



**Waunakee Teachers' Association and WCSD  
Meet and Confer  
April 21, 2026**

**Meet and Confer Topics:** We look forward to our discussion and to future collaboration in order to find solutions.

**1. Continued prioritization of teacher retention & recruitment**

- a. In addition to the negotiated base wage increase, the WTA anticipates that the Board of Education will continue to fully implement the new Teacher Compensation System for the 2026-27 school year. This will continue to fortify educator faith in the system's fidelity
- b. Ensure inclusive teacher voice on committees and in decision making (publicized meeting dates, clear delineation of committee responsibilities, publicized future goals and outcomes to encourage wider sharing of viewpoints & ideas)
- c. Collaboratively find and implement solutions to offset rapidly-increasing insurance costs
- d. Review post-retirement benefits including a comparison of WCSD with other local districts

**2. Continued Collaboration through the Teacher/HR Workgroup in order to facilitate ongoing improvement**

- a. The goals of the Teacher compensation system are that the system be: "objective, predictable, equitable, fiscally sustainable, easy to understand/user friendly, as well as to value both professional growth and experience" In order to meet these goals, the district must continue to evaluate and improve by:
  - i. Reviewing the electronic points submission and confirmation process for accuracy and facility
  - ii. Proactively preventing any inequitable salary placement of staff (e.g. developing a process for comparison of new employee salaries with those of existing staff)
- b. The WCSD will continue to support the Teacher/HR Workgroup and its ongoing review of the handbook through:
  - i. Sustained commitment to a year-long committee meeting schedule
  - ii. The consistent inclusion of educator voice and a clear process regarding handbook changes

**3. Review of professional responsibilities and workload**

- a. Explore a standardized implementation of dedicated PLC time across district buildings/grade levels outside of prep time and/or staff meetings
  - i. Compensation for PLCs that must meet outside of contract hours, due to no common prep time
- b. Review of workload, caseload/classroom numbers, prep time, and any resulting/related compensation inequities (e.g. overload pay, unweighted caseload numbers)
- c. Continued review of policies and procedures pertaining to the staff improvement plan
- d. Acknowledge the challenges and pressures posed from building to building by the newly implemented CIT model and seek to maximize positive impacts.

**4. Address growing mental health concerns among students and staff**

- a. Revisit initiatives to create an inventory of current mental health needs, raise awareness around these issues, and review existing district practices and supports (e.g. times and types of services available at the clinic; expanding contracted services and/or providing additional services at the district clinic)
- b. Identify gaps between these needs and district capacity to support them
- c. Consider implementing a formal and transparent action plan that addresses the mental health needs of both student and staff
- d. Address increase in student behavior concerns and their impact on student and staff mental health

**5. Support efforts of the Diversity, Equity, and Inclusion Steering Committee**

- a. Prioritize the committee's important work (e.g. the committee's three-year comprehensive plan) and embed necessary changes into district culture and practices while simultaneously developing accountability measures to monitor progress district-wide
- b. Consider creating a rolling three-year comprehensive plan to acknowledge the continuous and iterative nature of equity work
- c. Center student voices in meaningful ways that directly impact student experiences and belonging, including by introducing new communication conduits to replace student listening sessions