



**Equity Advisory Council
Meeting Minutes
January 3, 2023
5:15 PM-6:45 PM
Educational Support Center, Boardroom**

Please click on this link to the Equity Advisory Council Meeting Presentation: [EAC 01.03.23](#)

Members Present (Equity Advisory Council):

Executive Leadership Team Chair:

Dr. Cynthia Johnson, Executive Director of Inclusion, Engagement, and Belonging

School Board Members:

Carole Cadue-Blackwood

EAC Members Present:

Clint Ramirez Stephens

Doris Ricks

Hannah Stone

John Rury

Katie Prue

Mark Preut

Rebecca Reaver

Sheila Wells-Moreaux

Dr. Sylvia Trevino-Maack

Therese Brink Edgecomb

Travis Tozer

Wendo Kimori

Agenda - January 3, 2023

- Important Upcoming Events To Gather Input For Futures Planning Committee
- One Dream MLK Celebration - January 19, 2023
- Review of the Four Equity Constructs
- Review of the Equity Impact Analysis Tool
- Recommendation for Changes to the Equity Impact Analysis Tool

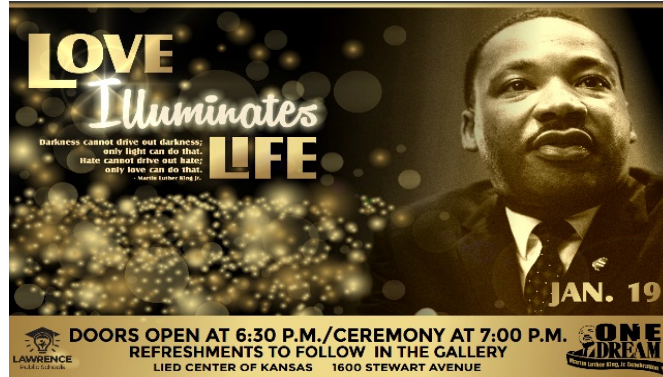
Discussion:

Members were welcomed to the meeting and the four agreements were read.

The Futures Planning Committee will be hosting Public Input Sessions to gather input at the following times:

- Tuesday, January 17, 2023 at Free State High School (Commons Area) from 6:00 PM to 7:30 PM.
- Wednesday, January 18, 2023 at Lawrence High School (Commons Area) from 6:00 PM to 7:30 PM.

The District's One Dream Martin Luther King Celebration will be on Thursday, January 19, 2023 at the Lied Center. Our students chose the theme, "Love Illuminates Life" and are very proud of it.



We reviewed the purpose of our Equity Impact Analysis and our four equity constructs from the Equity Advisory Center (2022): **Access, Representation, Meaningful Participation, and High Outcomes.**

Next, the review of our Equity Impact Analysis Tool was completed. We did this in four groups and changes were suggested. It was felt that if some of these changes were made, this would definitely be the tool to use.

Recommended Changes to the Equity Impact Analysis Tool:

***Special Note: The information below are recommendations. Not all changes will be made.**

Group 1:

- First page: instead of saying "...realizing equitable learning opportunities for all" we should say "...realizing equitably high outcomes for all."
- Second page:
 - In the last box that says "High Outcomes," change to "Equitable Outcomes."

- Instead of saying "Efficacy of solutions benefit all towards self-determination", say "...benefit each and every student towards setting and achieving goals as contributing..."
- Instead of saying "...interests of dominant groups" say "...non dominant or marginalized groups"

Group 2:

- First page: The question was asked, "Who is our audience?" The answer was community, administrators, parents and students.
 - In the middle, under Educational Equity, the group circled "positive outcomes". They also asked if this is identifiable enough? They would like to see it replaced with something like the 4 equity constructs slide, made smaller.
 - Under "Centering Education Equity in Decision-Making Discussion Framework Proposal Rationale/Explanation and Evidence", they asked what does "equitable learning opportunities for all" mean?
 - Under the section "To prepare...", what resources can help answer these questions? Are we making sure representatives are at the table? Also, why don't these questions align with key considerations on the other side?
 - Under the section "For each equity construct", it was asked if there could be two columns for who is in and who is out? Also add: "Explain your reason and provide examples."
 - At the bottom of the page, change "below" to "on the other side."
- Second page: Change the boxes to check marks and add columns for Evidence and Explanation, Benefits, and Left Out.
 - Under "Rate the extent to which the proposal provides/ensures ..." be more realistic about the rating, how will this proposal impact the 4 constructs. Also, "provides/ensures" negatively affects these.
 - Instead of having a column with check marks for "Not at All", add space to say how negatively will this impact Kids/Students

Group 3:

- First page: Who is the audience? Community, Administrators, Students, BIPOC
 - Under Courageous Conversations Four Agreements, who is doing the monitor and enforcing?
 - State who the communities that it will impact.
 - Who are policymakers and what do they look like?
 - Are stakeholders invested?
 - We are setting the tone for the conversation:
 - What is the agenda?
 - Process and not the person.
 - Under "Centering Educational Equity...", we need to know the standards.
 - With "Who is unintentionally being de-centered and/or marginalized?", we need to be laser focused on the marginal communities and those people that are impacted.
- Second page: We cannot take out any ingredients.

- Under "Access" we should include Cornerstone, the four constructs (Access, Representation, Meaningful Participation, and High Outcomes)
- For "Curriculum that Represents Them" include (CRT) (1619 Project)--develop through MAP Center. Changing the language of what is being presented.
- Under "High Outcomes", Jim Crow Law.
- Evaluate this as a filter for decision making.

Group 4:

- First page: "Education Equity"--Replace "positive outcomes" with something like "high outcomes"
 - Who will use this tool?
 - Futures Planning Committee
 - Representatives from different groups
 - Does it need to be more specific or defined for those not well-vested in these terms?
 - Will those using the tool represent groups that are typically marginalized? Do we need to look at vocabulary that is accessible to all groups?
 - The sentence "Centering equity and being able to recognize..... (GLEC .2021)" under the heading "Centering Educational Equity..." probably needs to be deleted. It puts words in people's mouths and doesn't really provide any useful direction for how to use it.
- Second page: Visually no reason to have big boxes for "Not at All", "To a Small Extent", "To a Moderate Extent"--Why not make small check marks and then have a big box to "Explain Your Response" as a last column?
 - How do you capture the fact that high-risk students should "weigh" differently or more when looking at closing schools that specifically house high-risk students?
 - Looking at the four constructs, high risk students potentially will have "access" and "representation" at least on paper. They won't have the last two, "meaningful participation" and "high outcomes" after being displaced to a new school environment and needing time to transition and adjust.
 - First and third bullets under "High Outcomes" are key questions that when answered will guide decisions made more effectively than completing this whole tool. It feels like we're "beating around the bushes" by completing this tool with common sense responses--just busy work for those answering the tool(?).

Our next meeting is February 7, 2023. We will also be having our district E Team meetings. Our focus is marginalized progress. This is our first opportunity to have our Equity Advisory Council sit down with our E Teams and have a progress update with an E Team from a particular school. We will focus on closing the access opportunity and achievement gap framework.

Notes were taken by Michelle Hunter