

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION DIVERSITY, EQUITY, INCLUSION COMMITTEE**

Thursday, April 1, 2021

6:00 PM

Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597

This meeting shall be conducted as a virtual meeting.

Members may be participating in the meeting from remote locations through the use of communications technology.

Public comments may be sent to Rebecca McDonough

at [district\\_administrator@waunakee.k12.wi.us](mailto:district_administrator@waunakee.k12.wi.us) up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

The physical location of the meeting shall be 905 Bethel Circle, Waunakee, WI

Only the Executive Assistant will be physically present at that location for the purpose of recording the minutes and the meeting.

Public is able to attend at the meeting location, being mindful of social distancing requirements.

A recording of this meeting will be posted on the District webpage within 24 hours of the meeting.

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

Introductions of Committee Members

**III. APPROVAL OF MINUTES**

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**IV. APPROVE AGENDA**

**V. PUBLIC COMMENTS**

**VI. NEA EQUITY AUDIT DISCUSSIONS**

6

A. Criteria 4 review/discussion after the prevote.

B. Criteria 5 review/discussion after the prevote

**VII. DISCUSSION AND POSSIBLE ACTION ON INTERIM RECOMMENDATIONS TO THE WCSD BOARD OF EDUCATION REGARDING ISSUES OF IMMEDIATE CONCERN**

**60 Minutes Allowed**

A. Recommendations on the creation of enactment of a dedicated reporting system/policy for events of bias/bigotry.

**VIII. DISCUSSION OF NATIVE AMERICAN IMAGERY AND MURAL WITHIN THE WCSD BUILDINGS**

**IX. FUTURE MEETINGS**

Next meeting is scheduled for 04/01/21

**X. 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, March 9, 2021, beginning at 6:00 PM in the Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597.

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

Board of Education Director Brian Hoefler called the meeting to order at 6:00pm

### **II. ROLL CALL**

Berg, Grundahl, Hernandez, Hoefler, Kaufmann, Meister, Mobley, Moore, Pagel, Petty, Pisani, Potter, Pottinger, Schell, Shefchik, Sheppelman, Treis Rusk, Vang, Voeller, Whitley.

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

A motion was made by Petty, second by Vang, to approve the minutes as posted. Motion carried.

### **IV. APPROVE AGENDA**

A motion was made by Schell, second by Kaufmann, to approve the agenda as posted. Motion carried.

### **V. PUBLIC COMMENTS**

There were no public comments at this time.

### **VI. NEA EQUITY AUDIT DISCUSSIONS/CLARIFICATIONS**

Tim Schell thanked every one for the time they have already put into the audit. Tim and Gina Pagel explained that at this meeting they would take a pause from moving forward in the audit to address the items from Criteria 1 and Criteria 2 that needed some clarification in order to vote on it. that Tim Schell THank you to all

Gina would be facilitating this review. Allison Voeller shared/ reminded the committee of the agreed upon norms and took notes. Melanie Meister monitored the chat, Nia Vang kept the time, Tim and Melanie monitored raised hands.

#### **A. Criteria 1 Part E**

Part E Our School has a funded plan to ensure successful transition from early learning programs to elementary school and the plan is aligned with state early learning standards. More details were shared regarding this item, per the notes/questions asked when this item was originally presented. The committee was able to discuss and answer questions regarding this item and was able to come to a consensus of this item, which closed Criteria 1.

#### **B. Criteria 2 Item Bii, C and D**

B(ii) Curriculum is clearly aligned to college and career ready standards, addressing the needs of students with different abilities and from diverse backgrounds.

C. Students have access to developmentally-appropriate practices and instruction, enhanced by educators' access to regular, job-embedded professional learning opportunities.

The learning community in our school provides various means to accommodate, scaffold, and enrich instructions for students with diverse needs, such as language-rich instruction, UDL, PBS, RTI, etc.

More details were shared regarding these items, per the notes/questions asked when this item was previously presented. The committee was able to discuss and answer questions regarding these items and was able to come to a consensus with these items, which closed Criteria 2.

C. Staff Survey for preparation of Criteria 3

Putting the breaks on this Criteria 3 to assure that staff have the opportunity to give a voice.

D. Discuss plans for Audit completion.

To continue completing the audit while a pause is on Criteria 3, we suggest that we take things out to order so we can continue forward with the audit.

It was suggested that whatever Criteria is being suggested, that the information and the vote would come out ahead of time and then the review and the fist to five would occur during the meeting. This would be an effort to expedite the process.

The Criteria that could be pulled together quickly and sent out could be Criteria 4 & 5.

The committee was agreeable to the processes of reviewing and pre-voting first and then discussing at the meeting.

The information for Criteria 4 & 5 will be sent out and then the committee can weigh in if they want to discuss both 4 & 5 or just 5 at the next meeting.

**VII. DISCUSSION AND POSSIBLE ACTION ON INTERIM RECOMMENDATIONS TO THE WCSD BOARD OF EDUCATION REGARDING ISSUES OF IMMEDIATE CONCERN**

A. Recommendations on the offerings of professional development and/or training for staff to address events or incidents of bias/bigotry.

Tim Schell shared some framework surrounding the “Speak Up At School” PD. He indicated that the beginning of the year staff inservice required documents could and should include something about reporting bias and bigotry. This will be addressed in preparation for this in August.

The committee discussed what immediate action was done when an incident is reported.

What happens if Administration sees repeated behavior. Katie Grundahl explained what the process was at her building and she was confident this was the process at the K6 level for sure. Tim added that the same approach occurred across levels with adjust for age.

The staff need more information and practice so they are comfortable with what action to take if they see something or if a student approaches them with a complaint. It is difficult when you are a student and an authority figure freezes and doesn't know what to do.

B. Recommendations on the creation of enactment of a dedicated reporting system/policy for events of bias/bigotry.

Tim Schell reported that he and Joel Lewis are working on a first draft and will have an example to share at the next meeting.

Gina Pagel asked for more information regarding the board's decision to move more discussion to the Goals Committee instead of taking immediate action to remove the imagery from the High School Gym.

Brian Hoefer explained that David Boetcher has connections with members of the HoChunk Nation through work, Tim Schell is working with the Village on the sesquicennial and they are also working with members of the HoChunk Nation since this land that Waunakee was HoChunk land. The sesquicennial will bring an elevated education surrounding the HoChunk people to this community. We also have a couple staff members who are members of the HoChunk Nation. All these connections brought to light that we can not be inclusive in policy if we are not inclusive in practice and allow all voices to be heard. The goals committee will be the committee leading the rebranding process, and this seemed like the appropriate place to listen, learn, and allow for more dialogue.

#### **VIII. FUTURE MEETINGS**

Next meeting is scheduled for 04/01/2. There are some scheduling changes that will need to be made for future meetings since Chairperson Joel has conflicts on Tuesdays. 4/1/21 should not be a problem since it is a Thursday. We will send a poll out after that meeting.

#### **IX. ADJOURN**

A motion was made by Mobley, second by Sheppleman, to adjourn the meeting at 7:54PM. Motion carried.



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[myschoolmyvoice.nea.org](http://myschoolmyvoice.nea.org)

# OPPORTUNITY AUDIT



# CONDUCTING AN OPPORTUNITY AUDIT

Working together, we can build the schools our students deserve! Think about your school – do you need a way to assess what’s going well in your school, and what may need to be improved for the success of all students? This Opportunity Audit will help you develop a plan to make sure your students have everything they need, eliminate inequities, and strengthen student learning. This Audit will help you 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 NEA Opportunity Audit data in conjunction with our GPS Indicators Framework ([www.nea.org/gpsindicators](http://www.nea.org/gpsindicators)) will assist you in creating a plan to eliminate inequities and elevate student achievement.

The Every Student Succeeds Act (ESSA) has opened the door for educators, parents, and students to be leaders in fulfilling the promise of a great public school for every student. ESSA requires that states, districts, and schools engage stakeholders in plans to help ensure the success of all students. ESSA also stipulates that plans be based on needs assessments, similar to the one you and your colleagues complete with this Opportunity Audit. The data you collect from your Audit and by engaging parents and the community can help inform which resources and programs get written into local ESSA plans. Additional resources and supports are available at [myschoolmyvoice.nea.org](http://myschoolmyvoice.nea.org).



# THREE STEPS FOR A SUCCESSFUL OPPORTUNITY AUDIT

- 1 Build Common Understanding.** Review the terminology and definitions to ensure a common understanding throughout the audit process.
- 2 Analyze the Continuum.** Use the audit continuum consistently for each indicator. What does it mean for an element to be Emerging, Improving, or Flourishing?
- 3 Assess Your School.** Complete the audit for each element. Where along the continuum is your school for each indicator?

## Your Audit Team

When conducting your audit, do not feel like you need to conduct it alone! Engage colleagues within your school, parents/families who will work with you to share their thoughts and input, and others whose valuable input may help create a fuller picture of your school's successes and opportunities. Using the chart below, identify who can work with you on the audit, and what they will contribute.

TEAM MEMBER	ROLE ON TEAM	TASKS	TIMELINES



## Opportunity Audit Continuum

N/A	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
Element does not apply to my school. (Ex. The element discussed preschools and I work in a high school.)	Element does not exist at my school.	Element is not demonstrated or evident at the school or district level.	Element exists as a written policy or practice, but is not sufficiently implemented or funded at the school or district level.	Element is demonstrated in compliance with school and district policies.	Element exceeds compliance and demonstrates innovation and inclusiveness in school improvement.

## Criteria I: Schools exemplify readiness for all students and educators.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		The opportunity exists for all students in our community to access high quality early learning programs.					
B		Our school offers full-day kindergarten in compliance with state and local mandates.					
C		PreK-grade 3 educators at our school are trained and licensed in compliance with state licensure requirements.					
D		Our school administers developmental and comprehensive health screenings, including hearing and vision exams, facilitates enrollment in Medicaid and SCHIP (as needed/ appropriate), and ensures all school-age children are immunized pursuant to state regulations. <b>(Where to Find:</b> Medicaid and SCHIP are offered through federal-state partnerships. Information about your specific CHIP and Medicaid programs, which work closely together, can be found at <a href="http://www.benefits.gov">www.benefits.gov</a> )					
E		Our school has a funded plan to ensure successful transition from early learning programs to elementary school and the plan is aligned with state early learning standards.					

**NOTES**

**NEXT STEPS**

**Criteria II: All students have access to a rigorous curriculum, including advanced coursework, rooted in high academic standards.**

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A(i)		Educators at our school are actively engaged in the development of standards-based curriculum.					
A(ii)		Our school has a plan in place to solicit educator feedback on content standards, curriculum, resources, and assessments. <b>(Where to Find:</b> Converse with your school's mathematics and literacy specialists, staff development teacher, or team leader.)					
B(i)		Students at our school have access to a full and rich curriculum, including fine arts, physical education, play, advanced coursework, career and technical education programs, and other experiential or work-based learning opportunities.					
B(ii)		Curriculum is clearly aligned to college and career ready standards, addressing the needs of students with different abilities and from diverse backgrounds.					
C		Students have access to developmentally-appropriate practices and instruction, enhanced by educators' access to regular, job-embedded professional learning opportunities.					
D		The learning community in our school provides various means to accommodate, scaffold, and enrich instruction for students with diverse needs, such as language-rich instruction, UDL, PBS, RTI, etc.					

**NOTES**

**NEXT STEPS**

## Criteria III: Conditions at schools foster positive climates that support teaching and learning for educators and students.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		Our school has high quality facilities with heating and cooling systems, safe indoor air quality, and running water.					
B		Our school provides clear goals and support for the work of our educators, including planning time, collaborative time with fellow educators, and access to professional publications, research, and technology.					
C		Students at our school have access to services that support their social, emotional, and physical well-being, through favorable student-to-SISP ratios, school policies, and the allocation of resources. <b>(Where to Find:</b> Converse with your school's specialized instructional support personnel and administration.)					
D(i)		Our school ensures that those who work closest with students have the authority to make decisions about their work.					
D(ii)		Our school honors all educators through authentic incorporation of educator voice in decision-making.					
E(i)		Our school fosters positive teaching and learning conditions, supporting culturally-relevant instruction through professional learning opportunities focused on cultural competence and understanding implicit bias.					
E(ii)		Our school has a plan to evaluate the relationship between educator training (on cultural competence and implicit bias) and student achievement.					
F(i)		Our school has a policy addressing student safety issues, on and offsite (such as bullying, bias-related incidents, and violence against marginalized persons or groups). <b>(Where to Find:</b> Consider your school and district policy on identifying, preventing, resolving, and reporting these safety issues.)					
F(ii)		Our school has policies in place that follow a best practices model regarding discipline.					
F(iii)		Our school conducts annual school climate surveys and allocates resources for intervention and improvement.		14			
G		Our school has a school library program.					

**NOTES**

**NEXT STEPS**

## Criteria IV: All students have access to capable, qualified educators.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		Our school hires educators who complete an accredited, state-mandated residency program prior to obtaining initial licensure or have access to complete an equivalent alternative					
B		Our school offers opportunities to grow educational leaders through formal and informal pathways, such as mentoring, state/national endorsements, or other methods.					
C(i)		Effective educators and school leaders are equitably distributed throughout the district. ( <b>Where to Find:</b> Using your district’s demographic information, examine the distribution of students and educators throughout the district.)					
C(ii)		Educator evaluations are based on multiple measures to demonstrate effectiveness. ( <b>Where to Find:</b> Consider your district educator evaluation and professional growth systems.)					
D		Our district works with area higher education programs to identify and recruit aspiring educators from underrepresented populations and for critical shortage areas.					
E		Our district offers competitive educator compensation and working conditions, incentivizes National Board Certification, honors representation by unions with collective bargaining rights, and permits educators to bargain teaching and learning conditions.					

**NOTES**

**NEXT STEPS**

## Criteria V: Schools maintain accountability by utilizing multiple indicators to assess student achievement, instructional effectiveness, and school performance.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A		Our educators are engaged with the district in developing formative and summative assessments that employ multiple measures of growth, pursuant to state policies.					
B		Our school ensures all students graduate college and career ready by implementing programs and practices proven to address barriers to advancement, such as SAT/ACT preparation, college and career counseling, and complying with state and local policies.					
C(i)		Our school receives adequate resources and funding from the district to provide educator training on the use of data to improve instruction and assessment.					
C(ii)		Educators have timely access to student data and assessment results.					
D(i)		Educators are given opportunities to collaborate with the state and district to develop school performance indicators. ( <b>Where to Find:</b> Consider your state and district Every Student Succeeds Act (ESSA) plan. Both may provide specific or implicit ways to collaborate.)					
D(ii)		Low-performing schools provide additional supports and funding to students, such as needs assessments, on-site evaluations.					
D(iii)		Our school works closely with students, families, and support networks to ensure the success of students who are at risk for academic failure.					

**NOTES**

**NEXT STEPS**

## Criteria VI: Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A(i)		Our school successfully engages families by accommodating family schedules and offering home visits.					
A(ii)		Our school submits data to our district annually on family and community engagement.					
B(i)		Our school has a full-time community liaison, tasked with engaging and representing families, as well as conveying school policies and procedures.					
B(ii)		Our school empowers family members and caregivers to access and utilize school materials and information in their context, including providing information in multiple formats and languages.					
C		Our school offers out-of-school-time learning programs and wrap-around services, such as health, language, mentoring, and tutoring.					
D		Our schools requires all educators and administrators to participate in professional development, focusing on family and community engagement, with input from higher education institutions and community stakeholders, as part of licensure programs and professional learning.					

**NOTES**

**NEXT STEPS**

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

	N/A	ELEMENT	DOES NOT EXIST	NOT APPARENT	EMERGING	IMPROVING	FLOURISHING
A(i)		Our district guarantees sufficient funding and makes adjustments for school level, size, and location.					
A(ii)		Our school has access to sufficient funds to support students in meeting rigorous academic standards. <b>(Where to Find:</b> Consider your district budget and funding levels that provide more than the basic needs of the school.)					
B		Our district adjusts funding for diverse student needs, allowing for students in schools with the greatest need to receive additional funding. <b>(Where to Find:</b> Consider if your district allocates sufficient funding and resources for English for Speakers of Other Languages (ESOL), special education, Title I, and Free and Reduced Meals (FARMS) to your school.)					
C(i)		Educators and families at our school have access to an up-to-date school budget and are included in the school budgeting process.					
C(ii)		State and district funding programs incentivize evidence-based innovation at our school.					
D		Current educators and administrators in our school have opportunities to meaningfully participate in the development of a sustainable, multi-year budget. Local efforts to diversify revenue streams are supported by the state.					

**NOTES**

**NEXT STEPS**

# AFTER CONDUCTING YOUR AUDIT

## **Share your Audit.**

- Host 10 Minute Meetings to discuss your audit and get feedback.
- Access [myschoolmyvoice.nea.org](https://myschoolmyvoice.nea.org) to view a sample meeting agenda.

## **Build your team.**

- Recruit members, parents, and community leaders who are interested in creating your district/school ESSA plan.
- Identify examples of success and inequity throughout the school.

## **Reference the GPS Indicators Framework.**

- Do a deep dive on the indicators to assess strengths and weaknesses to guide next steps.

## **Engage others.**

- Share your team findings with other education stakeholders.
- Coordinate community capacity to achieve your shared vision.

## **Create a detailed advocacy plan.**

- Build a roadmap to achieve your goals.
- Use Advocating for Great Public Schools.

# NEXT STEPS

## Now that my audit is complete...

<p>When will I hold a 10 minute meeting in my school to share the findings and outcomes?</p>	
<p>Who can work with me to address the opportunities identified in our audit?</p>	
<p>What support will I need to deep-dive into the NEA GPS Indicators Framework to continue the work of moving our school forward?</p>	
<p>What will our timeframe be to build our plan of action to address our school's opportunity gaps? How will we use our expertise to help build our school's ESSA plan to meet these and other needs of our students?</p>	

# OPPORTUNITY AUDIT DEFINITIONS

1. **Advanced Course Opportunities** generally refers to accelerated coursework that incorporates elevated rigor, including coursework that provides students opportunities to earn postsecondary credit. Examples include International Baccalaureate programs, Advanced Placement Programs, or dual enrollment.
2. **Community-based organization** means a public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals throughout the community.
3. **Developmentally Appropriate Practice (DAP)** is an approach to teaching grounded in research on how children develop and learn that involves teachers meeting young children where they are in their stage of development and helping each child meet challenging and achievable learning goals.
4. **Educators** includes classroom teachers, paraprofessionals, education support professionals (ESP), specialized instructional support personnel (SISP), librarians, administrators, and higher education professionals.
5. **Full-Service Community School** means a public elementary or secondary school that participates in community-based efforts to integrate educational, health, and other comprehensive services through public, community-based, and private partnerships; and provides access to such services year round, including when school is out.
6. **Indicators** refers to metrics that all public schools in the state must identify for data collection and measurement in their state plans, consisting of not less than one valid, reliable indicator of school quality or student success that allows for meaningful differentiation in school performance, such as measures of engagement, educator engagement, student access to and completion of advanced coursework, postsecondary readiness, or another indicator. States must report on mandatory federal indicators, and, at the state's discretion, additional state indicators.
7. **Language Rich Instruction (LRI)** provides a classroom environment that accelerates oral language and academic vocabulary development through exposure to content-rich language, cooperative learning opportunities, and other tools to aid comprehension and language development for English Language Learners and native speakers.
8. **Pupil Weights** means weighted per-pupil allocations for underserved students.
9. **Response to Intervention (RtI)** is a tiered approach to the early identification and support of students with learning and behavior needs through high-quality instruction and screening of all students in the general education classroom and appropriate progression to appropriate interventions and comprehensive evaluation.
10. **Rigorous** means academically, intellectually, and individually challenging curriculum and learning goals.
11. **School** means a public or private kindergarten, a public or private elementary school or secondary school, or a home school.
12. **Student** means any child or individual age 3 through 21.
13. **Universal Design for Learning (UDL)** is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments that can accommodate individual learning differences.
14. **Positive Behavior Support (PBS)** was originally developed to provide an alternative to aversive school discipline procedures often used with students with significant disabilities; now, PBS is a general term that refers to the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior change.

## **NATIONAL EDUCATION ASSOCIATION**

The National Education Association is the nation's largest professional employee organization, representing more than 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators and students preparing to become teachers.

### **NEA EXECUTIVE OFFICERS**

Lily Eskelsen García, President  
Rebecca S. Pringle, Vice President  
Princess R. Moss, Secretary-Treasurer

### **NEA EXECUTIVE COMMITTEE**

Eric R. Brown  
Shelly Moore Krajacic  
Robert V. Rodriguez  
Christine Sampson-Clark  
George Sheridan  
Hanna Vaandering

### **NEA OFFICE OF THE EXECUTIVE DIRECTOR**

Kim Anderson, Executive Director  
Karen M. White, Deputy Executive Director

### **NEA EDUCATION POLICY & PRACTICE**

Donna M. Harris-Aikens, Senior Director  
Elic A. Senter, Manager



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