

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING**

Tuesday, June 30, 2020

4:00 PM

District Administration & Maintenance Center  
905 Bethel Circle  
Waunakee, Wisconsin 53597

This meeting shall be conducted as a virtual meeting due to the health emergency caused by the COVID-19 pandemic and in accordance with State of Wisconsin Emergency Order #12 Safer At Home as so declared on March 24th, 2020. Accordingly:

- Board members may be participating in the meeting from remote locations through the use of communications technology.
- Public may access the meeting via live stream video at: <https://www.waunakee.k12.wi.us/district/Agendas.cfm>
- The physical location of the meeting shall be 905 Bethel Circle, Waunakee, WI
  - Only the Executive Assistant and a member of the IT team will be physically present at that location for the purpose of video production and live-streaming.
  - Public is able to attend at the meeting location, being mindful of social distancing requirements.
- Public comments related to the agenda items are to be sent to Rebecca McDonough at [district\\_administrator@waunakee.k12.wi.us](mailto:district_administrator@waunakee.k12.wi.us) prior to the Board meeting starting time. Those comments will be read by the Board President.

**AGENDA**

- I. Approve agenda
- II. Public input on agenda items.
- III. Human Growth and Development Update
- IV. Recommended Diversity, Equity, and Inclusion Partnerships.
- V. Items for Upcoming Meetings
- VI. Adjourn

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

# IDEA 2019-20 Racial Equity in Special Education

## Waunakee Community

The Department of Public Instruction (DPI), Division for Learning Support, is responsible for ensuring Local Education Agency (LEA) compliance with state and federal special education requirements. The department's oversight responsibility is explicitly established in 20 USC. sec. 1412(a)(11)(A)(i) and Wis. Stat. sec.115.762(3)(g). The Individuals with Disabilities Act (IDEA) requires the Department of Public Instruction to annually apply criteria to LEA-submitted data and identify LEAs with racial disproportionality in special education identification, placement, and/or discipline (20 USC. sec.1416(a)(3), 20 USC. sec.1418(d), 34 CFR sec.300.646 and 34 CFR sec.300.600(d)(3)).

Children of color are identified as students with disabilities at substantially higher rates than their peers. All children who require special education services should be appropriately identified and supported. At the same time, no child should be inappropriately identified for special education services, segregated from his or her peers, or disciplined more frequently or harshly simply because they are a student of color with a disability (U.S. Department of Education, 2016).

The purpose of this notification is to inform LEAs of racial disproportionality in special education based on the data they submitted to DPI, and in doing so provide them with information and resources to guide their improvement planning. The data used for these notifications are certified; it is not subject to change, as it comes from data snapshots.

Please note that, due to the inclusion of unredacted data, this report is considered sensitive and confidential. Therefore, this document should not be shared with the public and is not subject to open records requests.

## Your LEA at a Glance

Table 1: Significant Disproportionality / Discrepancy Summary

Category	Disproportionality / Discrepancy	
	Yes	No
Identification	X	
Placement		X
Discipline		X

## Required Actions

(34 CFR secs.300.600(d)(3) and 300.646(c) and (d))

- None

- Engage in continuous improvement:

- **By October 31 (or the next business day)**, submit evidence of continuous improvement activities (needs assessment, root cause analysis, evidence-based improvement strategies, and plan) that meets the "Accomplished" criteria standard as described in the [Continuous Improvement Process Criteria and Rubric](#). Evidence must be submitted through [WISEgrants](#).

- - Budget 15% of IDEA Part B funds for comprehensive coordinated early intervening services (CCEIS) to address the root cause of racial disproportionality, as identified through continuous improvement activities.
- - Your LEA is also identified as “Needs Assistance Year 2” or “Needs Intervention” for IDEA LEA Determinations. Please submit **one** improvement plan to WISEgrants to address areas of need for both identifications under IDEA.
- - LEAs with **continuing** identification of racial disproportionality in special education should provide evidence of practice data collected and used to determine: (1) if the evidence-based improvement strategy is being implemented as intended (2) unintended consequences to equity (if any) and (3) ongoing supports (i.e. training) (Wisconsin Department of Public Instruction, 2019).
- - Required continuous improvement activities are met through approved collaboration activities and district submission through WISEgrants is not required.

- **Complete Disproportionality Procedural Compliance Self-Assessment:**

- **By November 15 (or the next business day)**, conduct the Disproportionality: Procedural Compliance Self-Assessment (PCSA) and submit results through the Special Education Web Portal (department staff will email your special education director when the portal is open). Technical assistance and information related to the Disproportionality: PCSA is online at [dpi.wi.gov/sped/educators/disproportionality-procedural-compliance-self-assessment](http://dpi.wi.gov/sped/educators/disproportionality-procedural-compliance-self-assessment).
- Publicly report on the revision of noncompliant policies, practices, and procedures found through the Disproportionality Procedural Compliance Self-Assessment.

The Department of Public Instruction (DPI), the Wisconsin Association of School District Administrators (WASDA), the Association of Wisconsin School Administrators (AWSA), and the Cooperative Educational Service Agencies (CESAs) are partnering to create learning opportunities for the field that are more coherent, streamlined, and effective. Leading for Learning covering topics such as continuous improvement, equity, and educator development. Events will build on each other to deepen understanding of key concepts and provide specific strategies to inform local continuous improvement efforts. Leading for Learning braids together the aims and audiences of several statewide professional conferences: AWSA’s Quality Educator Conference, WASDA’s Data Summit, and DPI’s Innovations in Equity. **All local education agencies are invited to attend June 22-24, 2020 - for more information, visit [leadingforlearningsummit.com](http://leadingforlearningsummit.com).**

## Racial Disproportionality in Special Education - Generally

To meet federal requirements under 20 USC sec.1416(a)(3)(C), 34 CFR sec.300.600(d)(3) 20, USC sec.1418(d), and 34 CFR sec.300.646-647, Wisconsin developed the following criteria for determining significant disproportionality in special education identification. For three consecutive years, LEA data meet these criteria:

- Minimum of 10 students within special education for a given race/ethnicity; minimum of 30 students (total enrollment) for given race/ethnicity;
- Risk ratio of 2.0 or greater for racial/ethnic group for special education (compared to all other students within the LEA);

- Failed to demonstrate reasonable progress (>0.25/yr for the two prior consecutive years), in lowering the risk ratio for the group and category of analysis in each of the two prior consecutive years.

Based on data reported by your local education agency (LEA) through WISEdata for the three most recent years of child count and enrollment data, there is a significantly disproportionate frequency among students in one or more racial/ethnic groups identified as having a disability. Please consult the accompanying data visualizations and data table below for further details.

Table 2: Racial Disproportionality in Special Ed.

Group	Race	Years (Count)		Risk Ratio		
		Met Cell Size	Made Progress	2018	2019	2020
Students w/ IEPs	Asian	0	0	0.7794	0.8209	0.7071
	<b>Black</b>	<b>3</b>	<b>1</b>	<b>3.0317</b>	<b>2.7179</b>	<b>3.2063</b>
	Hispanic	3	0	1.7953	1.722	1.53
	American Indian	0	0	0	0	0
	Pacific Islander	0	0	0	0	0
	Multi Race	3	0	0.938	0.819	0.8605

*Note:*

Where applicable, records that meet the criteria for disproportionality are highlighted green. Bold but unhighlighted records are not yet disproportionate, but may meet the criteria for disproportionality next year.

### Racial Disproportionality in Special Education - Specific Disability Categories

To meet federal requirements under 20 USC sec.1416(a)(3)(C), 34 CFR sec.300.600(d)(3), 20 USC sec.1418(d), and 34 CFR sec.300.646-647, Wisconsin developed the following criteria for determining significant disproportionality in specific disability categories. For three consecutive years, LEA data meet these criteria:

- Minimum of 10 students within disability category for a given race/ethnicity; minimum of 30 students (total enrollment) for given race/ethnicity;
- Risk ratio of 2.0 or greater for racial/ethnic group for disability category (compared to all other students within the LEA);
- Failed to demonstrate reasonable progress (>0.25/yr for the two prior consecutive years), in lowering the risk ratio for the group and category of analysis in each of the two prior consecutive years.

Your LEA is not identified in this area. The accompanying data table below is for information and improvement planning only.

Table 3: Racial Disproportionality in Specific Disability Categories

Group	Race	Years (Count)		Risk Ratio		
		Met Cell Size	Made Progress	2018	2019	2020
Autism	Asian	0	0	0.7621	0.6762	0.6557
	Black	0	0	0	0	1.4585
	Hispanic	0	0	1.8185	2.0197	1.8711
	American Indian	0	0	0	0	0
	Pacific Islander	0	0	0	0	0
	Multi Race	0	1	1.003	1.3149	0.4592
	Emotional Behavioral	Asian	0	0	0	0
Black		0	1	0	4.1221	3.4639
Hispanic		0	1	1.8515	2.0906	0.8264
American Indian		0	0	0	0	0
Pacific Islander		0	0	0	0	0
Multi Race		0	1	1.2865	2.8606	2.276
Intellectual Disability		Asian	0	1	3.5173	3.0911
	Black	0	1	7.3566	5.8887	6.395
	Hispanic	0	1	3.3945	7.222	5.4091
	American Indian	0	0	0	0	0
	Pacific Islander	0	0	0	0	0
	Multi Race	0	0	0	0	0
	Specific Learning Disability	Asian	0	0	0	0
Black		0	1	8.5645	7.9783	8.4544
Hispanic		0	1	1.4976	1.2413	1.6528
American Indian		0	0	0	0	0
Pacific Islander		0	0	0	0	0
Multi Race		0	0	0.411	0.4056	1.2665
Other Health Impairment		Asian	0	0	0.5509	0.4653
	Black	0	0	1.1522	3.6641	4.1987
	Hispanic	0	0	1.5667	1.3541	1.2143
	American Indian	0	0	0	0	0
	Pacific Islander	0	0	0	0	0
	Multi Race	0	1	1.4795	0.5908	0.7774
		Asian	0	0	1.6138	2.0365
Black		0	1	2.2241	0	0

Table 3: Racial Disproportionality in Specific Disability Categories  
(continued)

Group	Race	Years (Count)		Risk Ratio		
		Met Cell Size	Made Progress	2018	2019	2020
Speech & Language	Hispanic	0	1	2.0367	1.4357	1.4691
	American Indian	0	0	0	0	0
	Pacific Islander	0	0	0	0	0
	Multi Race	0	0	1.0444	0.948	0.9348

*Note:*

Where applicable, records that meet the criteria for disproportionality are highlighted green. Bold but unhighlighted records are not yet disproportionate, but may meet the criteria for disproportionality next year.

### Racial Disproportionality in Special Education - Placement

To meet federal requirements under 20 USC sec.1416(a)(3)(C), 34 CFR sec.300.600(d)(3), 20 USC sec.1418(d), and 34 CFR sec.300.646-647, Wisconsin developed the following criteria for determining significant disproportionality in special education placement. For three consecutive years, LEA data meet these criteria:

- Minimum of 10 students within environment code for a given race/ethnicity; minimum of 30 students with IEPs for given race/ethnicity;
- Risk ratio of 2.0 or greater for racial/ethnic group within environment code (compared to all other students with IEPs in the LEA/state);
- Failed to demonstrate reasonable progress (>0.25/yr for the two prior consecutive years), in lowering the risk ratio for the group and category of analysis in each of the two prior consecutive years.

Your LEA is not identified in this area. The accompanying data table below is for information and improvement planning only.

Table 4: Racial Disproportionality in Special Ed. - Placement

Group	Race	Years (Count)		Risk Ratio		
		Met Cell Size	Made Progress	2018	2019	2020
Less Than 40% Regular Class	Asian	0	0	0	0	0
	Black	0	0	0	0	0
	Hispanic	0	0	0	0	0.541
	Multi Race	0	0	0	0	0
Separate School (ages 6-21)	Asian	0	0	0	0	0
	Black	0	0	0	0	0
	Hispanic	0	0	0	0	0
	Multi Race	0	0	0	0	0

**Note:**

Where applicable, records that meet the criteria for disproportionality are highlighted green. Bold but unhighlighted records are not yet disproportionate, but may meet the criteria for disproportionality next year.

### Racial Disproportionality in Special Education - Discipline

To meet federal requirements under 20 USC sec.1416(a)(3)(C), 34 CFR sec.300.600(d)(3), 20 USC sec.1418(d), and 34 CFR sec.300.646-647, Wisconsin developed the following criteria for determining significant disproportionality in special education discipline. For three consecutive years, LEA data meet these criteria:

- Minimum of 10 students within discipline category for a given race/ethnicity; minimum of 30 students with IEPs for given race/ethnicity;
- Risk ratio of 2.0 or greater for racial/ethnic group for special education (compared to all other students within the LEA);
- Failed to demonstrate reasonable progress (>0.25/yr for the two prior consecutive years), in lowering the risk ratio for the group and category of analysis in each of the two prior consecutive years.

Your LEA is not identified in this area. The accompanying data table below is for information and improvement planning only.

Table 5: Racial Disproportionality in Special Ed. - Discipline

Group	Race	Years (Count)		Risk Ratio		
		Met Cell Size	Made Progress	2017	2018	2019
All Disciplinary Removals	Asian	0	1	0	3.2593	0
	Black	0	1	1.6938	0	2.1667
	Hispanic	0	1	2.1239	0	1.7744
	Multi Race	0	1	5.6825	1.7525	2.3701
In-School > 10 Days	Asian	0	0	0	0	0
	Black	0	0	0	0	0
	Hispanic	0	0	0	0	0
	Multi Race	0	0	0	0	0
In-School <= 10 Days	Asian	0	1	0	3.2998	0
	Black	0	1	2.9256	0	1.873
	Hispanic	0	1	2.4071	0	0
	Multi Race	0	1	4.6494	0	2.0193
Out-of-School > 10 Days	Asian	0	0	0	0	0
	Black	0	0	0	0	0
	Hispanic	0	0	0	0	0
	Multi Race	0	0	0	0	0
Out-of-School <= 10 Days	Asian	0	0	0	0	0
	Black	0	0	0	0	0
	Hispanic	0	1	3.0089	0	0.6738
	Multi Race	0	1	3.6531	2.8678	3.3182

*Note:*

Where applicable, records that meet the criteria for disproportionality are highlighted green. Bold but unhighlighted records are not yet disproportionate, but may meet the criteria for disproportionality next year.

**Significant Discrepancy in Discipline**

In addition to the calculations for racial disproportionality in discipline detailed above, DPI is also required to determine if there is a significant discrepancy in the rate of suspensions and expulsions greater than 10 days among children of color with disabilities. This calculation uses a much smaller minimum cell size (two), and the criteria is a risk for each racial/ethnic group that is two standard deviations above the statewide mean.

Based on data reported by your local education agency (LEA) and the criteria for racial discrepancies in discipline

described above, there is not a significant discrepancy among any racial/ethnic groups in their rate of out of school removals in excess of 10 days.

## Resources

Federal notifications under IDEA and ESSA provide an opportunity to better understand your LEAs performance and continue to improve outcomes for each and every student. We recommend taking this opportunity to use or build on successful efforts you are already engaged in. Below are listed organizations that provide free or low-cost supports related to racial disproportionality in special education identification, discipline, and/or placement as well as resources for continuous improvement:

- Disproportionality Technical Assistance Network (DTAN): <http://www.thenetworkwi.com/>;
- Wisconsin RTI Center/Wisconsin PBIS Network: <https://www.wisconsinrticenter.org/>;
- Technical Assistance Network (TA Network): <https://dpi.wi.gov/continuous-improvement/resources-supports/ta-network>.
- Department of Public Instruction's [Continuous Improvement Resources and Supports](#) and [Federal Identifications](#) webpages.

For questions related to your Racial Equity in Special Education report, you may schedule a phone conference with Jessica Moe, School Administration Consultant, Special Education Team:

- email: [jessica.moe@dpi.wi.gov](mailto:jessica.moe@dpi.wi.gov)
- phone: 608-267-9160
- online booking: [bit.ly/dpiequity](http://bit.ly/dpiequity)

## References

U.S. Department of Education, 2016. "FACT SHEET: Equity in IDEA." Accessed February 20, 2020. <https://www.ed.gov/news/press-releases/fact-sheet-equity-idea>.

Wisconsin Department of Public Instruction, 2019. "Continuous Improvement Process Criteria and Rubric." Last Accessed January 24, 2020. [https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP\\_rubric\\_draft.pdf](https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf)



## PROFESSIONAL SERVICES CONTRACT

This Agreement is made this June 19, 2020, between the National Equity Project (“The Project”) and Waunakee Community School District (“CLIENT”), regarding services to be provided by The National Equity Project as part of CLIENT’s participation in the Leading for Equity Redesign Network (“LERN”, “NETWORK”) and any Network Additional Services (“ADD ON SERVICES”).

1. The National Equity Project agrees to provide CLIENT with services, as detailed in Attachment A, “Scope of Work,” and Attachment B, “Network Additional Services”, in exchange for total fees of \$30,500.00, for the time period from July 1, 2020 to June 30, 2021. This may be amended in writing or supplemented with subsequent estimates for services to be rendered by The Project and agreed to by the CLIENT.
2. CLIENT will not be invoiced for any out-of-pocket expenses incurred in connection with the performance of the duties hereunder, as it relates to the NETWORK services detailed in Attachment A.

For additional services purchased under this agreement, as detailed in Attachment B, CLIENT

Will not be invoiced for any out-of-pocket expenses incurred in connection with these additional services.

Will reimburse The Project for all reasonable out-of-pocket expenses which are incurred in connection with the performance of the duties hereunder. CLIENT agrees to reimburse The Project for expenses incurred on behalf of the CLIENT, including non-commuting travel reimbursements as follows: IRS standard mileage rate, meals while travelling, airfare and hotel accommodations, parking/transportation to/from airport. Expenses will be invoiced to the CLIENT based on actual costs.

3. Fees associated with NETWORK participation will be invoiced upon execution of this Agreement or by July 31, 2020, whichever is earlier. For ADD ON SERVICES, service fees will be billed as follows:  
Not Applicable
- 

The expected dates of billing are:

Upon execution of this Agreement or by July 31, 2020, whichever is earlier.

If expenses are being billed back to the CLIENT as actuals, any expenses will be billed as incurred.

**CLIENT will pay The Project within 30 days of receipt of invoice. If payment is not received by The Project within 30 days of sending invoice, the account will be deemed delinquent.**

4. Should CLIENT seek services beyond the Scope of Work from The Project, the parties may negotiate an additional and/or amended Scope of Work. Any such amendment/ extension of this Agreement shall require the written agreement of both CLIENT and The Project.

#### **Client Agreements:**

5. CLIENT will allocate appropriate time and human resources to permit The Project to complete the work outlined in the Scope of Work. CLIENT staff will actively participate in The Project events, hosting and/or attending site visits and peer reviews, and sharing information with audiences as appropriate.
6. CLIENT will participate in National Equity Project research and evaluation efforts including, but not limited to, data collection, surveys, and/or focus groups, and, if requested, will provide National Equity Project with current organizational data, such as staffing, enrollment or school demographics, if applicable.
7. CLIENT agrees to indemnify, defend, and hold harmless The Project, its employees, Board of Trustees, agents and affiliates from all liabilities, losses, claims and damages of any kind, including, without limitation, all consequential damages and expenses (including attorney fees), arising from or in any way connected to any services and operations provided under this Agreement, except for

those losses/claims arising from the sole negligence or willful misconduct of The Project and its employees. It is understood and agreed that such indemnity shall survive the termination of this Agreement.

- 8. CLIENT agrees to provide attribution to the National Equity Project should they choose to reproduce or distribute any materials developed, created, or provided by the National Equity Project.
- 9. CLIENT may terminate this Agreement with thirty (30) days written notice. CLIENT will be responsible for paying the Project any fees and expenses incurred through the termination date. Should the CLIENT decide to cancel a deliverable (e.g., a session, institute, document, etc.), that had been scheduled prior to the Project receiving written notice and that falls within the thirty (30) days, CLIENT shall be invoiced for the fees incurred for the canceled deliverable through the receipt date of the notice, along with any expenses, if being billed back to the client.

**National Equity Project Agreements:**

- 10. The Project will allocate appropriate time and human resources to complete the work outlined in the Scope of Work.
- 11. The Project may terminate this Agreement with thirty days written notice. If the Agreement is terminated by The Project, The Project will present CLIENT with a report outlining work completed through the date of termination.

**Mutual Contract Agreements:**

- 12. Notices: Any notice given under this Agreement shall be sufficient if it is in writing and if sent by certified or registered mail. Notices shall be directed to the following addresses:

<b>Client:</b>	<b>Client Name</b>	Waunakee Community School District
	<b>Attn:</b>	_____
	<b>Client address</b>	_____
	<b>City, ST, Zip</b>	_____



**The Project:** National Equity Project  
Attn: Finance Dept.  
1720 Broadway, 4<sup>th</sup> Floor  
Oakland, CA 94612

13. **Governing Law:** This Agreement shall be construed and enforced in accordance with the laws of the State of California.
14. **Complete Agreement:** It is mutually understood and agreed that this Agreement constitutes the entire agreement between the parties (other than the Scope of Work) on the subjects encompassed herein; that all prior agreements, oral or written, are expressly superseded; and that no changes or modifications to the terms of this Agreement shall be valid unless made in writing and signed by both parties.
15. **Partial Invalidity:** If any provision of this agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will continue in full force and effect without being impaired or invalidated in any way.
16. **Authority:** Each person signing below represents and warrants that he/she is authorized to enter into this Agreement and to commit his/her organization to its terms. This Agreement may be executed in counterparts and is effective upon the signature of the document by all parties hereto. This Agreement may be enforced by specific performance or by any other available means.
17. **Contract summary and headings** are not to be considered a part of this Agreement and are not intended to be a full and accurate description of the contents hereof.

**Please direct billing and invoice related questions to:**

**Client Billing Contact:**

\_\_\_\_\_  
Contact Name                      Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, Zip

\_\_\_\_\_  
Phone number

\_\_\_\_\_  
Email

**NEP Billing Contact:**

NEP Finance Department  
1720 Broadway, 4<sup>th</sup> Floor  
Oakland, CA 94612  
510-208-0160 EXT 343  
billing@nationalequityproject.org

**SIGNATURES**

**National Equity Project:**

\_\_\_\_\_  
Director

\_\_\_\_\_  
Date

**Client:**

The CLIENT represents that it has full power and authority to enter into this Agreement and that is binding upon the Client and enforceable in accordance with its terms.

\_\_\_\_\_  
**Client Signature**

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Full Name**

\_\_\_\_\_  
**Title**

## Attachment A: Scope of Work

# Leading for Equity Redesign Network (LERN)

*What can we learn from this moment of explosive innovation about how to create more equitable and culturally responsive districts, schools and classrooms?*

***What future will we create by the conscious actions we take today?***

### WHY PARTICIPATE IN A NETWORK NOW?

As we navigate a time of unprecedented global upheaval and disruption of our basic social systems, it is imperative that the coming year is guided by resilient, humanizing, bold and innovative educational leaders with a commitment to **equity**. The crisis is far from over, but if we lean into learning and acting courageously now, things will never be the same again. Leading for Equity in this time requires that each of us has knowledge, skill and capacity to lead differently than we ever have before. As leaders we are called upon to **respond, recover**, and ultimately **redesign** ([Transcend Education, 3 Jobs that Matter for Schools Navigating a COVID world, May 2020](#)) our systems to care for our young people and communities and ensure equitable access to the learning experiences and educational opportunities that every young person needs to thrive.

### NETWORK ASPIRATION

We aspire to create an education system in which **every** young person:

- Is able to fully participate in the civic, social, and economic life of their community;
- Is guided by a sense of social responsibility;
- Recognizes opportunities and options and has the competencies to pursue those options;
- Recognizes barriers to opportunity and can both navigate and challenge those barriers;
- Can build meaningful relationships with others that bring joy, sustains them in their work, and contributes to their well-being and the well-being of their families and communities.

## LEADING FOR EQUITY REDESIGN NETWORK (LERN) GOALS

Working together with like minded leaders from across the country, participants in the LERN Network will have access to the support needed to create the schools we need now more than ever.

The LERN Network will provide on-going, networked, professional learning and capacity building opportunities for a team of leaders from your district. Each participating district will create a team of teachers, site administrators, central office administrators, school board members, and student leaders to participate in Network activities.

### These teams will:

- Form your district's **Leadership for Equity Redesign Network (LERN) Team** and learn how to work collaboratively across roles to learn about and make progress on equity focused change efforts.
- Learn, apply, and reflect on the skills, mindsets, and tools in the [National Equity Project's Leading for Equity Framework](#) to guide leadership, team development, and professional learning.
- Review a broad set of quantitative and qualitative data to identify a priority **student-centered equity challenge** in your system.
- Utilize the skills, mindsets, and modes of the [National Equity Project's Liberatory Design Process](#) to learn about this equity challenge by listening to students and families, observing, conducting surveys, utilizing student feedback data, and reflecting with colleagues across districts and within the District LERN Team.
- **Partner with students and families** to reimagine policies, practices, and ways of working to increase student belonging, engagement, and learning.
- Demonstrate learning and strategic leadership development to address the equity challenge. **Make measurable progress** and document and share learning and changes that contributed to improved outcomes.

## NETWORK DESIGN

Through monthly virtual District LERN Team meetings, cross-network learning sessions, consultancies and collaborative inquiry, District LERN Teams will engage in facilitated site level and collective, cross-district learning.

### Participation Includes:

- Three 3 hour **Leading for Equity Redesign Network (LERN) convenings**, designed to support collaborative learning across districts and collective leadership actions in service of creating equitable learning experiences and outcomes.
- **Up to 6 Virtual Professional Learning Sessions** open to staff from across your district at the discretion of your Equity Design Team. These sessions will be based on the *NEP's Leading for Equity Framework* to include core practices and mindsets for leading with *Equity, Complexity, Liberatory Design, and Culturally Responsive Learning*.
- **Coaching and facilitation by National Equity Project staff to include:**
  - **Monthly leadership development and strategy sessions** with your identified District Equity Design Team (typically 1-1.5 hour meetings)
  - **Monthly executive coaching sessions** and resource support for members of the District Equity Design Team.

## TESTIMONIALS: RECENT DISTRICT NETWORK PARTICIPANTS

In the 2019-2020 school year, NEP convened district teams from 7 Districts in the Midwest region. Here are some testimonials from that network:

- “NEP has been an amazing experience for me as a teacher. It has allowed me to reaffirm my role within a system that needs reinventing.”
- “I have found this experience meaningful and it has expanded my leadership skills and mindsets to lead for equity.”
- “The opportunity for an ongoing focus and how the work of other districts has inspired and motivated our efforts.”
- “Learning from the equity research. Partnering across the district. Understanding how students are doing game changing work across the district.”
- [Read more about our client satisfaction and virtual session feedback data.](#)

## PROGRAM COST

The total cost of all services within the LERN District Network is \$30,500 for 2020-21. All sessions, coaching, and resources will be delivered virtually.

District Equity Leadership Learning Network			
Service	Description	Time Commitment	Cost No Trvl
District Equity Design Team Facilitation and Coaching	Monthly leadership development and strategy sessions	Each meeting 1-1.5 hours	\$30,500
	Leadership Coaching and Resource Support	Typical coaching session 1 hour - up to 20 hours included	
Network Convenings	Three virtual convenings of full District Equity Leadership Learning Network	Each session 3 hours	
Professional Learning Sessions Network wide	Six learning sessions are included in this Network service. Districts will have choices in the sessions they choose and the staff that will attend each	Each session 2 hours  Sessions offered on monthly basis	

## Attachment B: Network Additional Services



No Network Additional Services are being purchased with this Agreement

	Service	Description	Frequency	Cost
<input type="checkbox"/>	<b>Additional Lead Team Coaching or Executive Coaching</b>	Additional team meetings, executive coaching and resource support may be elected.		
<input type="checkbox"/>	<b>Distributed Leadership for Equity</b>	Districts may elect to develop additional Equity driven leadership teams at the site level, cabinet level or among a specific group of leaders (such as principals, coaches or support staff)		
<input type="checkbox"/>	<b>Customized Learning Sessions</b>	Learning sessions on additional topics may be customized to meet District needs such as: <ul style="list-style-type: none"> <li>• Coaching for Equity</li> <li>• Designing and Facilitating Equity Focused Learning Sessions</li> </ul>		
<b>Total \$ Amount</b>				<b>\$0.00</b>

# NEHEMIAH COMMUNITY DEVELOPMENT CORPORATION PROPOSAL FOR SERVICES

For Waunakee School District, May 6, 2020

## OVERVIEW

Nehemiah Community Development Corporation is pleased to submit this proposal for services to support Waunakee School District in achieving its goals of creating learners that will change the world with positive contributions. We will provide professional development training for the Social Studies Department and stakeholders and decision makers for curriculum options.

### The Objective

- Create a district-wide approach teaching an equitable version of American and World history
- Impart educators with the tools to instruct, interact, and care for students of all backgrounds.
- Create processes and systems for Waunakee to start the process of engaging difficult social justice topics with staff, students, and parents

### The Opportunity

- Assess the strengths, weaknesses, and assets of Waunakee School District's human capital.
- Challenge Waunakee staff to engage with history through a broader lens
- Highlight and address obstacles creating barriers to achieving the goals of WSD

### The Solution

- Professional Development Training
- Teacher/Staff Study Groups
- Virtual Cross-Cultural Coaching

## OUR PROPOSAL

Waunakee School District strives to be on the cutting edge of education and works hard to make sure that every student is ready for career or college. Part of that vision is growing collaborative systems with students, parents, and the community to help reach those goals.

Nehemiah has developed a process that includes discovery, education, personal responsibility, and a bias toward action that allows participants to engage with difficult tasks like racial disparities, bias, and cultural assimilation while maintaining the dignity of the students and the staff. Our process is designed to be less of an instructional moment, as it is to be a learning journey that Nehemiah will act as the guide. No two people are exactly alike, and the same goes for organizations. Our approach utilizes cross-cultural leadership development skills, best practices based on research, and practical implementation techniques. The history and science of bias don't change from one group to another, but the art of connecting with other people cannot be rushed or automated. It takes time, and to that end, we submit this proposal to walk alongside the Waunakee School District as it embarks on a new journey.

## Rationale

- Historical Approach: History often provides the light we need to understand our present and predict our future
- Relational Approach: Change happens when we see ourselves fully and understand others.
- Community Approach: Individuals can't sustain movements, but a community can.
- Expertise: Our strategies are grounded in research from multiple fields and have been tested and perfected over the last four years in the Greater Madison area, by a 27-year old non-profit organization.

## Execution Strategy

Our execution strategy incorporates proven methodologies, extremely qualified personnel, and a highly responsive approach to managing deliverables. Following is a description of our project methods, including how the project is developed, a proposed timeline of events, and reasons for why we suggest developing the project as described.

## Project Approach

### Assessment

Focus: Understanding the needs, challenges, opportunities, and strengths of the Waunakee School District

### Professional Development

Focus: Historical Topics designed with educators in mind

Possible Topics

- How Desegregation Hurt the African American child
- The Criminalization of African Americans and the School to Prison Pipeline
- The Damaging Effects of Black History Whitewashed and Teaching Truth
- More than Slaves: Reclaiming Identity from Hostile Culture
- The Myth of the Liberal North and Microaggressions In Today's Society

### Teacher and Administration Study Groups

Focus: Group selected content from those who will attend the Winter US Black History Class

Possible Topics

- Review of Texts Like "An African American and Latinx History of the United States" by Paul Ortiz
- Deeper dive into white privilege and how it manifests in Waunakee

## Timeline for Execution

The timeline is best determined in collaboration with the staff after the assessment phase. The key to success in this first step is understanding the need to prepare the environment for change. This is an involved process, changing hearts and minds, using research, experience, and relationships as the key tools. We have discovered that most individuals take anywhere from 9 -14 months for this phase, and groups can either make that process smoother or longer.

The modules below are estimates, and the chronological time will vary, as some can be done simultaneously, and others are best spread out for schedule constraints and processing time. Also, keep in mind that the delivery method for the modules can be adapted to meet the needs of the Waunakee School District's needs.

Description	Duration
Assessment	One Month
Professional Development Sessions	6 sessions, 4 hours each
Teacher and Administration Study Groups	12 hours total

## PRICING

The following table details the pricing for delivery of the services outlined in this proposal.

Services Cost	Price
<b>Professional Development (6 sessions)</b>	12,000
<b>Teacher and Administration Study Groups (4 sessions)</b>	4,000
<b>Virtual Cross-Cultural Coaching Online Portal (VC3)</b>	16,000*
Total Services Costs	32,000
*VC3 cost based on number of employees per month	
<b>Package Amenities</b>	
Assessment	0.00
US Black History Class Reserved Seats (10)	0.00
Inclusion into Professional Nehemiah Networks	0.00
Total Package Amenities Costs	0.00
<b>Total</b>	<b>32,000</b>

## CONCLUSION

We look forward to working with Waunakee School District and supporting your efforts to create a community of learners and staff that embody the values you all cherish. We are confident that we can meet the challenges ahead and stand ready to partner with you in delivering on your promise to the community of Waunakee.

If you have questions on this proposal, feel free to contact Harry at [hhawkins@nehemiah.org](mailto:hhawkins@nehemiah.org). We will be in touch with you next week to arrange a follow-up conversation on the proposal.

Thank you for your consideration,



Harry H. Hawkins, III  
Executive Vice President



## Benefits of MSAN District Membership

### The three most valuable benefits of MSAN district membership include:

1. Access to online resources aimed at streamlining our networking and sharing of information across MSAN districts
2. High-quality, research-based training & professional development for adults and student leaders
3. Participation in research aimed at closing gaps

### 1. ON-LINE RESOURCES

Membership in MSAN includes access to the following online resources:

- **MSAN Clearinghouse of Promising Practices**

The MSAN Clearinghouse of Promising Practices is a searchable database developed to promote the extension and replication of practices and programs across MSAN districts that have shown to accelerate the learning of students of color AND for which there is evidence the practice is effective over time and/or with multiple groups of students. The Clearinghouse is meant to streamline and inform local district R&D and enhance networking among various district roles (e.g., literacy coaches, principals, special education teachers, etc.). Currently, the Clearinghouse has 84 initiatives/promising practices available to member districts.

- **MSAN Shared District Database**

The Shared District Database is comprised of demographic overviews of student enrollment and achievement data including, but not limited to state achievement test data, ACT, SAT and other relevant nationally-normed tests given by the district, drop out and /or graduation rates, district and school enrollment rates, and student course selection data (e.g., 8th and 9th grade algebra, AP and or International Baccalaureate course enrollment).

- **Video Library of Speakers**

Proceedings from past MSAN professional development events focused on different “problems of practice” experienced across MSAN districts are available to all members, including videos of keynote presentations that can be accessed by individual districts. Topics have included the under-representation of students of color in AP/IB courses, over-representation of students of color in special education, culturally responsive teaching practices, common supports for language learners, disproportionate representation of students of color in discipline, and others. Speakers include Donna Ford, Pedro Noguera, Gloria Ladson-Billings, Russ Skiba, Marcelo Suarez-Orozco, Ron Ferguson, Yvette Jackson, Margot Gottlieb, and others.

## 2. PROFESSIONAL DEVELOPMENT & TRAINING

A central feature of the work of MSAN is to build local communities of learners through the holding of highly-focused professional development opportunities and working group/business meetings.

- **Professional Development for Educators (1-2x/year)**  
MSAN sponsors a network-wide professional development opportunity annually based on shared challenges. The MSAN Equity Institute takes place in Madison, Wisconsin on or near the campus of the University of Wisconsin-Madison. It is a two-day intensive conference dedicated to growing our understanding of how school districts develop equity-focused leadership and nurture cultural competence. Membership includes registration for six educators (teachers or administrators) at the annual Institute.
- **Business/Working Group Meetings (3x/year)**  
Convening of representatives from member districts, including Governing Board members (Superintendents) and members of the Research Practitioner Council (RPC), is designed to build a continuous stream of work focused on our shared mission. These business meetings are most appropriately thought of as team-based professional learning for member districts. One meeting each year is a site visit hosted by a member district willing to open up their practice to our collective learning. Across these meetings MSAN members are provided with access to researchers conducting inquiry across different fields of study on topics relating to our shared work. Previous research topics include: reducing stereotype threat, district-level interventions that increase family involvement of English language learners, development of racial bias in young children, human resource management for equity, effectiveness, and efficiency, supports for children and families experiencing homelessness, and others. Additionally, each meeting involves the in-depth presentation and discussion of one promising practice from an individual MSAN district. No registration fee is charged for attending MSAN business meetings. Districts cover the cost of travel and accommodations.
- **MSAN Student Conference**  
Early in its development, MSAN members committed to creating opportunities for students of color to guide their work. Each year teams of students from member districts gather to engage in discussions about the barriers students of color face in their schools and districts, and develop action plans that outline steps their schools and districts can take to eliminate those barriers and improve the effectiveness of their schools. This youth leadership conference is an opportunity for students to learn from peers from across the country while constructing valuable messages for the academic leaders of their schools. Dues include cost of attendance for eight students and two chaperones at the annual MSAN Student Conference (approx. \$3,500). MSAN also covers the cost of hotel accommodations for a portion of the stay (approx. \$1,550). Elementary only school districts do not receive the benefit of the high school student conference, therefore elementary only districts receive a reduced dues rate.

## 3. RESEARCH

MSAN districts have opportunities throughout the year to participate in research projects. One example of this type of benefit was in-house professional development with research staff for districts who participated on a project that focused on designing/testing a homework-based Algebra I intervention for 8th and 9th graders. Additionally, after the study was completed, all MSAN districts were provided access to the intervention before the general public.

## Non-Tangible Benefits

MSAN is a true network. There are myriad opportunities for participation but all are dependent upon district level motivation and perceived need for participation. MSAN was started by districts with similar demographics in terms of racial and economic composition and similar academic outcomes for their students of color. What MSAN educators note time and time again how helpful it is to be a part of MSAN (district administrators and teachers, and even school board members); to be able to talk with other educators who are in similar settings, struggling with similar issues, and working on similar solutions.

**For more information regarding membership, please contact the MSAN Executive Director, Dr. Madeline Hafner, at [madeline.hafner@wisc.edu](mailto:madeline.hafner@wisc.edu).**



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# Diversity, Equity, Inclusion Partnerships 2020-2021

Curriculum Committee  
June 30, 2020

# New Partnerships Are in Progress

1. Dane County Equity Consortium (DCEC)
  - a. Existing since 2018-2019
2. National Equity Project (NEP)
  - a. New Learning for Equity Redesign Network
  - b. Existing (NEP training via CESA 2 2019-2020)
3. Nehemiah
  - a. New Social Studies Project Including Customization of Nehemiah's African American History Course.
4. Minority Student Achievement Network (MSAN)
  - a. New (application for membership)
  - b. Existing (participation in annual meetings since 2014)

# Funding

- In 2019, the Waunakee Community School District was found under federal special education accountability to have a significant disproportionality or discrepancy in the identification of Black students for special education services.
- Identification discrepancies are reflective of our overall program and not limited to special education.
- The district is required to engage in the following continuous improvement actions.
  - Submit evidence of continuous improvement activities (needs assessment, root cause analysis, evidence-based improvement strategies, and plan.
  - Budget 15% of IDEA Part B funds for comprehensive coordinated early intervening services (CCEIS) to address the root cause of racial disproportionality, as identified through continuous improvement activities. For 2020-2021 we project \$114,307 in new funds and \$80,000 in unexpended funds carried over for a total of \$194,307 for professional learning and other continuous improvement activities.
  - Provide evidence of practice data collected and used to determine: (1) if the evidence-based improvement strategy is being implemented as intended (2) unintended consequences to equity (if any) and (3) ongoing supports (i.e. training)

# National Equity Project Learning for Equity Redesign Network



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Deliver on the promise  
of a quality<sup>28</sup> education

# NEP Learning for Equity Redesign Network

- The National Equity Project is an educational reform organization focused on developing school district capacity to further equity objectives. The National Equity Project operates a series of workshops and collaborative networks to advance this work as well as providing technical assistance to school districts and regional initiatives. The National Equity Project is headquartered in Oakland, CA.
- The Learning for Equity Redesign Network will be comprised of several upper Midwest public school districts and engage their educators in training and professional collaboration.
- LERN is expected to operate virtually in 2020-2021 due to COVID.
- LERN is a one year commitment that could possibly be extended.
- The LERN contract for 2020-2021 is \$30,500 and would be funded through the IDEA CCEIS budget.

Nehemiah Project  
Social Studies Professional Development  
Local Customization of the African American History Course



# Nehemiah Social Studies Project

- The [Nehemiah Center for Urban Leadership Development](#) works to engage the greater Madison community to empower African American individuals, families, and communities to bring about hope, transformation, and justice. Nehemiah delivers programming in the following areas: Youth Leadership Healthy Neighborhoods, Justice & Reconciliation, Economic Empowerment, Emerging Leaders, Systems Change and is headquartered in Madison, WI.
- Nehemiah conducts an annual evening course in African American History. They will be customizing this work for our Social Studies department, including elementary World Language. This project will also include a needs assessment with district and school leaders, educators, students, and other stakeholders.
- The Nehemiah project is a one-time commitment of \$32,000 funded by the IDEA CCEIS budget. We could potentially add future projects to include additional content areas.

# Minority Student Achievement Network Application



MINORITY STUDENT ACHIEVEMENT NETWORK

# MSAN Membership

- The Minority Student Achievement Network (MSAN) is a national coalition of school districts that joined to understand and eliminate opportunity/achievement gaps that persist in their schools. MSAN districts have student populations between 3,000 and 33,000 and are most often located in well-established first-ring suburbs or small/mid-size cities. The districts share a history of high academic achievement and connections to major research universities. MSAN is headquartered in Madison, WI at the University of Wisconsin. Madison, Middleton-Cross Plains, Sun Prairie and Verona are members.
- MSAN membership provides access to technical resources, collaborative bodies, and professional development including the annual conference. MSAN membership also provides a strong youth leadership development component.
- MSAN membership is currently \$13,500<sup>33</sup> annually but expenses associated with participation bring the projected total to \$25,000-\$28,000. We anticipate this to be a recurring investment funded by the IDEA B CCEIS budget.

# Other activities in progress

1. Root Cause Analysis work with CESA 2 and Wisconsin RtI Center
2. Continued work with Percy Brown
3. Support of our student affinity groups and listening to the student voice
4. Continued participation in DCEC
5. Local professional development workshops, including book studies
6. Curriculum and instructional materials renewal
7. Board Ad Hoc Committee