

**MINUTES OF THE
DISTRICT SITE COUNCIL OF
DISTRICT 497- LAWRENCE PUBLIC SCHOOLS**

January 17, 2019

- Welcome/Introductions

The meeting began with Dr. Anna Stubblefield welcoming the group and having everyone in attendance introduce themselves.

As we moved into the 2018-19 school year, three (3) of our community members decided not to reapply. Applications were made available to the public and seven (7) people applied. After careful review and consideration by district staff, the following people were chosen to participate on this committee-

- Naomi Danso
- M. Kay Emerson
- Kellie Magnuson

The three individuals named above were approved to join this committee by the school board at the January 28, 2019 board meeting.

We currently have 16 members on his council with one opening (Certified Staff Representative). We are working with Laurie Folsom, LEA Representative, to determine an additional certified staff member.

Reports and Discussion

- High School Start Time Advisory Update

The committee's review of the research and the information received from the Student, Parents and Staff online survey, Telephone Survey (High school parents only) and Focus Groups (Staff, student, community and parent) over the past six months, indicated that 46% of high school students and 52% of middle school students favored later start times for school. While 51% of parents preferred later start times, 51% of high school staff members favored sticking with current start times: zero hour at 7 a.m. and school starts at 8:05 a.m. (*Survey data is provided as a separate attachment*)

At the January 14, 2019 board meeting, the High School Start Time Advisory Committee, affirmed the benefits of a later start time. Recognizing the community is calling for an array of options to meet their needs, the committee recommended that a new committee should be formed and continued to meet (starting now) to look at broader issues, including, but not limited to, a staggered start time, redesign, a later start time but not a later ending time and an extended school year, seminar, with implementation in August 2020. Due to the board members feeling more clarity needed to be provided, it was determined that the board members would review and discuss and

define a more definitive motion to approve at the following board meeting on January 28, 2019.

On January 29, 2019, the Lawrence Board of Education approved the creation of a High School Late Start Time Implementation Committee, comprised of building and administrative staff. The committee's charge is to meet during the next year to develop a plan to implement later high school start times, as presented by the High School Start Times Advisory Committee. The new committee will present implementation options for the 2020-2021 school year to the board by July 31, 2019. (Rick Henry, Director of Secondary Support, will chair this committee.)

The group engaged in a lively discussion about how we as a district move forward in this direction- the challenges (i.e. staffing, athletics, transportation, budgetary concerns, etc.); opportunity for ensuring equity between the high schools in terms of classes offered/times; importance of teacher buy-in; and adequate planning/preparation along with community awareness. It was clearly understood that budgetary implications will play a huge part in the final decision.

- **KESA Update**

Jerri Kemble, Assistant Superintendent, provided a summary overview of the Kansas Education Systems Accreditation (KESA). This is the state's K-12 newest accrediting model. Accreditation cycle length is five (5) years. The district as a whole is accredited vs each individual school. This process aims to look at our students from pre-school to post graduation- enveloping a holistic view of the student. The accreditation cycle requires stakeholder involvement from parents, community and business and industry, as well as an outside visitation team.

The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals (also referred to as outcomes) will help measure the progress of this process are:

1. Social-Emotional Factors Measured Locally
2. Kindergarten Readiness
3. Individual Plans of Study
4. High School Graduation
5. Postsecondary Success.

KESA framework is based on the 5 R's (21st century themes) which evaluates the school district's improvement efforts- **Relationships, Relevance, Responsive Culture, Rigor and Results** (Final "R" is the outcome of the other 4).

The 8 Foundational Structures to this process address several key topics-

- Tiered Framework of Supports
- Stakeholder Engagement

- Diversity and Equity
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation

Our annual outside visitation team (OVT) is scheduled to be here April 5, 2019

During this visit, we must be able to show (provide documentation /data) that the foundational structures are in place.

*To ensure fidelity to the process, as well as transparency for stakeholders, outside visitation is key. In KESA, the Outside Visitation Team (OVT) is a group of education professionals charged with coaching, mentoring and supporting the system they are serving for the duration of the five-year accreditation cycle. Parts of the accreditation process involves areas of compliance, foundational structures and collaborating with the OVT.

The group engaged in a lengthy discussion regarding this entire process and all the facets that it entails, including but not limited to post high school graduation status, individual plans of study, parental involvement, communication between schools and families/students, balancing student voice vs parental input, student engagement, current job market- skills required and currently lacking from our high school graduates.

Assistant Superintendent Kemble will continuously share information as we move through this process.

Background Info for new members-

Last year, all building leadership teams completed a self-assessment using the rubric for their building based on the R's aforementioned. (Year One)

After review, building and district administration selected 2 R's as the official district areas to focus on for the accreditation cycle-

- Relationships
- Relevance

**Relationships focuses on inter-staff relationships, staff relationships with students, school/district relationships with families and the school/district's relationship with the community.*

**Relevance focuses on curriculum, instruction, student engagement and the incorporation of technology.*

Year 2 began July 2018. Based on the 2 R's that the district as a whole is focused- each building developed goals related to these areas. After district review and feedback, building leadership defined action steps.

Just as each school had to develop goals in each area, there needed to be 2 specific district goals as well. They are-

- Relationships-
During the 2018-2019 school year, we will all engage students, school families, and community members, providing them opportunities to share input in district decision-making through various avenues.

- Relevance-
During the 2018-2019 school year, we will develop, align, and implement consistent and equitable curriculum, instruction, and assessment to raise the achievement of all students as evidenced by state and nationally normed measures.

Resources-

<https://www.ksde.org/Portals/0/TLA/Accreditation/KESA%20Fact%20Sheet%20-%20September%202018.pdf> (KESA Fact Sheet)

<http://drive.google.com/open?id=0B1U4JL4CWxv3MkFHYTFNaXhlaEk> (KESA Overview Video)

• Budget & Program Evaluation Committee

Through the listening and learning tours and student, staff and community surveys, along with the recent mediation process for negotiations, it was clear that there are areas of programming that need to be evaluated and most have a large price tag- larger than what the school finance formula provides Lawrence to work with, even with the pending court decisions and inflationary adjustments to the base state aid per pupil.

As such, the board of education approved the establishment of a board committee for **Budget and Program Evaluation** to begin this fiscal year for the development of the 2019-20 budget.”

This committee will provide input and a systemized process for additions and reductions to the district's budget as well as provides education and a space for stakeholders to contribute to the process. In summary-to review and recommend budget considerations to the board of education and make the board aware of the impact of those budget considerations; recommend priority of budget considerations and perform program evaluation, of existing and new programs, for spending efficiency and effectiveness.

Kathy Johnson, Executive Director of Finance, will provide regular updates regarding this process.

Next meeting date – February 21, 2019