



***Joint Equity Advisory Council and Parents of Color Advisory Team
Meeting Minutes
March 1, 2022
5:00 PM-6:30 PM***

Members Present (EAC):

Chair: Jessica Beeson

EAC Members: Annette Dabney, Erin Adamson, John Rury, Randy Masten, Sylvia Trevino-Maack

Members Present (POC):

POC Members: Adrinah Mehdikhani, Cassie Eanes Brown, Njeri Shomari, and Rev. Verdell Taylor, Jr.

School Board Members: Andrew Nussbaum, Paula Smith

Executive Leadership Team Member Responsible:

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

LPS Administrators, Curriculum Specialists, Executive Directors, and Facilitators:

Amy Hill, Student Support Facilitator, Free State High

Dr. Bill DeWitt, Principal, Career and Technical Education Center

Dr. Danica Moore, Equity Facilitator

Jayci Roberson, Principal, Woodlawn

Jennifer Georgie, Student Support Facilitator, West Middle School

Jessica Bassett, Principal, Lawrence High

Jose Cornejo, Mental Health Facilitator

Kasey Van Dyk, ESL Facilitator

Kelly Walker, NASS Coordinator III

Kristen Ryan, Director of Elementary Schools

Lindsay Buck, LEA President

Mark Preut, Associate Principal, Lawrence High

Matt Renk, Assistant Principal, Free State High

Rick Henry, Director of Secondary Schools

Meeting Minutes:

Welcome:

Dr. Johnson welcomed everyone to the meeting. She asked Njeri Shomari to share some quotes. Njeri shared one that she paraphrased from the author James Baldwin: "Children have never been good at listening to adults, but they are good at imitating them." Ms. Shomari also shared: "Listen to your elders not because we are right, but because we have been wrong." Kristen Ryan reviewed our four Agreements of Courageous Conversations.

Restorative Practices Update/Circle:

Our district has shifted to restorative practices and we wanted to talk about the shift in mindset. Dr. Johnson said the restorative practice is not only for students, we use it with our adults, too. Dr. Johnson wants to move from the shift in mindset to the move in action.

Jennifer Georgie spoke about restorative practices in the middle school through Advisory classes. Some teachers do it once a month, some do it everyday. We will experience the Webex circle versus the in person circle, which is powerful.

Amy Hill spoke about restorative practices in the high schools. She said it looks a little different from middle school. They do not have advisory classes, so teachers are encouraged to use it in their classes. She said we are working with administrators to repair harm in disciplinary happenings.

Amy and Jennifer lead us through a circle as we broke into groups. We started with a purpose. Jennifer asked that we remain engaged and speak from our heart. We went around and introduced ourselves and shared our super powers. We ended on one word of hope for our students. The community circle doesn't have to be real serious to get students involved. If students can start to see each other, and communicate and share connections, they can empathize. Amy said their circle got through a couple of questions and the participants could see how this gets deeper.

Elementary and Secondary Schools Update:

- Kristen Ryan shared that a new reading ela adoption was approved for elementary at the Board Meeting last night. The Pilot committee got a lot of kudos for their work. Kelly Walker and Dr. Danica Moore helped with this also. Exciting for the district to have a new curriculum for K-5!
- On February 7 we had a professional development day that was very positive and meaningful.
- Kindergarten orientation is very exciting! Elementary Principals have been working on those dates (during April) and getting their Google pages set up.
- Mrs. Ryan and Rick Henry have been working with middle school students moving to high school.
- The elementary schedule committee has met six times. They look at how to get elementary teachers more plan time. It is a very dedicated staff attending these meetings!
- Rick Henry said some of the items he wanted to share were the same as Kristen's.
- Mr. Henry explained Ci3T work which provides Tier 1 Intervention. It is integrated, and has a 3-Tiered Model of Prevention.

- Restorative Practice Parent Education Night follow-up :It was very successful with 30-35 Parents/Guardians. They were taken through the circle and it was very positive. We had some successes and we will tweak areas that need it.
- High School and Middle School enrollment is going strong right now.
- Mr. Henry explained the School Climate Survey results and plan
- He also wanted to remind everyone about sParent-Teacher conference during the week of March 7. We are trying to get information out and get as many parents/guardians as possible to attend.

Equal Opportunity Schools Update:

Equal Opportunity Schools partners with school, district, county, state, and national leaders to close race and income enrollment gaps in AB and IB programs, while also maintaining or increasing the success of these programs.

Matt Renk and Mark Preut shared information about this EOS question from their schools: “Do historically underrepresented students of color and low-income students have adults in their building they trust and/or who they go to for study support?”

- At Free State High, 100% of these underrepresented students in AP have named at least one adult they trust in the building, while 92% of these underrepresented students not yet in AP have at least one adult they trust in the building.
- At Free State High, 90% of these underrepresented students in AP have at least one adult in the building they go to for study support as opposed to 65% of underrepresented students not yet in AP having at least one adult in the building they go to for study support.
- At Lawrence High, 100% of these underrepresented students in AP have named at least one adult they trust in the building, while 83% of these underrepresented students not yet in AP have at least one adult they trust in the building.
- At Lawrence High, 96% of these underrepresented students in AP have at least one adult in the building they go to for study support as opposed to 70% of underrepresented students not yet in AP having at least one adult in the building they go to for study support.

At Free State High, 100% of staff participated in the EOS survey. Almost 50% of students participated in the EOS survey, which was close to 100 more students taking it this year.

At Lawrence High, 92% of staff participated in the EOS survey. Over 50% of the students participated in the EOS survey.

Matt Renk shared a student insight card so that we could see what it looked like and talked about what we can share with staff to help our students to be successful. The most important thing we do is to support parents and give them access. 26% of underrepresented students take their first AP class because of a conversation with their parents or guardian.

Mr. Preut said that virtually every unrepresented student at Lawrence High has one adult they can reach out to, but we need to improve the number of students that have adults they go to for study support. Mr. Preut also talked about how powerful the wealth of information is on these insight cards

to help them support these students. Mr. Preut said we need to let students know they are capable and that we are here to support them.

Dr. Johnson said that each school had an hour and a half of information that was condensed for our meeting and she appreciated what Matt and Mark shared.

Equity and Inclusion Update:

Dr. Danica Moore shared a follow-up regarding a survey she talked about at the last meeting. The survey touched 12 different topics regarding what specific topics/areas would additional coaching in equity learning and leadership support your growth in knowledge and leadership in action?. Dr. Moore went over the different topics and responses. This helps us get a snapshot of what we need. 14 elementary principals and 7 secondary principals completed the survey.

Culturally Linguistically Diverse/ESOL Update

Kasey Van Dyk shared information about CLD students with an ESOL status:

- English is the third most common FIRST language among ELs in the U.S.
- Most students classified as EL are U.S. Citizens (approximately 72%)
- Students classified as EL account for approximately 7% of the LPS Student Body
- There are 69 Heritage languages in LPS (EL/non-EL)
- Not all students and families that are CLD are ESOL

Mrs. Van Dyk also shared Program Updates:

- KELPA (Kansas English Language Proficiency Assessment) window is open until March 11– All active students receiving services and ESOL students that have declined services take KELPA
- Increasing teacher access to student information on students that are CLD (Individual Language Plans in PowerSchool)
- Increasing parent access to translation and interpretation supports
- Updated Culture and Language Portrait in registration which seeks more information about family stories for students potentially qualifying for ESOL Support
- We have been able to offer Heritage Spanish in the last few years and about 12 students received the Kansas Seal of Biliteracy

NASS Update:

Kelly Walker said we are working on getting a floating Native American tutor to go to each school.

Ms. Walker also shared information about upcoming events:

- Tutoring-every Tuesday and Thursday, 4:00-6:00 PM at the Billy Mills Middle School Cafeteria
- NASS Night is March 22nd at Billy Mills Middle School
 - Meet the Tutors
 - Indian Education Parent Committee monthly meeting
- K-State College Visit on March 24th, all sophomore, junior and senior Native American students are welcome to come–please contact Ms. Walker
- College 101 Series, hoping to have college info from several schools
- Intertribal Clubs

Ms. Walker has been very busy working on the Johnson O'Malley Grant and Title Grants.

Mental Health & Social Emotional Learning Update:

Jose Cornejo shared information and updates:

- Active coordination and collaboration with Bert Nash Center’s WRAP Program as they work to find funding for all eleven WRAP workers. Mr. Cornejo is in constant contact with them regarding any upcoming student needs
- Our first LPS Student Mental Health Advisory Training on March 8th, 8:30-11:30 AM. 4 Students from LHS and 4 students from FSHS will attend. The most important piece is that we want to get their input on what they need for social, emotional and mental health.
- Using CASEL and Education Trust Social, Emotional, and Academic Development Through an Equity Lens Tool to review our district Social Skill Curriculums
- The Kansas Counselor of the Year is Amanda Atkins, Counselor at Sunset Hill

Budget Reduction Update:

Dr. Johnson shared the following timelines:

BUDGET REDUCTION PROCESS

February 21	Board of Education Meeting - Charge to administration: <i>The district and building administration will recommend a list of budget cuts, as deep as they feel comfortable recommending, and prioritize the list by cuts that cause the least harm to students. The board established March 28 as the timeline for making decisions about budget cuts.</i>
February 22	The Executive Leadership Team develops a timeline and process for collecting district and building administrator feedback to develop a prioritized list of cuts.
February 23	The Teaching and Learning Team develops a 2022-23 Budget Reduction Proposal form for building and district administrations soliciting additional budget proposals or modifications/suggestions around current proposals.
February 24	2022-23 Budget Reduction Proposal form is sent to building and district administrators. Submissions will be accepted through Monday, February 28th at 12:00 pm.
February 25	A table with each budget proposal will be created that provides notes from the BPEC Subcommittee, administration’s narrative of the impact on student learning, an equity analysis (to be completed by administration), score for the budgetary impact and level of harm to students (this tool will be developed by Dr. Conrad) and notes around the implementation of this reduction.
February 28	Responses from the 2022-23 Budget Reduction Proposal form will be collected and budget estimates developed for Executive Leadership Team review.
March 1	The Executive Leadership Team will review new proposals, add additional proposals recommended by administration team members and refine proposals in preparation for building and district administrative review on March 3.

BUDGET REDUCTION PROCESS

March 2	The Teaching and Learning Team will group proposals and assign teams of building and district administrators to develop a narrative of the impact on student learning and an equity analysis for each item in the group of proposals. These proposals and assignments will be shared with building and district administrators on Wednesday, March 2nd. Administrative team members with specific feedback on a proposal should contact the team of building and district administrators working on that proposal in advance of Administrative Professional Development to share their thoughts.
March 3	Administrative Professional Development. Teams of building and district administrators will develop a narrative of the impact on student learning, any cost-neutral actions that might mitigate harm, and an equity analysis for each item in the group of proposals. All administrators will provide a score for the budgetary impact and the level of harm to students for each proposed budget reduction.
March 4 - 7	Data from Administrative Professional Development will be collected and packaged for review by the Executive Leadership Team. All budget numbers will be reviewed and updated.
March 8	The Executive Leadership Team will review the data from Administrative Professional Development, make any necessary adjustments and finalize recommendations to the Board of Education.
March 11	Release recommendation to the Board of Education through a Friday Update - March 11
March 21 or March 23	Board of Education meeting to present Administrative Recommendations and associated documentation.
March 28	Board of Education Meeting



Equity Impact Analysis Tool:

Dr. Johnson said thank you to all the EAC/POC members that helped with the Equity Analysis Tool. Some feedback we have had is that they feel the yellow highlighted area at the bottom is very important, which states Must Not Cut, Could Be Cut, and Should Be Cut. After the March 28, 2022 Board Meeting, there will be a brief survey for people wanting to join this review.

Closing

Our next meeting will be April 5, 2022, 5:00-6:30 PM. The focus will be:

- Restorative Practice Update
- Behavior Data from August to March

Dr. Johnson thanked everyone for joining the meeting tonight!

John Rury asked about combining classes at elementary level. How does this go with the curriculum work we've done? What is the equity impact? How is this going to impact the students in different parts of the district? Dr. Johnson said these are some of the questions we will go through and use the Equity Analysis Tool. This will be significant. Equity doesn't rest on one person, it takes all of us. We all have a part to play in what to do for children. We need to view life with an equity lens.

Notes by Michelle Hunter

From the desk of Dr. Cynthia Johnson, Executive Director, Inclusion, Engagement, and Belong