the student to answer the above question. Then, the counselor might be able to give direction about the student’s response.

Some parents do not qualify for reduced lunches, but could still benefit from scholarships for activities. We should find a way to expand the definition of who qualifies for aid.

Continue to allow children to grow into their own person, and help them promote their strengths.

Students from minority categories seem to receive preferential treatment to the detriment of mainstream students.

As it stands now, every student is given equal opportunity in the schools to take advantage of any activity or group they want to participate in. However, the student does have to take a responsibility to go and look for these opportunities. The reality is that the opportunities are there, but some individuals chose not to engage in them.

Fully engage in the equity work by evaluating the systems in place that monitor these areas.

Start talking about all races, not just African-Americans.

Meeting with teachers and asking about what they see in the classroom. Observing in the classrooms multiple times.

Many advanced courses at the high schools are only offered at the College and Career Center. Students must transport themselves to the building and sacrifice entire morning and afternoon blocks of their classes. This is completely unfair to students who do not have the means for physical transport or cannot afford to sacrifice significant chunks of their schedules. The College and Career Center needs to seriously examine the ways it is removing pathways out of high schools and limiting accessibility for students.

Change how content is accessed. Allow multiple entry points to content. Address our socially constructed norms of intelligence and schooling.

The district cannot fix all the ills of classism, racism, and sexism, unfortunately.

The district should be working towards increasing the trust and relationships that it has with staff and the community – not solely for the purpose of appearance and not in a pre-planned agenda with already determined outcomes, but for the true purpose of hearing concerns from others and trying to create constructive answers!

Seriously consider alternative disciplinary actions for students dealing with racism, trauma, poverty, etc. Bring more kids of color into enrichment programs.

Don't pamper them.

More money for all students to participate in all types of activities. Parent organizations cannot take up the slack for enrichment activities. Summer programs for those who need extra help to catch up to their grade levels. Boys and Girls Club is a stop gap measure.

Ensure that the teachers and staff believe this themselves.

1. Make building staff level determinations based on the academic and social/emotional needs of the student body. 2. Do whatever it takes to hire and keep high-quality paraeducators. 3. Create flexibility within the system to differentiating instruction to the needs of the student.

Opportunities abound at our schools. Time to stop laying blame at the feet of the system and put more emphasis on kids taking initiative and personal responsibility.

If a student tries out for something like cheerleading or yearbook, they should be given a part in some way – or they feel defeated.

Give students a chance. They are kids and some of them will mess up multiple times, before getting it right.

The College and Career Center has been a big step in the right direction. Our excellent fine art programs should have more representation of our students of color.

I think the district has put such an emphasis on this that other items of importance are being ignored. It is great they have the opportunities. But what good does that do if they cannot read at grade level because they are not getting services met or getting a plan made, because no one wants to complete paperwork or no one wants to deal with it because the current system in place is not efficient.

Seventh-grade sports and activities will improve the culture of the middle schools.

Acknowledging that there is a problem.

I'm not sure how to correct this but sometimes it seems that the SPED kids (functional) are not given the chance to be as active in areas because of their SPED background.

Smaller Special Education caseloads.

Wording is incredibly misleading. Opportunities? YES. Likelihood? No. Many “systemic hurdles” for marginalized populations.

Follow through.

Continue relationship with PEG and equity work. Make sure e-teams are functioning at high levels. Spanish lines in schools.

Realistically, it is simply idealistic to infer that such a venture can be achieved.

Look for the “invisible” students and extend an invitation to them. Sounds simple, but it just doesn't happen very often.

I think it is great that South Middle School has clubs during the school day to allow everyone to be a participant. Clubs that meet after school – participants may not have rides.

Hire a “woke” superintendent, meaning hire someone who will challenge problematic norms, systemic injustices and the overall status quo.

Not allowing racial equity work to be optional at any level.

Keep improving on the steps you have in place as of now. Go over what steps that didn’t work and make some adjustments.

There are many important steps to take in order to insure that all students have equal opportunities. Too many to enumerate here. But one that I am afraid will be lost is to make sure efforts are reasonable and just and that we do not throw the proverbial baby out with the bath water.

Equitable funding beyond “academics, arts and athletics.” What about science and STEM? We don’t fund STEM activities at all.

Where was the neutral option for question 15?

Follow through on the vision and goals of the district.

More support for those who struggle in school, have IEPs and still get Fs and, therefore, can’t participate in sports, which would be a good motivator to try to achieve but isn’t because these students feel that there is no way to get zero Fs, plus there is very little opportunity for leadership, as they have family issues that prevent them usually from staying for activities after school, etc.

Return to a six-period day with a seminar, so there is more one-on-one student-teacher interaction. This relationship building leads to confidence for students to get involved and/or take upper-level class. When they feel seen, supported and encouraged, they have more motivation to try. The extension of the classroom day yielded more classes, which leads to more opportunity to fail and the removal of seminar prohibits many students from getting the help they need to be successful. Specifically, students in shelters, group homes, and/or those who ride the bus are not able to come in before or after school for help; seminar providing that access time. Without it, students have less of an opportunity to develop a relationship with an adult who is not their classroom teacher, someone who is only in their life to support them.

A shift in teacher mindset is needed to make things more equitable.

Community online survey

Response	Number
Other (see below)	8
Equitable funding/facilities/resources	4
Meet all students’ needs/individual learning	3

More diverse leadership/staff	2
Support race/ethnic/gender/culture equality/programs/inclusion district-wide	2

Verbatim “other” comments

The lack of after-school transportation means that some kids cannot take advantage of after- school activities. This systematically reduces opportunities for economically disadvantaged students.

Stop putting children in certain categories, such as color, sexual orientation, etc. It does not matter. Just focus on each child as a student ready for teaching. All children can learn. Stop telling them that they are victims. They are not focused on what they can accomplish – only on their differences.

Take fees out.

Do more to support foster kids and pay the paras enough. Male paras would be nice.

Provide more training for teachers and any staff in contact with students. Providing teachers with the tools and support they need in order to educate on an individual level.

Group home students are being warehoused in SAP, instead of the general population, violating their rights.

Fewer administrators. Reward teachers who do well, get rid of teachers who do not. Let children help by helping each other, provide opportunities for grades to interact more and learn from each other (at lunch, playground, before/after school clubs) to promote unity and support for each other in learning, thus helping teachers teach more effectively. Get rid of standardized testing, and use more hands-on learning, so that more senses are involved to help all learning types. Give teachers more freedom to add variety in their teaching in order to keep kids interested. Allow those who want to acknowledge their higher power to do so and those who don't to learn tolerance. Teach children/teachers/administrators to embrace differences and celebrate them, instead of being bullies or intolerant or in other words stop promoting hate.

More supports for SPED students, especially those with behavioral concerns, to participate in extracurricular activities.

Online Question 17 – The Lawrence School Board is studying the idea of shifting high school start times from 8:05 to 8:30, and high school dismissal times from 3:10 to 3:35. Some national studies suggest later start times and more sleep are important for high school students’ health and school success. A change in high school start and end times could impact a number of different areas for students, for families and for the schools. The district wants to use this survey to gather your input, as the Board studies this issue.

The questions that follow are all facts about the impact of such a change, based on the experience of other districts that have made the change or that are considering it. For each fact, please indicate if this information would make you strongly in favor of changing the daily schedule for high school students, somewhat in favor, somewhat opposed, strongly opposed, or that it wouldn’t impact your views one way or the other.

<i>STATEMENT: The fact the American Academy of Pediatrics and the American Medical Association have recommended a start time for high school students of no earlier than 8:30 a.m.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don’t Know or Care (not read)
Telephone survey (n = 400)	65%	8%	17%	4%	2%	4%
Parent online survey (n = 869)	55%	19%	11%	5%	6%	4%
Staff online survey (n = 522)	45%	23%	13%	5%	11%	3%
Community online survey (n = 35)	51%	20%	20%	9%	0%	0%

<i>STATEMENT: The fact a later dismissal time at the high school level would require modifying schedules for after-school activities, including sports, clubs and tutoring.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don't Know or Care (not read)
Telephone survey (n = 400)	31%	8%	34%	9%	3%	16%
Parent online survey (n = 868)	38%	19%	21%	9%	8%	4%
Staff online survey (n = 523)	30%	18%	24%	10%	15%	3%
Community online survey (n = 35)	34%	23%	17%	14%	11%	0%

<i>STATEMENT: The fact a later dismissal time at the high school level could affect time available for students to pursue other activities, such as hobbies or after-school employment.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don't Know or Care (not read)
Telephone survey (n = 400)	35%	12%	22%	17%	4%	11%
Parent online survey (n = 866)	34%	19%	22%	12%	9%	4%
Staff online survey (n = 520)	23%	20%	23%	15%	16%	3%
Community online survey (n = 35)	34%	17%	17%	23%	9%	0%

<i>STATEMENT: The fact a change in start and end times at the high schools could have a positive impact on a high school student's academic performance.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don't Know or Care (not read)
Telephone survey (n = 400)	59%	13%	18%	10%	0%	1%
Parent online survey (n = 865)	60%	17%	11%	3%	5%	4%
Staff online survey (n = 520)	48%	21%	15%	4%	7%	6%
Community online survey (n = 35)	57%	20%	17%	6%	0%	0%

<i>STATEMENT: The fact a change in start and end times could provide the opportunity for additional sleep and enhanced well-being for high school students.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don't Know or Care (not read)
Telephone survey (n = 400)	61%	14%	17%	6%	2%	1%
Parent online survey (n = 864)	62%	14%	12%	2%	6%	4%
Staff online survey (n = 519)	48%	19%	14%	6%	9%	4%
Community online survey (n = 35)	57%	11%	17%	9%	6%	0%

<i>STATEMENT: The fact a change in high school start and end times could require the district to incur approximately \$100,000 in additional costs for added bus routes.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don't Know or Care (not read)
Telephone survey (n = 400)	17%	5%	34%	16%	13%	15%
Parent online survey (n = 866)	27%	17%	21%	13%	16%	6%
Staff online survey (n = 520)	23%	17%	21%	14%	20%	5%
Community online survey (n = 35)	37%	14%	11%	23%	14%	0%

<i>STATEMENT: The fact a change in start and end times at the high school level might impact parents' work schedules.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don't Know or Care (not read)
Telephone survey (n = 400)	22%	9%	36%	12%	7%	14%
Parent online survey (n = 865)	32%	15%	25%	10%	13%	5%
Staff online survey (n = 519)	24%	15%	27%	13%	16%	4%
Community online survey (n = 36)	33%	8%	25%	19%	11%	3%

<i>STATEMENT: The fact a change in start and end times at the high school level could have an impact on a family's morning and/or evening routines, child care and transportation arrangements.</i>	Strongly In Favor of Changing Schedule for HS Students	Somewhat In Favor	Neutral	Somewhat Opposed	Strongly Opposed	Don't Know or Care (not read)
Telephone survey (n = 400)	28%	16%	24%	20%	8%	4%
Parent online survey (n = 866)	34%	16%	24%	9%	12%	5%
Staff online survey (n = 519)	26%	18%	23%	15%	15%	4%
Community online survey (n = 35)	31%	11%	23%	20%	14%	0%

Online Question 18 – Taking all of these facts into consideration, which of the following statements best describes your general opinion on this topic at the present time? Is it...?

<i>STATEMENT: Taking all of these facts into consideration, which of the following statements best describes your general opinion on this topic at the present time? Is it...?</i>	Telephone survey (n=400)	Parent online survey (n=868)	Staff online survey (n=523)	Community online survey (n=36)
The current start and end times at the high school are fine as is.	10%	13%	19%	14%
The current start and end times at the high school are not perfect, but changing them would cause too many issues.	9%	11%	12%	19%
The subject of start and end times at the high school is something the district should continue to evaluate.	35%	26%	35%	19%
The case for changing the start and end times at the high school level is a strong one, and this should be a priority for the School Board.	43%	43%	28%	44%
Don't know/Other	3%	7%	6%	3%

Online Question 19 – Elementary and middle schools dismiss students 90 minutes early on Wednesday to allow teachers to meet and plan to reach common educational goals that impact student learning. This is known as Wednesday Collaboration Time and is a negotiated part of the school calendar. Some have suggested providing teachers one full day a month when school would not be in session would be better for collaboration, instead of the current every Wednesday afternoon format. Which of the following describes how you feel about this?

<i>STATEMENT: Wednesday Collaboration Time – Some have suggested providing teachers one full day a month when school would not be in session would be better for collaboration, instead of the current every Wednesday afternoon format. Which of the following describes how you feel about this?</i>	Telephone survey (n=63)	Parent online survey (n=859)	Staff online survey (n=522)
The current advance release on Wednesday program is fine with me.	56%	39%	25%
I would prefer one full day off a month for the teachers to use for collaboration, rather than advance release every Wednesday.	43%	49%	54%
Don't know/Other	1%	12%	22%

Online Question 20 – Which of the following best describes how you feel about the school calendar, specifically when the school year begins and when it ends?

<i>STATEMENT: Which of the following best describes how you feel about the school calendar, specifically when the school year begins and when it ends?</i>	Telephone survey (n=121 parents)	Parent online survey (n=863)	Staff online survey (n=524)
I'd prefer the school year start a few days earlier, so students can get longer fall, winter and/or spring breaks.	2%	7%	10%
I'd prefer that the school year end a few days later, so students can get longer fall, winter and/or spring breaks.	6%	11%	11%
I think students need longer fall, winter and/or spring breaks, but I don't care if that happens by starting the school year a few days earlier or ending it a few days later, or some combination of both.	9%	17%	25%
I think the school calendar is fine as is.	79%	45%	48%
Don't know/Other	3%	21%	6%

Online Question 21 – Does your child (or do your children) who attend the Lawrence Public Schools have access to internet services at home for extended learning and homework?

<i>STATEMENT: Internet access?</i>	Telephone survey (n=121 parents)	Parent online survey (n=853)	Staff online survey (n=522)
Does your child (or do your children) who attend the Lawrence Public Schools have access to internet services at home for extended learning and homework?	Yes - 98% No – 2%	Yes - 96% No – 4%	N/A
Do you have access to internet services at home?	N/A	N/A	Yes - 98% No - 2%

Online Question 22 – How often, if ever, does your family experience food insecurity, meaning, for example, not knowing where your next meal is coming from or involuntarily eating less than you need on a regular basis? Would you say...?

<i>STATEMENT: How often, if ever, does your family experience food insecurity, meaning, for example, not knowing where your next meal is coming from or involuntarily eating less than you need on a regular basis? Would you say...?</i>	Telephone survey (n=400 parents)	Parent online survey (n=858)	Staff online survey (n=522)
Every day	0%	1%	0%
Frequently – meaning once a week or more	1%	2%	1%
Sometimes – meaning more than twice a month	7%	4%	4%
Rarely – meaning once a month or less	8%	9%	9%
Never	83%	84%	86%
Don't know/Declined	2%	1%	<1%

(Demographic information –asked at this point in the three surveys – is displayed at the end of this report.)

Online Question 26 – Do you have any additional comments to share with the Lawrence Public Schools?

Parent online survey

Response	Number
Other (see below)	53
Less technology/devices in classroom	21
Smaller class sizes	21
Thinking of working parents – start times/days off	21
Great schools/district	19
Focus on basics/quality of education	15
None/N/A/Keep up the great work	15
Later start times better for all grade levels	13
Access to equal education/resources/facilities district-wide	12
Thanks for allowing feedback	11
Get rid of bias/privileged status/elite	10
Anti-bullying/more active prevention	9
Better hiring/firing/retention practices	9
Better SPED funding/resources/programs/training	9
Better two-way communication	9
Great teachers/staff	9
Love LVS	9
Poor leadership/top heavy	9
Increase diversity/culture awareness/inclusion	8
Too much homework	8

Better compensation – all employees	7
Better/safer parking/traffic control	7
Too much focus on diversity/race/ethnicity	7
Better discipline/behavior management	6
Don't change South Middle School name	6
Get rid of Blended Learning	5
Healthier food options/more lunch time	5
Longer/more recess/outdoor time	5
Better math program	4
Better bussing/transportation options	4
Increase safety/security	4
Don't change start times	4
More/better trained paras	4
Please share the survey results with the public	4
Skyward is not user-friendly	4
Views not respected on issues/Christian/gender neutrality	4
Implement year-round school	3
Reevaluate middle/high school boundaries	3
Remove gender neutral facilities/bathrooms	3
Better technology/computers	2
Empathy training for staff/administration	2
Improve morale	2
Meet all students' needs/whole child	2
More parent involvement/engagement	2
More tutoring/extra help	2
Need more homework – elementary level	2
Share table/less food waste	2

Verbatim “other” comments

I appreciate that the district is engaged in work to make improvements in areas that continue to challenge our nation. We hold the district to high standards, with the belief that we can improve. Please keep working, even if the road is long and frustrating.

I wish the class sizes were smaller, that a priority would be teacher's salaries, I love how students in middle schools get to check out iPads and wish they could keep them year-round, especially since they are limited on some websites that they can visit (we don't know how to do that on our home computer & probably couldn't afford it). I think teachers/counselors that sponsor chess clubs should be paid or at least given a large bonus yearly. They put in a lot of personal time to teach the clubs and be at chess tournaments on the weekends, and it is a huge benefit to the children academically. I wish the grades for elementary schools were like the middle schools. I have a hard time understanding how my children are really doing in elementary school with that type of grading system or maybe the teachers need to explain it better; it just seems too vague. Thank you for sending out this survey and for all that you do! I would encourage a yearly survey. That is a good way to find out areas that can be approved.

Could you start the elementary schools earlier to reduce the need for an extra \$100K to be spent on the bus routes?

I responded based on experiences at Langston Hughes the last few years, plus at Southwest. On several questions, I gave a B as a combination of an A for SW and a C for Langston Hughes. Both schools have A-level teachers, but the administration decision-making, environment and communication are different. So, I met in the middle.

Really need to think of raising tuition prices. A few dollars each year for five years can make a difference. Don't do all at once, though. Also, think of working parents, several who commute and the impact on them in trying to get kids to and from school. Also, too admin heavy; hire more teachers and reevaluate those at admin. One in particular is all about herself and for recognition on her.

Late arrival and early dismissal are unnecessary. Let the teachers use time after school to collaborate or days the children have off. It's not going to hurt a teach to work on days the kids have off – winter break, spring break, Wednesday before Thanksgiving, summer break. By all means, give them holidays, but there are plenty of extensive breaks for the kids that the teachers are fully capable of working.

Please address the issue of pot being sold and used at Free State High. My children tell me they see it every day.

I do not like the day graduation falls on. It makes it hard for out-of-town visitors to attend this special occasion.

I sure hope whomever we hire for the superintendent position isn't a white man.

Public education is being assaulted by our politicians at federal and state levels. It's not going to improve, until education is given priority for funding, treating teachers as professionals, and eliminating the shortages in resources to improve the mission.

Both my seventh-grade son and my daughter who is a junior at FSHS have never experienced discrimination of any kind. They are both Hispanic and Mulatto. They are both honor students and take advanced classes. I feel the Lawrence Public schools have provided them with an excellent education at Deerfield, West Middle and FSHS. I have been extremely pleased with the education they have received in both education and the arts. They are both in band, choir and tennis. They both plan to go to college and earn advanced degrees.

I think professional development should be online with deliverables, and teachers should receive additional provided extra planning time each week. Teachers can use their own time or their planning time for professional development. Students need more recess and instruction.

Quail Run used to be an amazing school. Quail is no longer a happy environment. Changes due to laziness and an over focus on test scores, rather than the students and teachers themselves. Teachers are turning on each other, rather than working together. Fun activities and learning sessions are now boring and not looked forward to. This is a horrible combination and needs to be changed.

Prairie Park Elementary does not provide the weekly food bag, which was an enormous help for my student. This program should be available at every school for lower-income families.

Using the lens that the students are the customers it will be important to understand the problems that are trying to be fixed. Are they quantifiable? If they are quantifiable problems, then what is the overarching metric or goal that is trying to be improved? Better test scores? Better social balance? Increased student engagement? Understanding the overarching goals will help people put into perspective how each of the “solutions” proposed in this evaluation will help move our children closer to that or those goals. If too many variables are changed at once, then it will be very difficult to understand what solution is making a difference. I am sure there have been many hypotheses discussed in regards to each of the proposed solutions or scenarios, but I am not see an actual measurement/metric of what will be improving with making the proposed changes. How will we know if progress is being made and what specifically is driving it? I am not sure I understand the current state problems associated with the solutions either. The questions or statements are stated as facts, but having the data or measurable examples of how changing current state will drive or has driven student (the customers) performance would be much more impactful. Just a perspective I wanted to provide. Thank you for asking the questions.

I would like to see seasonal parties brought back to Schwegler Elementary; they are a fun event students can look forward to throughout the year.

The *Budget* is a biased rag that does NOT represent the entire student population and is full of grammatical errors.

I think the students should be pushed harder and there should be more options of sports, trying to involve them in exercises and not competitions.

Red ribbon week dress-up days are not effective for discussing drug use and cause undue difficulty for parents and children. Getting dressed, breakfast and kids out the door in the morning, without tears and frustration, is hard enough. Please, end this insanity. Also, please improve the fence around the new city “pond” at Schwegler. It is entirely too easy and tempting for a child to jump over.

1. Please accommodate and encourage active-learning styles 2. Please allow natural masculine behavior in boys.

Virtual school should have a different survey.

What happened to the required reading of the book *Growing up in the Holocaust* by Ben Edelbaum?

Having had experience in multiple elementary schools, one middle school, and one high school, plus seeing the differences in my children's experience versus others, I can say that there is great inconsistency among the performances of different schools. Lawrence should be looking at the schools that do well and trying to bring those ideas into schools that don't.

Did you provide the same survey to children in public schools (middle school and high school)? They have a voice, they prefer to have a choice, and they often stand to reason in a much more respectful and more powerful tone than most adults. More tax dollars should be spent on training, brain development, understanding the function of behaviors and the need to be in control. Hearing about all of the "pissing matches" between children, adults and groups gets old. I could care less how many words a news article has regarding this sport or that sport, and I am the parent of an athlete. What I do care about: the personal attributes of my children, how they treat others, their health and well-being, their relationships...and those are things we as parents can model and provide redirection for. I don't care about what anyone says about my child. I care about what my child says about himself. I will teach and nurture as long as he will allow. Our society is corrupting our children.

Teacher Collaboration question needs to be answered by the teachers. While parent input is important, parents will adjust and figure out the child care implications (be they weekly or monthly). To me this is a decision that should be made by teachers - weighing their ability to use this time effectively. I see more collaborative planning happening at the elementary school level than I do at the middle school level.

I'm really pushing for one full day to plan instead of every Wednesday, because it is really inconvenient.

Related to the change in start and end times for the high schools, those statements are not "facts" but "possibilities." Your survey is written with a strong bias, and, therefore, it will produce unreliable results.

We have been very disappointed with the amount of "self-learning" that our child experiences at the middle school level. Multiple classes have her "decide your own topic" and then research it and then present on it. What is a teacher's role if not teaching a topic, besides just an evaluator? There are too many fundamental items to be taught to allow multiple "open" classes at this age.

Thanks for asking our opinion on these things. About the school year: To enhance opportunities for outdoor physical activity, I think kids should be out of school when the weather tends to be nice and in school when it's not. So, ideally, in Lawrence, they would be in school during July and August and be out longer around April/May and September/October. I realize this would be a radical change because people wouldn't be able to coordinate their vacations with family in other school districts or states, but wouldn't it be nice?

Flexible bell time and tardy enforcement: If a child is within three minutes of the bell, give them the opportunity to explain why they're late or don't mark it as a tardy. Many children are late by only a minute or two, and it is beyond their own control, since the parents are often the ones dropping them off at school. Enforcing a repercussion of detention due to unexcused AND excused tardiness is absolutely absurd and discouraging

to the child (especially if it is beyond their control), and it's stressful to the parents (who are often times overworked and overwhelmed by the demands of life's scheduling expectations.) Also, incorporate more locally/school grown food into the lunch program and offering the children opportunities to meal plan and even help cook healthy meals from scratch. (I believe one of the Shawnee mission schools has an incredibly successful example of this model that might be worth looking into.)

There have been too many surveys that the Board sends out. Board members are trying to gain support of their personal agendas, instead of what is truly needed in the schools. They are also entertaining every single issue brought to them and micromanaging every aspect of the schools. Yet instead of actually owning a decision, they are continually asking for political cover from others by administering these asinine surveys. I am a staff member in the district and I am also disheartened by their belief of every patron's comment and opinion (they have stated such in open session).

Woodlawn is getting SO much better at communicating with parents. Kudos to that staff! They asked and they listened. Thanks!

One area of priority in my opinion is preparing kids who will not go to college for a different track altogether, perhaps introducing them to trades in their junior year.

The majority of the root of the problems in our school district starts with needing to invest in further training our teachers and administration. When you invest in your employees, this will reflect on their work performance and personal investment.

Please provide more options for partial home schooling and for taking kids out of school for educational travel.

I would be interested I having the school system look into "late buses," as in other local districts, which would provide a bus from school to home at 5:00 p.m. Not every student has the ability to walk home after practice and not every parent has a 9-5 work schedule.

I'm a parent and also a teacher. My views as a parent versus a teacher differ. Would be good to send a survey on how teacher feels the district/School Board is doing. My results would be drastically different.

We love Mrs. Degarmo at New York. She embodies the right spirit of putting education first and makes an effort to know each one of the students in her school.

Discussing Parent/Teacher conferences with a friend who has a child in a different Lawrence elementary school recently, we were both struck that instead of classroom order being the standard, parents need to ask for noise-canceling headphones and use of learning pockets for their kids. The kids keep "earning" parties, but their classrooms are chaotic!

Get rid of late start all together and get rid of early release on Wednesday. It is causing more harm than good. Kids are running the streets. If you do have to change it to late start, please make sure the bus schedule adjusts accordingly, because kids that ride the bus are just stuck waiting around for school to start because they have no other choice.

With regard to the early dismissal on Wednesday versus a full day off, I would defer completely to the teachers. I think they should be polled as to what would be best for them and that the district should follow that directive.

I am disappointed to see a survey that tries to identify respondents or potentially marginalize responses, based on where a family lives in the district.

I think that there are many great initiatives, but perhaps that is the problem, many. I would like to see the district challenge the status quo and push boundaries, think outside the box when it comes to educating our young people. I would like to see the district take a stronger stand on equity and race issues.

Homework needs to become more of a priority before middle school begins. As an educator and a parent, I believe that students in this district are woefully ill-prepared for the high uptick in responsibilities expected of them once they reach the sixth grade. Additionally, on that note, I continue to believe that integrating sixth grade into middle was a huge mistake and is responsible for a number of behavioral and academic issues.

Schools should work to provide child care (e.g. Boys and Girls Club on-site, all day) when school is not in session. I have child care, but I know many struggle to find care. Further, I think early dismissal Wednesday is good. Teachers need to collaborate more frequently than once a month!

It may be advisable to base decisions on facts and study results, instead of feelings, i.e., “Which of the following best describes how you feel about the school calendar...” or “Some have suggested providing teachers one full day a month when school would not be in session would be better for collaboration, instead of the current every Wednesday afternoon format. Which of the following describes how you feel about this?” If there is verifiable information available about certain subjects, it seems prudent to adopt that practice.

I think a lot of these questions are virtue signaling, especially towards the end. There seemed to be more questions about fairness and equality than there were about actual educational procedures, and that is troubling to me as a parent.

We need another high school.

Elementary and middle school teachers regularly attend conferences. High School teachers do not. How will the district address this discrepancy? Are there expectations for high School teachers to communicate with parents? If not at conference time, when should this happen and in what format? This year, four of my student’s teachers weren't available the night that I was able to attend conferences.

I would prefer a shorter summer break and more frequent and longer breaks throughout the school year.

I don't like the ticket behavior system. My youngest child has lost internal motivation and is tending to want something for every request I make at home. My older kids think it's a joke/meaningless. I have sat through the explanations of it at each level, but I don't see that it's working.

For Special Education in the LVS, we would like access to therapists to service the children in the home, which includes PT, OT and SPT.

Please focus on boosting the confidence of every individual student. This is equally as important for their future as educating someone.

Staff online survey

Response	Number
Other (see below)	24
Smaller class sizes	17
Increase para salaries (at least living wage)	16
Attract/retain qualified/trained paras	15
Top heavy	14
Need better/more engaged/visionary leaders	12
Budget better/spend more wisely	11
Listen to/respect staff input/feedback	9
None/N/A	9
Access to equal education/resources/facilities district-wide	8
Don't change to later start time	8
Focus on equity issues/all groups	8
Lower caseloads/workloads	8
Need additional classrooms/better facilities	8
Competitive salaries	7
Shorter school calendar/year	7
Better SPED resources/classrooms/support	6
Later start times better for all grade levels	6
More planning/collaboration time	6
More respect/trust/support – teachers	6

Poor staff morale	6
Thanks for allowing feedback/Listen to the feedback	6
Consistent guidelines/mission/vision	5
Extend school day/year – longer breaks	5
Great district/place to work	5
Less technology/more books	5
Align calendar all district schools	4
Increase staffing	4
Listen to/focus on the students	4
Need more subs	4
Too much focus on diversity/equity/race	4
Consistent/equitable discipline/accountability	3
Consider year-round school	3
Get rid of late/early start days	3
Longer fall break	3
More gifted opportunities	3
Align calendar with neighboring districts	2
Fewer Fridays off	2
Get rid of bias/privileged status/elite	2
More applicable PD	2

Verbatim “other” comments

Instead of changing start and end times at the high schools, reduce the amount of homework at all levels.

I’m concerned as to why we enter “minor” behavior incidents into Skyward, but we are not allowed to enter “major” behavior incidents into Skyward. I know that if we mark it as a “major” incident, we’ve been told that data goes directly to the state. To me this makes me wonder if our “major” behavior issues are not getting reported accurately and our data is skewed. Are all middle schools following this procedure across the district or is it only one middle school? I think the behavior at my school is not good and many teachers feel this is a huge problem. We are tired of administrators not being willing to talk about the problem or hear our concerns. I would love for district administrators to listen to our concerns and address them with building administrators.

Need a lot more prevention programs to non-identified kids.

Free State High has a serious drug problem. My current two children have expressed this on a weekly basis. They see drugs being sold and hear students talking about drugs on a daily basis. Also, there have been multiple issues concerning race that the Free State High administration does not address.

There is currently a lack of cohesion across levels and building at the middle and high school levels. I also believe the bringing back a seminar-type period at the high school level would be a benefit to students and teachers.

There needs to be a better balance of working on equity and academics. At the beginning of the school year, HS students had to fill out a form in every class about their gender identity. Having that happen in every class and taking 10-20 minutes per class is 70-140 minutes of time taken away from learning. I am not complaining about the form, but there needs to be a better balance of meeting this need and focusing on time for academics. It also became something that most of the HS students dreaded, instead of sparking appropriate discussion. The same kind of thing has happened at the HS level with discussion on race. Students have been put in situations to discuss race with peers that they did not know, instead of doing this in a way that can lead to honest open discussion and learning.

USD497 needs a refocused approach to mathematics. Research shows that early numeracy skills predict future achievement better than early literacy skills. Yet, many teachers have negative mindsets about math and math instruction/classroom experiences. I feel this needs to be addressed.

I do not support the idea of an unstructured time in the middle of the day for high school students. This is an idea being floated as both LHS and FSHS prepare for facility upgrades. I've observed this unstructured time at Olathe North High School, while there for a conference, and it seemed like an unmitigated disaster. If we are looking to provide time within the school day for students to meet with teachers for assistance, it should take place in a structured seminar period. Before the ninth-graders came up to the high school buildings, both high schools had this seminar period. It seems to me that this is a better way to facilitate the goal of getting students more time to work with teachers, while also providing the supervision necessary to keep the building a safe learning environment for all.

I thought the questions on the high school start time were poorly written. Then when combined with the responses, I found them to be leading and confusing. I am disappointed that one board member can pursue his own personal agenda.

I have had a student who has attended LPS in the past of mixed race.

I am happy with whatever our hard working tax paying families want. I am a teacher, which means I am their public servant.

My student graduated last year, so am still familiar with HS issues.

The longest part of the school year calendar is from March 26 (after spring break) to May 24. IF we do not use a snow day, then there is only one day off during this time period. When you look at the calendar as a whole, we set the students up for failure on this. We are going just a few weeks, then have some type of break (holiday, PD, end of quarter), EXCEPT for this time period. I believe this is part of the reason why we see so many behavior problems at the end of the year.

Many concerns at the HS level!

A change in school start times should absolutely warrant free before- and after-school supervision (because lots of kids will be at school early, so parents can go to work), and transportation should be offered all over town for FREE. No more skimping on bus routes. Running a bus from Topeka but not helping get a kid to school that lives 2.48 miles from the school (instead of 2.5, which happened to me) is absurd. Not providing transportation to all violates all of the equity arguments.

We need a way to ensure that the needs of all the kids are met. We have a STRONG emphasis on the top and bottom end of academic and behavior issues. If teachers are constantly spending extra time on a few kids (behaviors, individual lessons, extended curriculum, etc.) the time comes at the expense of others.

When looking at PD days/Collaboration days and vacations from school, can child care be considered? Why did the schools no longer allow Boys and Girls Club to offer child care those days? The other options in town are incredibly expensive and are usually only half-days or from 9 a.m.-4 p.m. For a family with four children and two working adults, with no family in town, this is a constant struggle.

Regarding school start times for high schools, what about “shifts?” Meaning HS for some would start early and for others late. Some school districts in western KS do this to accommodate for students that work and/or need to care for siblings.

Thanks for the raise!

I'd like to thank the Board for their tireless volunteer work as leaders in the district. I thank you for caring to send out this survey, to solicit input from stakeholders. LPS always has room for improvements, of course, but I have a lot of hope for the future of our district.

There is a need for much greater transparency between the district level administrators and the public, teaching staff and students. One area this could be demonstrated is in publishing the Board agenda and all reports to be considered at the next Board meeting early enough for the public and media to look at and participate in the Board meeting.

Funding of STEM activities is abysmal. Look at how much funding is given to athletics and arts, then how much is given to STEM-based groups. It's pathetic.

You have baited and switched the community in regard to the building bond issues. You probably want to take care of that and notify the community that the plans for the HS buildings have changed drastically.

I'm very sad that career and tech is basically moving to the Career Center. We are not meeting the needs of all of our students, when they don't see themselves in the curriculum, i.e., welding and auto shop. Students do not have time in their schedules to have classes at the Career Center. We will also lose kids, if they don't have access to these classes until their junior year. I already have a parent who has said they may transfer to another district because we are not offering enough tech. ed. classes here. It also takes away staff that brings a different type of knowledge to our staff – very sad day for Lawrence Public Schools.

Community online survey

(All verbatim comments displayed below.)

I strongly believe in this change. Young minds do better when well-rested. Zero-hour classes should also be changed to a later time. Thanks for this initiative!

Changing start times will require adjustments. But I have been persuaded that the costs would be offset by the health and academic benefits to students.

Please share results with parents and families – community.

Research is compelling that a later start is beneficial for teenagers.

Do more for teachers!

Caucasian is a racist term for people so concerned about what effects it has on their students. You should look up how that came to be.

Bloated administration outside of the schools.

My child and I are products of the Lawrence Public School system. I am grateful that my child had a lighter skin tone than my own. During my time in the late 80's and early 90's within USD 497, I experienced quite a bit of racist behavior from some of my teachers in the district. I am grateful for my child's lighter skin tone, as it allowed said child to avoid negative interactions at school, due to his ethnicity. I understand that we live in Lawrence, which is a hotbed of racism, especially in the Trump era.

Admin needs to provide supervision in hallways and lunchrooms. Admin needs to stop hiding in offices, if USD 497 is going to be a safe place.

The focus should always be on the family first. If we have strong families, we have a strong nation. The family unit is falling apart as a whole in our nation, and as a result, our nation is in worse shape than it's ever been. Our educational system is worsening every year as a whole. The foundation of education is broken by too many administrators, greed and love of power. It's difficult to know how to fix this mess, because those with the most power are often those who are the foundational problems.

Possibly, have a later start time but eliminate the early release/late start on Wednesdays. Use the time saved by eliminating that day to evenly spread out the later start times.

Would like district to look at district boundaries and school boundaries.

Demographics

Parent Online Survey

Number of respondents – 978

Length of time living within the boundaries of the Lawrence Public Schools:

More than 15 years – 267

More than 5 years to 10 years – 160

More than 10 years to 15 years – 147

(Individuals who chose not to answer this question – 138)

2 years to 5 years – 113

I've lived here all my life – 84

Less than 2 years – 69

School where respondent's child/children attend, shown in the order from youngest to oldest grade levels. Total will add to more than 978, because of multiple respondents having students in more than one building. A total of 131 respondents chose not to answer the question:

School	Number
Broken Arrow Elementary	37
Cordley Elementary	22
Deerfield Elementary	52
Hillcrest Elementary	27
Kennedy Elementary	10
Langston Hughes Elementary	44
New York Elementary	39
Pinckney Elementary	34
Prairie Park Elementary	26
Quail Run Elementary	60
Schwegler Elementary	24
Sunflower Elementary	40
Sunset Hill Elementary	33
Woodlawn Elementary	16
Liberty Memorial Central MS	58
South Middle School	70
Southwest Middle School	77
West Middle School	81
Lawrence Free State HS	180
Lawrence High School	146
Lawrence Virtual School	75
Lawrence College and	4

Career Center	
Other	9

Racial/Ethnic Group:

Caucasian or white – 656
(Individuals who chose not to answer this question – 141)
Mixed race – 58
Other – 49
Hispanic or Latino – 22
Asian – 19
African-American or black – 17
American Indian/Alaska Native – 16

Staff Online Survey

Number of respondents – 571

Student status:

No, I do not have a child/children attending school in the Lawrence Public Schools – 337
Yes, I do have a child/children attending school in the Lawrence Public Schools – 181
(Individuals who chose not to answer this question – 53)

Location of residence:

Inside the boundaries of the school district – 439
Outside the boundaries of the school district – 80
(Individuals who chose not to answer this question – 52)

Racial/Ethnic Group:

Caucasian or white – 422
(Individuals who chose not to answer this question – 62)
Mixed race – 27
Other – 22
Hispanic or Latino – 14
Asian – 8
African-American or black – 8
American Indian/Alaska Native – 8

Community Online Survey

Number of respondents – 43

Location of residence:

North of 15th and west of Iowa – 11
South of 15th and west of Iowa – 9
North of 15th and east of Iowa – 8
South of 15th and east of Iowa – 8

(Individuals who chose not to answer this question – 7)

Racial/Ethnic Group:

Caucasian or white – 22

(Individuals who chose not to answer this question – 7)

Mixed race – 5

American Indian/Alaska Native – 5

African-American or black – 2

Other – 1

Hispanic or Latino – 1

Asian – 0