



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

**Members Present (EAC):**

**Chair:** Jessica Beeson

**EAC Members:** Annette Dabney, John Rury, Sylvia Trevino-Maack

**Members Present (POC):**

**POC Members:** Adrinah Mehdikhani

**School Board Members:** Carole Cadue-Blackwood, Kay Emerson

**Executive Leadership Team Member Responsible:**

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

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

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

Dr. Danica Moore, Equity Facilitator

Jayci Roberson, Principal, Woodlawn

Jessica Bassett, Principal, Lawrence High

Jose Cornejo, Mental Health Facilitator

Kasey Van Dyk, ESL Facilitator

Kevin Harrell, Executive Director, Special Services

Kristen Ryan, Executive Director, Human Resources

Lindsay Buck, LEA President

Mark Preut, Associate Principal, Lawrence High

Matt Renk, Assistant Principal, Free State High

Rick Henry, Director of Secondary Schools

Susan Stoupakis, Administrative Assistant, Native American Student Services

**Meeting Minutes:**

**Welcome:**

Dr. Johnson welcomed everyone to the meeting. Mark Preut took us through the four agreements of Courageous Conversations.

**KESA Visit April 19, 2022:**

Our upcoming Kansas Education System Accreditation (KESA) Onsite Visit will be April 19, 2022 From 8:00 AM to 4:00 PM. We are in Year 4 (2021-22): Examine Data and Analyze Results.

This is the KESA schedule:

**YEAR 1** (2017-18) Collect and Examine Data (Needs Assessment)

**YEAR 2** (2018-19) Determine Goals and Action Planning

**YEAR 3** (2019-20) Implement-Strategies and Interventions

**On Pause due to COVID-19 (2020-21)**

**YEAR 4** (2021-22) Examine Data and Analyze Results

**YEAR 5** (2022-23) Evaluate Results

As we prepare for year 5, they will review our results. Dr. Johnson spoke about what KESA is looking for:  
Successful High School Graduate:

Academic preparation

Cognitive preparation

Technical skills

Employability skills

Civic engagement

State Board Goals:

Social and Emotional

Factors Measured Locally

Kindergarten Readiness

Individual Plans of Study

Based on Career Interests

High School Graduation

Postsecondary Success

Evidence Based Practices:

Relationships

Relevance

Responsive Culture

Rigor

OVT Visit and Next Steps:

Foundational Structures:

- Tiered Framework of Supports
- Families, Community and Business Partnerships
- Diversity, Equity, and Inclusion
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Art and Cultural Appreciation
- Postsecondary and Career Preparation

There will be a Stakeholder Input Session for our KESA Onsite Visit on April 19, 2022. The session on Community Engagement and Communication will be from 1:50 PM to 2:10 PM. We would like to have one representative from our Equity Advisory Council and one representative from our Parents of Color Advisory Team. These two representatives will be involved in a panel discussion along with Dr. Johnson, Julie Boyle, Cynde Frick, and representatives from BPEC, CTE, District, Building, and L-SEAC. You will talk about your

role and the ways you've been involved as a stakeholder. This will be at Lawrence High School. Parking will be reserved for these stakeholders. If you are the person that would like to participate, please let us know.

### **E Team Update:**

Dr. Johnson and Jayci Roberson went over the E Team Expectations that are for all schools. Jayci shared what these expectations look like at Woodlawn. (Jayci's response is under each relevant Expectation.)

**Expectation 1:** Engage in a thorough internal analysis of the school to build on current strengths as well as examine, identify and mitigate any existing challenges that limit the school's ability to achieve its goal of equity and excellence

With COVID, our teams took a turn in what they looked like. We leaned on our E Teams quite often. Our team looks at data. We are looking for trends with our E Team. At Woodlawn some of strengths are relationships with students and with each other. Direct response to our team work. We are willing to advocate with the tough conversations. Weaknesses are the compass to center our thoughts, but not always following strategies for supporting families when we see things develop. We ask ourselves what are we doing to target the systemic things coming from home?

The generational poverty piece at Woodlawn is very significant. Local restaurants are taking care of our kids. Access to technology is a problem—not that they don't have access, but they don't know how to use it. Access to quality healthcare, food, or clothing closet. Our E Team tries to think of ways to level the playing field.

**Expectation 2:** Examine school culture and climate through the lens of race and equity, and identify essential elements that must be addressed through strategies and action plans.

How can we make this more integrated? We try to integrate our staff and expect to hold each other accountable and correct each other on the spot. Moving towards students doing the same. Modeling that accountability for the students for next year (a goal). Working on identity—more access to technology. Different sectionalities. Antiracism pieces get tricky at the elementary level. With our E Team, we want to stop the antiracism piece. Constantly looking at our data trends. Reached thru covid more people have been able to come to our meeting through virtual. Enrichment opportunities—looking at data. Counselor has 5 minute meeting with students—this is essential

Use teams for focus areas. Integrate into daily practice as opposed to thinking about all of these things in a silo to meet our children's needs. Levels of poverty—especially generational poverty. Lots of stress/E Team.

**Expectation 3:** Define performance metrics against which the school will assess progress towards equity goals and align development or enhancement of school-wide professional learning communities that focuses on achieving equity and excellence for ALL learners including staff meetings/professional facilitation.

Kay Emerson asked Jayci about enrichment activities:

- Gifted and enrichment are two different programs.
- Lack of diversity in the gifted program.
- The Woodlawn gifted teacher started looking at different general education interventions. She did small groups for 3-6 weeks. From those sessions, they could see clearly if a student could be pushed a little harder and their needs could be met in general education.

John Rury asked about our Performance Expectations Metrics:

- Standard and district academic screeners
- Gifted and enrichment screeners
- Counselor's topic trends: asking every student questions, then puts answers in system to map out trends
- Students feel broken. Students that constantly play video games cannot identify 3 friendships at school.

The following questions were asked:

- What are your equity goals?
- What protocols do you see in data?
- What are your goals and how do you go about that?
- What is the game plan for addressing those issues?

Jayci said that they have been working on 3 expectations for this year. They will present extensive examples at their building goal check-ins.

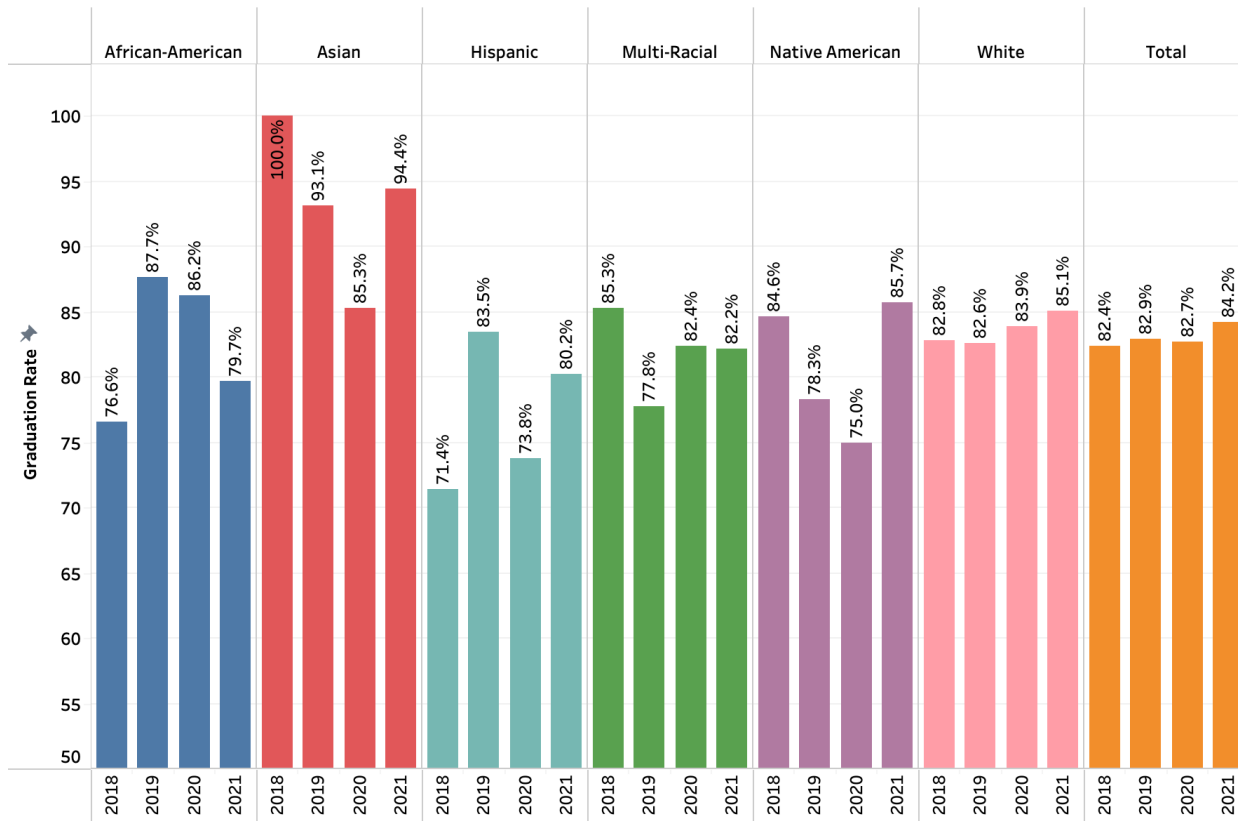
Dr. Johnson thanked Jayci and noted that we appreciate your in depth insights as they relate to your building goals check-ins.

### **LPS Graduation Disaggregated Certified Data:**

5 subjects are represented and shared with the Board of Education. John Rury asked how we were defining a graduate. Rick Henry said a 4 year student who started with us as a 9th grader and those that transferred in. GEDs are not counted. Rick Henry went over the groups along with their progress.

### **USD497 Disaggregated Graduation Data**

#### **District by Race/Ethnicity**



Dr. Zach Conrad said the graduation rates saw a 2 percent increase over last year. There are many reasons they may have taken place including the efforts of our buildings and it will take years to track the impacts of these programs. We see a greater deal of variability amongst subgroups with small N counts.



# Free State High School

- **Total Number of Seniors - 451**
- **Number of Students on Track to Graduate - 437**
- **Number of Students Who Are Not On Track to Graduate - 14**

## Strategies Implemented To Assist Students Not On Track To Graduate

- Directed Studies
- Credit Recovery
- Extended Semester
- Structured Learning Time
- WRAP Referral
- Counselor Direct Intervention
- Parent/Student Conference
- Schedule Adjustment
- Work Experience
- Diploma Completion
- Lawrence Virtual School
- Student Support Plan/504
- Academy Referral
- Connect to Community Resources
- Collaboration of Services

Matt Renk said, "We have not given up. We need to pick and choose the strategies that will help." We have many strategies including structured learning time, student sitting with a SOAR teacher, work with an issue, going to Odysseyware, switching to credit recovery—there are tons of strategies. We bring the families in to decide what the barriers are.



# Lawrence College and Career Academy

- **Total Number of Seniors - 38**
- **Number of Students on Track to Graduate - 22 Remaining Seniors (We had 12 Early Graduates in December: 5 from FSHS and 7 from LHS)**
- **Number of Students Who Are Not On Track to Graduate - 4**

## Strategies Implemented To Assist Students Not On Track To Graduate

- Meet With Students Individually
- Seek Input From Students and Families
- Discuss Various Options Available
- Initiated Meetings With LDCP
- Changing Schedules to Motivate and Increase Interest in Attending Classes

Dr. Bill DeWitt said that some students at the College and Career Center are kids that are usually not fitting in at a high school. Sometimes there are mental health issues. We may have to bring kids back up to grade level. These students benefit from being in a smaller campus. Every student has to be in a career pathway. Some may be severely credit deficient.



## Lawrence High School

- **Total Number of Seniors - 370**  
(Includes C-Tran and Project Search)
- **Number of Students on Track to Graduate - 355**
- **Number of Students Who Are Not On Track to Graduate - 22**  
(15 of 22 are seriously credit deficient, 7 of the 22 are at risk but will likely make it)

### Strategies Implemented To Assist Students Not On Track To Graduate

- SST Meetings With Students
- Contact With Parents /Truancy Follow Up
- Winter Night School
- Summer School
- Credit Recovery
- Student Support Plans
- IEP or 504 Plans
- Schedule Adjustments
- PLCs Improving Instruction and Intervention
- Schoolwide AVID Professional Development/Strategy Implementation
- Focus on Relationship Building Wide
- Lawrence Virtual School Option
- Academy Option
- Mental Health Supports
- Check Ins (Mental Health Team & Admin)
- Tutoring
- Course Level Academic Supports :Lit Workshop, Intro Algebra, Smaller Sections for 9th Grade English and Math. These have typically been in place for several years.
- Restorative Practices to Reteach Expectations and Keep Students in School

Jessica Bassett said that just coming out of hybrid, students did not do well. Some of the strategies they are using are credit recovery, counselors checking in, our mental health team checks in regarding attendance issues. With the students we serve, we are seeking to have an AVID strategy schoolwide in place for all students.

Jaycee Roberson said they have a goal to have all students reading by 3rd grade to help high school students graduate. Intervention starts in grade school. We have those conversations. Dr. Johnson said that's powerful.

### Elementary and Secondary Schools Update:

We have new administrative changes to share:



Rick Henry, Director of Secondary Schools will be retiring on June 30, 2022.



Kristen Ryan, Director of Elementary Schools is now our Executive Director of Human Resources.

Congratulations to both Rick and Kristen!!! Thank you for your hard work!

Kristen Ryan shared an update on elementary schools. She gave an update on summer learning and talked about the collaboration between the Boys and Girls Club and USD 497. We are hiring two lead teachers to help coordinate the supplies and the staff. Human Resources will be helping this year. We have a responsibility to make sure we are as efficient and clear as possible for parents. Extended school year openings for special education staffing is almost filled—that's exciting! We are excited to provide that opportunity for our students again!!

We just got the okay at the start of second semester to do outdoor field trips. Assemblies and traditional carnivals are happening along with traditions and other opportunities for our students. We get to end their school year with these opportunities! We have been gearing up for assessments this month. Testing was rescheduled per our KU win. Staff has been very flexible. Thank you! Teachers have been creating DCAs. April has been a big month for our schools. Our school district did approve the new reading ela curriculum. New benchmark training for our staff will have a kickoff tomorrow and a training day in May. We are trying to give them a chance to see this before the end of the year.

Rick Henry gave an update on secondary schools: He said we have an upcoming Advanced Restorative Practices training presented by KIPCOR April 19-22, 2022. Rick is really excited about it as it is taking the next steps with our schools. He also talked about summer learning. Rick also said the building goal check-ins will be in May. We have just sent out slide deck templates to our principals today. We are excited about hearing from our schools again and to hear about their action plan in response to the climate survey for their building, and sharing about CI3T planning for next year.


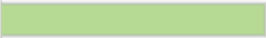

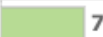


Rick shared that Free State High School has replaced retiring Principal, Myron Graber, with Amy McAnarney, the current Associate Principal.

**Equal Opportunity Schools Update:**

Matt Renk, Free State High School and Mark Preut, Lawrence High School, gave updates on Equal Opportunity Schools and shared the following information:

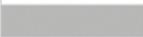
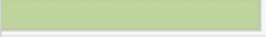



## Equal Opportunity Schools Update Free State High School - Matt Renk

### Attrition Summary

Equity Category	Contracted Program Experience	n	Attrition Rate	District Attrition Rate	Portfolio Attrition Rate
<b>Overall</b>		454	 <b>9% (39)</b>	<b>12%</b>	<b>11%</b>
<b>Historically Underrepresented Students of Color &amp; Low-Income Students</b>	First-Time Taker	78	 <b>23% (18)</b>	27%	14%
	Experienced Taker	43	 <b>7% (3)</b>	15%	9%
	Unknown Experience	7	<b>0% (0)</b>	0%	14%
<b>Med/High-Income White &amp; Asian Students</b>	First-Time Taker	150	 <b>7% (11)</b>	12%	9%
	Experienced Taker	147	 <b>4% (6)</b>	8%	5%
	Unknown Experience	29	 <b>3% (1)</b>	2%	8%

## Equal Opportunity Schools Update Lawrence High School - Mark Preut

### Attrition Summary

Equity Category	Contracted Program Experience	n	Attrition Rate	District Attrition Rate	Portfolio Attrition Rate
<b>Overall</b>		332	 <b>18% (59)</b>	<b>12%</b>	<b>11%</b>
<b>Historically Underrepresented Students of Color &amp; Low-Income Students</b>	First-Time Taker	53	 <b>32% (17)</b>	27%	14%
	Experienced Taker	41	 <b>24% (10)</b>	15%	9%
	Unknown Experience	16	<b>0% (0)</b>	0%	14%
<b>Med/High-Income White &amp; Asian Students</b>	First-Time Taker	76	 <b>22% (17)</b>	12%	9%
	Experienced Taker	114	 <b>13% (15)</b>	8%	5%
	Unknown Experience	32	<b>0% (0)</b>	2%	8%

Matt and Mark both talked about what is being done at their schools to assist students. Matt said they got just under 50% student responses back. This is an ongoing process and by no means, the end goal. AP enrollment is growing. They are trying to help students that are not comfortable with signing up for an AP class by faculty having one on one conversations. It is an ongoing adventure. We want students to feel comfortable.

Mark Preut shared that he and Matt talk frequently to strategize. Counselors are reaching out. AVID is strong to help kids to have that vision, but they need academic skills. EOS recently had workshops on Implicit Bias, Student Belonging, and Cultural Responsiveness. We are equipping our teachers and staff. Our EOS team is composed of AP teachers from all 4 content areas. Dr. Johnson responded that people walked away from these workshops with learning and were looking forward to the next one. This is ongoing—not a location or destination—it's a journey.



### **Equity and Inclusion Update:**

Dr. Danica Moore gave an update on equity and inclusion in action. She said there would be a docu-story premier in May that came from Spirit Day. Our students are engaged and created this about a subject that adults brought up at home. It is a very moving story on how kids have taken this on.

Dr. Moore shared some memorable quotes:

- “I picked this hairstyle because I knew it would not make fun of anyone’s culture.”
- “Sometimes people might call someone’s hair ‘crazy’ but it’s the way they wear their hair everyday and they would feel bad.”
- “The [Native Americans] have hairstyles that are special to their tribes; that’s THEIR style.”

### **ESOL Update:**

Kasey Van Dyk gave a culturally linguistically diverse/ESOL update:

#### **Finding the right words...**

Being from a home that is culturally and linguistically diverse [CLD] enhances a student’s ability to perceive (take in) and interpret (make meaning of) what they are learning. Meaning that language, regardless of proficiency level, has the literal possibility of meaning more things to some students compared to others. This serves to the student’s advantage as it supports learning new content at a deeper level of understanding and supports them in interacting with and responding to peers.

Kasey shared that in Spanish, the term giving birth can be translated to mean ‘giving to the light,’ and in Hawaiian there are over 200 words for ‘rain.’

#### **Finding community...**

Our elementary ESOL cluster sites support language development and the normalization of being CLD—something that is imperative in supporting the maintenance of heritage language(s) and cultures to the extent families desire.

Kasey said that not all students from a home that is CLD have an ESOL status. She also said that cluster sites make education normal. Students see other students that speak different languages and this makes it more normal for them.

#### **Finding function...**

State ESOL testing (KELPA) & scoring is now complete. There were approximately 8,750 student responses read or listened to. KELPA testing takes place prior to other state testing because it takes up a huge amount of bandwidth.

Kasey shared that the annual state audit is complete.

### **NASS Update:**

Susanne Stoupakis presented the Native American Student Services Update as Kelly Walker was participating in the land acknowledgement conversation, hosted by the KU Tribal Relations Office and the First Nations Student Association this evening.

As we near the end of the school year, we are focusing on 5 key components of NASS...

- Intertribal Clubs
  - West Middle School will have a Ledger art demonstration by Oglala Lakota and Haliwa-Saponi artist T. K. Richardson on April 7th after school.
  - Free State High School: T. K. Richardson will be joining FSHS Intertribal Club on April 13th
  - Liberty Memorial Central Middle School: Mrs. Bointy started facilitating Intertribal Club meetings at Central last week.
  - Lawrence High School: Kelly Walker will be working with the club to compile a list of the tribes

represented by the students of the club to purchase tribal flags. Mr. Gilman gave approval for these flags to be hung in display within Lawrence High School.

- Murdered and Missing Indigenous Women Awareness Week (MMIW) NASS event:
  - The week of Monday, May 2nd
  - Prime Martial Arts self-defense class
- Gear UP for Finals Week-NASS tutoring
  - May 10, 11, 12 and May 17, 18, 19 at Billy Mills Middle School from 4:00 PM-6:00 PM
    - Snacks and student incentives for attending will be provided.
- Senior Recognition Banquet is in the process of being planned.
  - A date will be set within the next couple of weeks.
    - NASS will pay for your NASS senior's cap/gown, please contact the NASS office for further assistance.
    - If you would like to decorate your NASS senior's grad cap with tribal decoration, please stop by the NASS office to pick up a cap. They are available now.
- Summer NASS classes and events will be announced within the next couple of weeks.
- For the most up to date information, hit "like" on our NASS Facebook page at Native American Student Services Lawrence KS USD 497 or contact Kelly Walker.

Susanne is back in the office now and will continue taking guardian/student reimbursements. Please email her your receipt/request to get the process started.

#### **Mental Health and Social Emotional Learning Update:**

Jose Cornejo, our Mental Health Facilitator, talked about our USD 497 Student Mental Health Advisory Team Training on March 22, 2022 from 8:30 AM to 12:00 PM. There were 14 students present from both Lawrence High School and Free State High School. The theme of this group is "Student Voices Leading the Way." We asked the students for feedback from the following questions:

1. What student needs are you aware of in your building?
2. How do we address mental wellness at school?
3. What is the impact of technology on social-emotional well-being?
4. What are your supports at school?
5. How do we improve what we offer at school?
6. What is the role of students in developing an inclusive whole-school approach to mental health and mental wellness?

We discussed building relationships at the high schools and strategies we could take from them on how to handle students' collected responses. Here are some of their thoughts:

- Lots of students need a break. Where can we provide that break?
- Teach in class that it is not a bad thing to talk about mental health. Some teachers have shared their experiences with mental health.
- Technology has both positive and negative effects. Technology allows us to connect with our peers outside of school, but it also pressures us to appear perfect.
- Support at school comes from a trusted adult and mental health team.
- We need a break during the day where we catch up on homework or reflect on what we need.
- It all comes from students. Adults can say or do whatever they want, but no change will come if it is not encouraged by students.

Jose continued by saying that we want students to help us lead on strategies. We hope to have another meeting with this group and also include students from the College and Career Center. Next year we would

like to have three to four meetings with the Student Mental Health Advisory Team to develop an action plan. We will use Sources of Strength to facilitate the conversation around mental health.

Dr. Johnson said there is going to be a Thought Exchange for our high school students this week with two questions:

1. What is something you would like to have available at your school that is not already provided to support your health and well-being?
2. How many trusted adults do you have at your school?

### **SEL Board Presentation:**

Dr. Johnson shared our social emotional learning curriculum pilot and selection. We will be working with CASEL, which is grounded in the five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Ed Trust (The Education Trust) has partnered with CASEL and their work will guide us as we look at our different curriculum. Dr. Johnson and Jose Cornejo have been looking at studies from the Wallace Foundation and all the different curriculums offered for Social Emotional Learning. We want to encompass children, looking at the whole child. Please let us know if anyone from EAC or POC would like to be involved.

### **EAC/POC Vision for 2022-2023:**

Dr. Johnson spoke about what our vision moving forward will be. We will focus on updates by going deeper. We will look at what we need to do for new membership. People will come to the table if you ask them, but they won't know or come if you don't. We need to include team members in our Courageous Conversations. This will be a 3 hour session. We are looking at platforms for a new site for social media to connect with people in our community. What can we do to get better? We need to continue to move forward. As Principal Kafele says: "If you are not learning, you are not growing." We want our students to become their best and reach their potential.

### **Closing**

Our next meeting will be May 3, 2022, 5:00-6:30 PM. The focus will be:

- Behavior Data
- Vision For Moving Forward (Monthly Themes, New Membership, iCCar Professional Development, & Workshops)

Dr. Johnson thanked everyone for joining the meeting tonight!

**Special Note: Due to the fact that there were technical issues during the meeting that did not allow some members access, Dr. Johnson will do a recap on Tuesday, April 12th, 2022 from 5:00 PM to 6:00 PM. A calendar invite has been sent.**

Notes by Michelle Hunter

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