



MASON
PUBLIC SCHOOLS

Diversity, Equity, Inclusion and Belonging

Tuesday, February 10, 2026

5:30 p.m. -7:00 p.m.

Location: Alaiedon Media Center

Meeting Minutes

Present: Gary Kinzer, Julie Grech Kramer, Adam Brandt, Amy Lark, Krista Sherman, Cortney Ford, Angie Moore, Michele Sanders, Emma Howland, Randy Barton, Rick Brooks, Rachel Foster, Erin Toodzio Hook, Liv, Aubrey and Shana Barnum

Welcome

Dr. Gary Kinzer welcomed the committee to the meeting and provided an update on building access.

Policy Information – Access to Buildings, Students and Information (revisit from 2/3/25 and 10/4/24 communications)

Dr. Kinzer shared an email that was sent to families last year regarding how Mason Public Schools responds when any type of law enforcement arrives. Very little response was received and minimal conversations have arisen since. Nothing has changed for Mason Public Schools. It was suggested to resend the letter to staff or add it to a staff meeting since we do have some new staff.

Law enforcement may enter district buildings when they have a valid court order, have a valid subpoena or be responding to an emergency situation. Buildings can call central office for confirmation that the court order or subpoena is valid. If it is valid, we allow them entry. If it is not valid, they do not come in. If a building is unsure, they are instructed to contact central office for guidance.

It was suggested that it be resent to families, as well. At Tuesday's District Communication meeting, it will be discussed.

TIES Survey and Focus Group Feedback

Adam Brandt shared the survey data that was collected regarding TIES. Some ideas to improve TIES are:

- Meet more often.
- Have activities to team build with student and teachers.

- Make it more intentional, following up with the WIN sessions that students need currently (based on the check-in and connect at TIES).

Student-Shared TIES Experience:

Student 1 - Does a check-in and connect individually with the teacher and that's it.

Student 2 - Did check-ins last year, but not this year.

The students feel the check-in and connects are helpful, but not all teachers do them. Staff at the high school are using this data to discuss how to handle WIN, TIES and Wellness WIN moving forward to best benefit the students.

The students suggested having WIN 50% of the time, Wellness WIN 25% of the time and TIES 25% of the time.

They shared that the most important thing is to make students want to be there. Relationship building is important. They liked the idea of using the first 5 minutes of class to connect and to have teachers meeting students at the door to greet them. Need buy-in from teachers. If we can get some to start it, it may naturally spread.

Potential Barriers to Successfully Executing TIES or to Making Changes

- TIES lessons take time to execute (planning, etc).
- We need to keep in mind that the high school has a new office staff, the teaching staff are working on curriculum and have been promised not to have more new things/changes.
- The high school teachers are defensive of their instructional time.

Ideas for TIES Moving Forward

- WIN and Wellness WIN could be rolled in together - Place to work, targeted help in each department and something fun.
- The TIES class could vote from a selection of activities offered.
- Have student led TIES lessons.
- Each student in the TIES class puts an idea in a jar. They pull one out and they have to do that activity that day.
- Meet more often.
- Why is it TIES vs WIN? Maybe the question is where do we fit in all of the things that have taken over TIES.
- Another idea is to have the first five minutes of every class be to connect. You are not allowed to talk about the days topic until after the first five minutes.
- Have teachers greet students at the door.
- Instead of changing TIES or WIN at all, have a new expectation starting in 26-27. Teachers will be expected to take time at the beginning of classes to get to know each other.
- We will need to get buy-in from the teachers, but if some start new ideas, others will likely naturally follow.

Capturing Kids Hearts

How can we implement parts of Capturing Kids Hearts (CKH) now without really implementing CKH? This may not offer enough impact. The key is to follow the model that is proven to be effective. There was discussion around whether or it is better to wait and implement CKH down the road when we are able to fully commit or to try to build in some of the ideas of CKH now.

It was suggested that we find out which teachers are doing special things to connect with kids (ask students). Have those teachers share what they do at a PD or staff meeting. Teachers will naturally hear an idea that they like and work to implement it.

Julie Grech-Kramer shared statistics from a student survey from last year, including student engagement and belonging. State-wide data show student engagement and belonging is a state-wide issue.

Social emotional learning

Student engagement 58.1% positive

Question for the Committee to Consider

What work should we be doing in DEIB now? Are we continuing with Inclusion week? Or are we moving to a new focus?

Committee Work Time

Elementary committee members split from the large group to plan elementary Inclusion Everyday activities, while the rest of the group continued with the TIES conversation.

Adjournment

The meeting adjourned at 7:00pm. The next meeting is Tuesday, March 10th at City Hall.