

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION DIVERSITY, EQUITY, INCLUSION AD HOC COMMITTEE**  
Tuesday, November 17, 2020  
6:00 PM

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

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

Introductions of Committee Members

**III. APPROVAL OF MINUTES**

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**IV. APPROVE AGENDA**

**V. CONSIDERATION OF METHODS FOR COLLECTING DATA AND INFORMATION TO INFORM THE WORK OF THE AD HOC COMMITTEE ON EQUITY, DIVERSITY, AND INCLUSION**

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The purpose of this agenda item is to finalize the concept of what we want to be able to do, what resources are needed, and have a request for these needs prepared to bring to the full board of education for consideration.

**VI. PROPOSED JOINT BOOK STUDY WITH VILLAGE "THE WHITE RACIAL FRAME"**

**VII. DISCUSSION OF EVENTS WITHIN THE WAUNAKEE SCHOOL DISTRICT AND IN THE STATE AND NATION AS IT RELATES TO DIVERSITY, EQUITY AND INCLUSION**

**VIII. FUTURE MEETINGS**

**IX. 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.”

# Minutes of Diversity Equity Inclusion Ad Hoc Committee

## The Board of Education Waunakee Community School District

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A Diversity Equity Inclusion Ad Hoc Committee of the Board of Education of Waunakee Community School District was held Tuesday, October 20, 2020, beginning at 6:00 PM in the Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597.

### **I. CALL TO ORDER**

Tim Schell called the meeting to order at 6:02: PM

### **II. ROLL CALL**

Committee members in attendance: Bethany Pottinger, Chrisina Sheppleman, Diane Treis Rusk, Izabella Moore, Katie Grundahl, Lara Ostrander, Leslie Petty, Melanie Meister, Melissa Hernandez, Michelle Berg, Mike Pisani, Monique Mobley, Nia Vang, Pamela Potter, Paul Whitley, Regina Pagel, Samuel Kaufmann, Stephanie Shefchik, Tim Schell, Allison Voeller.

### **III. APPROVAL OF MINUTES**

Diane Treis Rusk made a motion, second by Sam Kaufmann, to approve the minutes as posted. Motion carried.

### **IV. APPROVE AGENDA**

A motion was made by Leslie Petty, second by Paul Whitley, to approve the agenda as posted. Motion carried.

### **V. PRESENTATION BY TIM SCHELL, WCSD DIRECTOR OF SECONDARY CURRICULUM AND INSTRUCTION, OF A BRIEF OVERVIEW OF CURRENT WCSD CURRICULUM ON THE ISSUES OF RACIAL EQUITY, INCLUSION, AND DIVERSITY (10-15 Min)**

TimSchell shared information on curriculum that is being used regarding equity withing the district. Tim specifically spoke on the Neiamiah partnership. The Powerpoint he used may be found attached to the agenda.

The committee asked that this partnership informaton is shared with the leadership team specifically the full social studies department. An overall timeline could be shared with what is happening with this project.

This is great, there is still so much that can be done. Involving more community people, students ect would lead to an inclusive direction.

**VI. CONSIDERATION OF METHODS FOR COLLECTING DATA AND INFORMATION TO INFORM THE WORK OF THE AD HOC COMMITTEE ON EQUITY, DIVERSITY, AND INCLUSION**

Melanie Meister, Bethany Pottinger, and Gina Pagel gave an update of their research/findings of various tools.

There are several tools that WCSD already has in their possession. This group narrowed it down to two.

NEA and LEAD, both are free with website support. This group is leaning toward NEA.

There was some discussion on how to determine what components to use, having someone from outside evaluate the audit to show impartiality and what the next steps should be.

Tim will find out if there is someone to partner with from Niamiah. Nia will look into a partnership. Gina will follow up with other districts that have used these tools.

This group will send out an email when they meet again so that anyone else from the full committee may join. Mike Pisani is already interested in helping with this work.

For the next meeting we should have a concept of what we want to do and be able to discuss what resources are needed so that the Board members on this committee can then take this to the full Board of Education.

**VII. DISCUSSION OF EVENTS WITHIN THE WAUNAKEE SCHOOL DISTRICT AND IN THE STATE AND NATION AS IT RELATES TO DIVERSITY, EQUITY AND INCLUSION**

There was some discussion on this item and it was determined that this item along with the audit item should be carried over to the next meeting.

**VIII. FUTURE MEETINGS**

The committee shared upcoming events, talks etc that may be of interest with the full committee. These items will be shared with the committee within their group google drive.

There was discussion on when the next meeting would be scheduled. There was a request to have a regular time so that work and meetings could be planned more in advance.

It was also requested that items for the meeting be attached to the Boardbook agenda

**IX. ADJOURN**

The committee meeting adjourned at 7:37 PM on a motion by Mnique Mobley and seconded by Lara Ostrander. Motion Carried.



# Equity Audit Sub-Committee's Recommendation

**Tool:** NEA (National Education Association) Opportunity Audit (<https://bit.ly/2Ima4mR>), [myschoolmyvoice.nea.org](https://bit.ly/3kjVIAH) (<https://bit.ly/3kjVIAH>)

## **Features:**

- Assess and take action on both the accessibility and effectiveness of policies, programs, and budgeting that allow you to create the quality learning environment necessary for all students to succeed.
- The audit data in conjunction with NEA's GPS (Great Public Schools) Indicators Framework ([www.nea.org/gpsindicators](http://www.nea.org/gpsindicators)) assists the creation of a plan to eliminate inequities.
- The whole audit has value and could be customized. We could prioritize certain criteria over others (e.g. School Climate > Academic Outcomes) or have other district teams conduct audit for certain criteria (e.g. Nehemiah work support Criteria II: Curriculum).
- Contains definitions to help with common language of terms on the audit

**Costs:** Free

## **Who completes?:**

- A short, criteria-based tool (Opportunity Checklist: <https://bit.ly/35mCo2O>) can be quickly completed by school-based stakeholders to determine resources available to students.
- A comprehensive team of educators, families, and more complete a deeper dive into school-based opportunities across seven criteria

## **Data:**

Ratings fall on their Opportunity Audit Continuum:

- N/A (*element does not apply*)
- Does not exist
- Not apparent (*element is not demonstrated or evident*)
- Emerging (*element exists as written policy, but not sufficiently implemented or funded*)
- Improving (*element demonstrated in compliance with policies*)
- Flourishing (*element exceeds compliance; demonstrates innovation and inclusiveness*)

For the following criteria:

1. **School-readiness:** Schools exemplify readiness for all students and educators.
2. **Curriculum:** All students have access to a rigorous curriculum, including advanced coursework, rooted in high academic standards.
3. **School Climate:** Conditions at schools foster positive climates that support teaching and learning for educators and students.
4. **Effective Educators:** All students have access to capable, qualified educators.
5. **Academic Outcomes:** Schools maintain accountability by using multiple indicators to assess student achievement, instructional effectiveness, and school performance.
6. **Family Engagement:** Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.

7. **Funding:** All schools are sufficiently and equitably funded to provide the resources and supports required to meet all students' needs.

**Audit Results/Recommendations:**

- By indicating priorities using the Opportunity Checklist, tailored resources are provided from NEA
- After Audit is completed:
  - Share results (NEA has a sample meeting agenda: <https://bit.ly/36tj9Cz>) and engage other stakeholders
  - Build team to support creation of plan
  - Reference GPS (Great Public Schools) Framework (<https://bit.ly/3n9J9JW>; downloadable links at bottom)
  - Create a roadmap to achieve goals (a.k.a. Advocacy Plan)

**Next step suggestions from sub-committee:**

- Customize order of audit:
  - Do we want to go in order (Criteria 1 through 7) or do we want to re-order and prioritize criteria?
  - May want to consider whether existing efforts (e.g. Nehemiah and/or National Equity Project (NEP) partnership/coaching) could complete portions so efforts are efficient and not duplicated
- Once audit tool is approved and order is set, start setting XX minutes aside each ad hoc committee meeting for audit work
  - Go line-by-line, referring often to the continuum on Page 4 to prompt discussion and dialogue
  - If consensus cannot be reached, identify additional data and sources needed to inform committee
  - Assign members tasks to retrieve this data
  - “Park” that prompt and note that committee will return with additional data; ensure it is flagged to readdress at future meeting
  - Continue through additional prompts within each criterion until time is up
- Once audit is complete, next steps may include
  - Presenting results at various stakeholder meetings (e.g. staff, board, community and other meetings)
  - Assess our team and invite others into plan development, as appropriate; Engage our district partnerships like
    - National Educational Association (NEA)
    - Wisconsin Education Association Council (WEAC)
    - Nehemiah - Center for Urban Leadership Development
    - National Equity Project (NEP)/Leading for Equity Redesign Network (LERN)
    - Minority Student Achievement Network (MSAN)
    - WI’s Disproportionality Technical Assistance Network (“The Network”)
    - The Origins Program: Education for Equity (creators of Development Designs)
    - UW Madison

- Committee members familiarize themselves with GPS Indicators Framework and other supportive documents on NEA's website
- Create detailed advocacy plan