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

Monday, July 26, 2021
1:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person.

Public comments will be limited to 3 minutes. The Board will allow 1 hour for public comments.

Public comments may be sent to Rebecca McDonough at 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.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted outside the buildings and brought into the meeting individually to present; if you are attending the Board meeting in person, you will be asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

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

A quorum of the board may be present.

## AGENDA

I. **CALL TO ORDER**
II. **ROLL CALL**
III. **APPROVE/REVIEW AGENDA**
IV. **PUBLIC COMMENTS**
V. **NEA EQUITY AUDIT** **3**
Complete NEI Equity Audit Item #"s 3, 6, 7
#3: Conditions at school foster positive climates that support teaching and learning for educators and students.
#6: Schools Engage with families and communities to collaborate in learning, advocacy and securing resources
#7: All schools are sufficiently and equitabley funded to provide the resources and supports required to meet all students' needs.
VI. **PREPARE FOR AUGUST 5TH MEETING**

VII. **FUTURE MEETINGS**
VIII. **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."

NATIONAL EDUCATION ASSOCIATION
nea.org

OPPORTUNITY & ACTION FOR EVERY STUDENT
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**) 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***.

# 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. (**Where to Find:** 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 ***www.benefits.gov***) | | | | | |
| 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. (**Where to Find:** 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. (**Where to Find:** 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). (**Where to Find:** 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. | | | | | |
| 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. (**Where to Find:** 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. (**Where to Find:** 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. (**Where to Find:** 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. (**Where to Find:** 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. (**Where to Find:** 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 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...**

| | |
|---|---|
| When will I hold a 10 minute meeting in my school to share the findings and outcomes? | |
| Who can work with me to address the opportunities identified in our audit? | |
| What support will I need to deep-dive into the NEA GPS Indicators Framework to continue the work of moving our school forward? | |
| 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? | |

# 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



nea NATIONAL EDUCATION ASSOCIATION nea.org

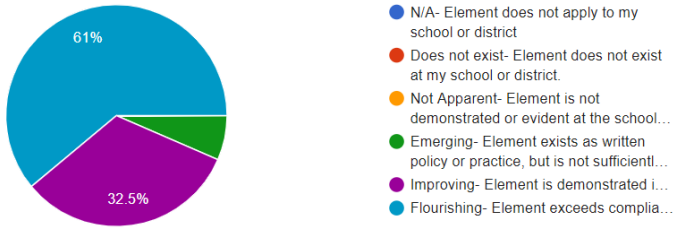
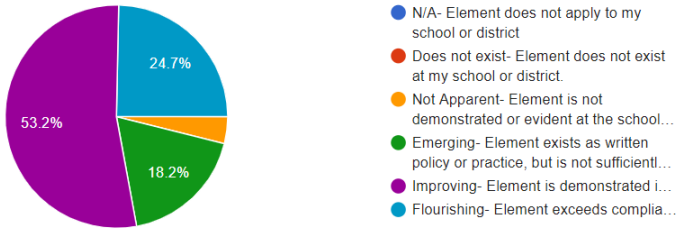
OPPORTUNITY & ACTION FOR EVERY STUDENT
myschoolmyvoice.nea.org

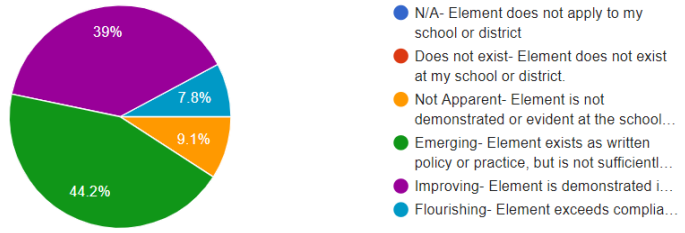
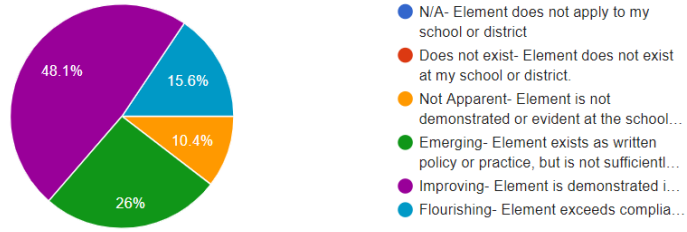
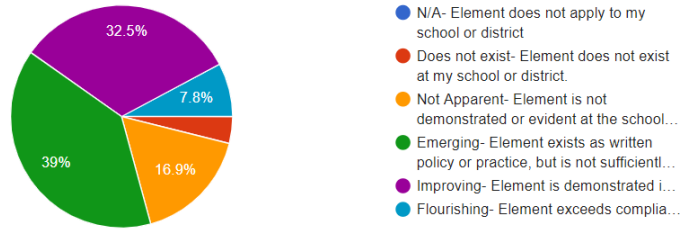
1201 16th Street, NW | Washington, DC 20036-3290

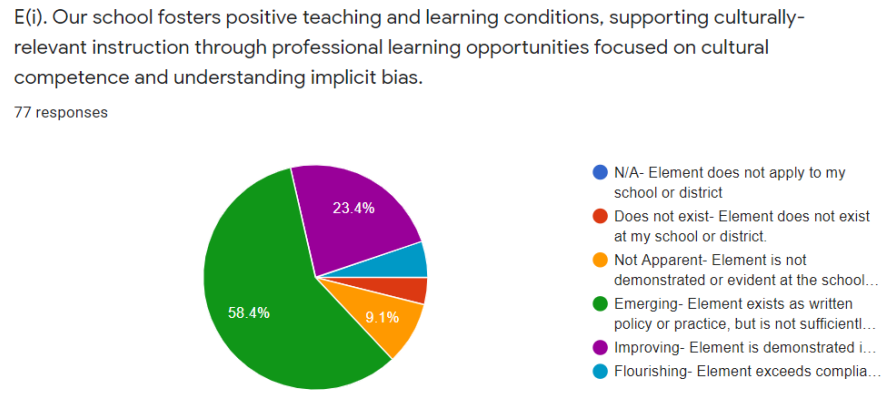
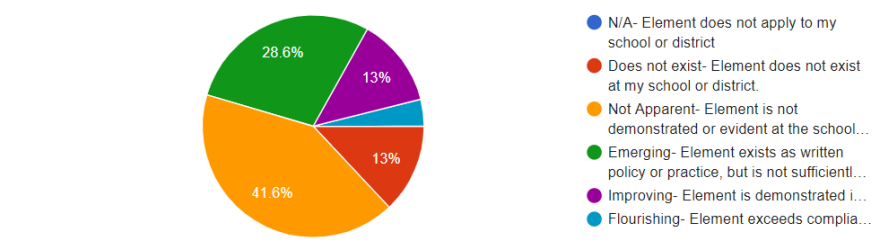


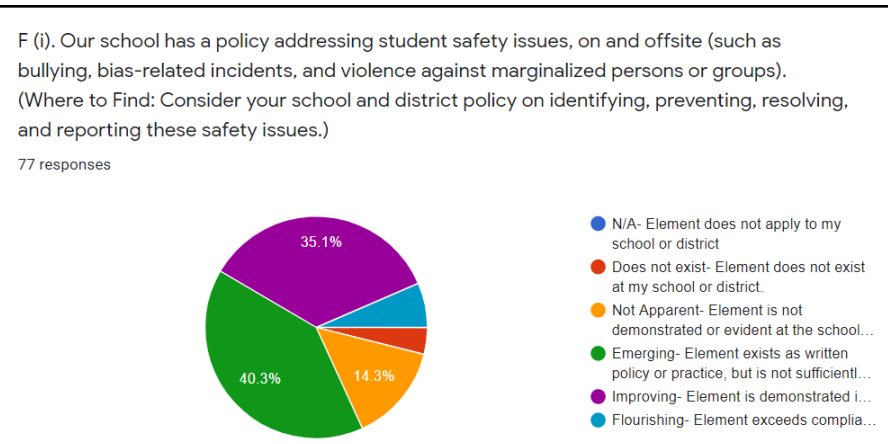
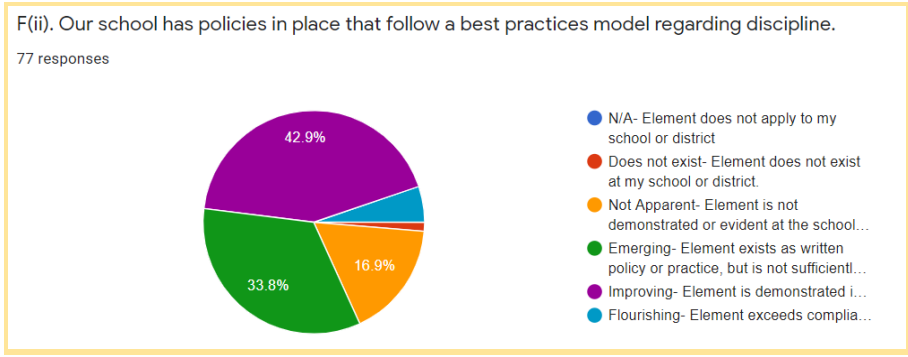

26513.11.2019.CK

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

| Element | Continuum Score *draft score placement based on staff survey | Discussion Notes *Committee will discuss and vote on final placement at the 7/26 meeting. Please preview survey data and supplemental information below prior to the meeting.* |
|---|---|---|
| A. Our school has high quality facilities with heating and cooling systems, safe indoor air quality, and running water. | *Flourishing | A. Our school has high quality facilities with heating and cooling systems, safe indoor air quality, and running water.<br>77 responses<br>  <br>**Staff Survey Comment:** As a Heritage staff member, I recall signing off that I'm okay asbestos is in my work environment. Legal? yes...does it make me uncomfortable? Also yes. |
| 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. | *Improving | 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.<br>77 responses<br>  <br>**Staff Survey Comments:**<br>-Prep time is in policy (at least I'm assuming) but is constantly eroded by other things; I know many special educators this year rarely got a lunch break due to para positions being cut or unfilled.<br>-We need more time and our students at the high school need more time to process what they are learning. Wednesdays saved us. We need to incorporate flex time for students and teachers to better address the weaknesses AND strengths of each learner. |

| | | |
|---|---|---|
| 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. (**Where to Find:** Converse with your school's specialized instructional support personnel and administration.) | *Emerging | 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. (Where to Find: Converse with your school's specialized instructional support personnel and administration.) SISP is also known as non-classroom educators—they work with teachers, school support staff, parents, community members, and other education stakeholders to help students remove learning barriers while examining their individual strengths and talents, interests and insecurities.<br>77 responses<br>  <br>**Staff Survey Comments:**<br>-Our student services ratios are not at the recommended limits. Also because of some of the district-approved evidence-based interventions, we have now put a cap on the number of students served with interventionists which limits student access for kids who would technically "meet" the criteria for intensive intervention. |
| D(i). Our school ensures that those who work closest with students have the authority to make decisions about their work. | *Improving | D(i). Our school ensures that those who work closest with students have the authority to make decisions about their work.<br>77 responses<br>  |
| D(ii). Our school honors all educators through authentic incorporation of educator voice in decision-making. | *Emerging | D(ii). Our school honors all educators through authentic incorporation of educator voice in decision-making.<br>77 responses<br>  <br>**Staff Survey Comments:**<br>-A lot of lip service is paid to cultural competence and educator input but it does NOT happen. This pandemic was a prime example of teachers having opportunity to speak but they are never heard or considered. Admin holds all the cards, makes all the decisions and rarely puts into practice or shows |

| | | |
|---|---|---|
| | | respect for staff ideas. Some districts included teachers in planning and problem solving and had much more positive outcomes. It is so very disheartening to not be respected as a stakeholder and problem solver in education.<br>-Teacher voice was difficult to hear this year under the circumstances. We felt unheard when it came to equity and the difficulties imposed on students who chose virtual learning. |
| 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. | *Emerging |  <br>**Staff Survey Comments:**<br>-PD offered for these areas, but not required; they have been an optional menu most often.<br>-The classroom teachers have a lot on their plates. It would be wonderful if at times training for equity, diversity, inclusion, etc. would take place before the school year begins. When we are given choices to attend for professional development days, we want to take part in all of them and then have to make the difficult choice of what to sign up for.<br>-A lot of lip service is paid to cultural competence and educator input but it does NOT happen. Having book studies is not moving cultural competence forward. Putting into place a holiday policy then backing down when faced with parent opposition is disrespectful and puts teachers on the front lines with families and students in a perilous place.<br>-Is the BOE taking part in any of the training and what is our plan to incorporate families attending our schools in these efforts?<br>-There is much more work to do incorporating restorative justice *(link to background info added for clarity)* and working through implicit bias and strategies for off site experiences. |
| E (ii). Our school has a plan to evaluate the relationship between educator training (on cultural competence and implicit bias) and student achievement. | *Not Apparent |  <br>**Staff Survey Comment:** since we have not committed to this PD consistently, this cannot be in existence yet |

| | | |
|---|---|---|
| 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). (**Where to Find:** Consider your school and district policy on identifying, preventing, resolving, and reporting these safety issues.) | *Emerging |  <br>**Staff Survey Comment:** once the reporting system is in place, this may be a better rating; however, in our current status this is limited.<br><br>Board of Education (BOE) Policies on…<br>A. Preventing?<br>a. ?443.9 Anti-Bullying?<br>b. ?413 Nondiscrimination on the Basis of Sex in Education Programs or Activities?<br>B. Resolving?<br>a. 412/512: Sexual Harassment/Harassment<br>b. 443.9 Anti-Bullying<br>c. 413 Nondiscrimination on the Basis of Sex in Education Programs or Activities<br>C. Reporting?<br>a. 411-Rule 1 Student Discrimination/Harassment Complaint Procedures<br>i. Complaint Form |
| F(ii). Our school has policies in place that follow a best practices model regarding discipline. | *Improving |  <br>**Staff Survey Comments:**<br>-I still hear about the application of zero tolerance policies. We continue to push students out of schools through expulsion and suspensions.<br>-With regards to discipline, spending thousands of dollars and countless hours of inservice and prep time only to be told we were doing "PBIS lite" because our students don't really need it shows no real commitment at ALL.<br>-I think our school needs to work mostly on the last one - F(ii). We have a really tough bunch of students going into 4th grade, and, while everyone is doing the best that they can with this group of students, there really needs to be a consistent model used regarding discipline. |

| | | |
|---|---|---|
| | | -We have been studying Ross Greene *(link to background info added for clarity)* and we know that kids do well when they can't. However, we are still trying to fit square pegs in a round hole when we continue to push students to follow the daily schedule. We learned from COVID that some students thrive in a condensed schedule with smaller groups. What can we do as a district to provide alternative learning environments to help students grow academically while slowly transitioning them to a "regular" schedule as they are ready?<br><br>**"Best Practices" resources:**<br>--WI Department of Public Instruction (DPI)'s page on Discipline, Suspensions and Expulsions: Evidence-based Nonpunitive Alternatives to Zero Tolerance<br>*"A zero tolerance policy assigns explicit, predetermined punishments to specific violations of school rules, regardless of the situation or context of the behavior."*<br>*"Psychological research has suggested that suspension and expulsion are likely to further reinforce negative behavior…"*<br>*"Alternatives to Zero Tolerance policies:...targeted behavioral supports for at-risk students,...character education and social-emotional learning programs...school-wide positive behavioral interventions and support."*<br><br>--National Association of School Psychologists (NASP): Discipline: Effective School Practices statement<br>*~"Two distinct aims: (a)...create and maintain a safe, orderly, and positive learning environment, which often requires use of discipline to correct misbehavior; and (b) to teach or develop self-discipline. Both aims are equally important and should always be included in...practices."*<br><br>**Board of Education (BOE) Policies:**<br>443.4 Drug Free Schools<br>*"Students who violate...will be subject to disciplinary action up to and including suspension or expulsion...referred to law enforcement...for legal action…"*<br>443.7/723.5 Weapons on School Premises<br>*"Any student violating this policy shall be subject to penalties outline in state and federal law including possible expulsion, and mandatory referral for expulsion…"*<br>443.8 Exhibit (2): Disciplinary Actions for Specific Gang-Related Activities<br>*"Students in violation of [wearing gang clothing/insignias; gang graffiti on...property] will be suspended from school for up to five (5) school days...or until such time as...clothing is...removed" (more in link with mandatory minimums)*<br>447-Rule Procedures for Management of Student Aggressive Behavior<br>*"When a student exhibits behavior that presents a physical threat…student... temporarily removed...until investigation,...appropriateness of placement...assessed, instruction should continue [for] student, placement changed...if assessment indicates [or] returned to classroom under [certain] conditions…"*<br>447.1 Corporal Punishment/Use of Force<br>*"No...employee...may use corporal punishment [intentional infliction of physical pain] in the District"* |

| | | |
|---|---|---|
| | | *"Does not...prohibit the use of reasonable and necessary force for...to quell disturbance/prevent an act, obtain possession of weapon/dangerous object, self-defense or defense of others, protection of property…, remove a disruptive student…, prevent student from inflicting harm to self…"*<br>447.2 Student Detention<br>447.3 Student Suspension (Out) / Suspension (In)<br>*"...any student may be suspended for conduct...which endangers the property, health or safety of others or for...conveying any threat...or an attempt..."*<br>447.4 Student Expulsion<br>447.6 Use of Physical Force, Restraint and Seclusion |
| Additional Notes for Criteria 3: | | **Staff Survey Comments** (that overlapped criteria or where more general)**:**<br>-I think that we do many things well in our school/district. I also believe that we very much protect privilege and continue to support structures that work well for our most privileged families and students. When this is challenged, the push back within and outside of the district is swift and intense and ultimately, important changes are not made, or move at a glacial speed.<br>-I feel that we talk the talk but don't always walk the walk with many of these issues. I also feel that teachers are "bullied" into changing grades by students and parents and are asked to do things that they don't always feel are appropriate/acceptable because of threatening comments made by the families and the community we serve.<br>-More than ever 2020 taught us that WCSD is not committed to change for the good but rather just change to look good!<br><br>**Per committee's previous request, additional data and breakdowns of discipline data:**<br>--ProPublica: WCSD (from 2015-2016 School Year)<br>*Black students 7.8x as likely to be suspended as White students*<br>*Hispanic 2.9x as likely to be suspended as White students*<br>--WISEdash WCSD Data from 2019-20 organized by Race/Ethnicity (can apply other filters by selecting other options in "Filter Data" near top, right-hand side)<br>--Risk Ratio Calculation regarding Suspension/Expulsion data (with White students being the comparison unit) using eduCLIMBER (student data warehouse*; ** - unsure about secondary buildings' consistent use of eduCLIMBER to house their "behavior incident" data*). Last 5 school years included:<br>➔ American Indian - Not calculated (due to low enrollment numbers)<br>➔ Asian - 0.5<br>➔ Black/African American - 1.8<br>➔ Hispanic/Latinx - 1.7<br>➔ Native Hawaiian/Pacific Islander - Not calculated<br>➔ Two or More Races - 1.9 |

| | | |
|---|---|---|
| | | Key:<br>**Risk Ratio Value Level of Disproportionality**<br>Risk of one group compared to the risk of another group to help identify the degree of disproportionality in incidents reported.<br><br>1.0 Equal Risk<br>1.25 25% Higher Risk<br>1.5 50% Higher Risk<br>2.0 2X Higher Risk |

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

| Element | Continuum Score | Discussion Notes |
|---|---|---|
| A(i). Our school successfully engages families by accommodating family schedules and offering home visits. | | --In regards to family schedules, many indications of teachers adjusting parent-teacher conferences (dates/times), for example, to support family attendance; not an expectation and based on the individual educator<br>--Home visits are not an expectation particularly for teaching staff; student services staff have made home visits on occasion |
| A(ii). Our school submits data to our district annually on family and community engagement. | | 4K submits data due to funding; other buildings are not required to do so |
| B(i). Our school has a full-time community liaison, tasked with engaging and representing families, as well as conveying school policies and | | We do not have a position in the district like this |

| | | |
|---|---|---|
| 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. | | --The addition of a communication and engagement specialist has improved social media and email communication this year<br>--We have made progress regarding Spanish-language particularly (hired Spanish interpreter/translator and have allocated more resources for other languages interpretation).<br>--We have about 20 home languages represented in our district; not all families who speak/understand other languages require interpretation and/or translation. There are 12 different languages spoken by students who receive English Language Learner support services in our schools.<br>--Do all families feel connected to information and materials? |
| C. Our school offers out-of-school-time learning programs and wrap-around services, such as health, language, mentoring, and tutoring. | | --Health: Dental supports for some students occur within school<br>--Building Bridges (K-8) does provide some in-school and community-based mental health supports and connections for students and their families; For the high school, we have two applications to partner with a community-based mental health provider so this is still in progress<br>--Our school social workers do connect families to community-based wrap-around services however the district does not provide/house these programs |
| D. Our schools require 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. | | --Professional Development (PD) for staff begins in August and includes a few days throughout the year. Family and community engagement can be integrated within PD and is rarely the primary topic of the PD.<br>--The EL (English Learner) Program and Title I (federal funding around closing opportunity gaps) do have some family/community engagement commitments |
| Additional Notes for Criteria 6: | | |

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

| Element | Continuum Score | Discussion Notes |
|---|---|---|
| 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. (**Where to Find:** 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. (**Where to Find:** Consider if your district allocates sufficient funding and resources for English for Speakers of Other Languages (ESOL), special education, Title 1, 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. | | Highlight district budget on website, building budgets not available there |
| 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. | | --School board and Director of Operations hosts an annual meeting with department chairs and building coordinators (starting more recently; a few years ago) |
| Additional Notes for Criteria 7: | | |

**What are Literacies within the Disciplines?** The following lists for each of the major content areas, while not comprehensive, can act as starting points through which communities of teachers can begin to think in terms of disciplinary literacy (Lent, 2016).

| | Read | Write | Think |
|---|---|---|---|
| **Science** | ***When scientists read, they***<br>• Ask "Why?" more than "What?"<br>• Interpret data, charts, illustrations<br>• Seek to understand concepts and words<br>• Determine validity of sources and quality of evidence<br>• Pay attention to details | ***When scientists write, they***<br>• Use precise vocabulary<br>• Compose in phrases, bullets, graphs, or sketches<br>• Use passive voice<br>• Favor exactness over craft or elaboration<br>• Communicate in a systematic form | ***When scientists think, they***<br>• Tap into curiosity to create questions<br>• Rely on prior knowledge or research<br>• Consider new hypotheses or evidence<br>• Propose explanations<br>• Create solutions |
| **History** | ***When historians read, they***<br>• Interpret primary and secondary sources<br>• Identify bias<br>• Think sequentially<br>• Compare and contrast events, accounts, documents and visuals<br>• Determine meaning of words within context | ***When historians write, they***<br>• Create timelines with accompanying narratives<br>• Synthesize info/evidence from multiple sources<br>• Emphasize coherent organization of ideas<br>• Grapple with multiple ideas and large quantities of information<br>• Create essays based on argumentative principles | ***When historians think, they***<br>• Create narratives<br>• Rely on valid primary and secondary sources to guide their thinking<br>• Compare and contrast or ponder causes and effects<br>• Consider big ideas or inquiries across long periods of time<br>• Recognize bias |
| **Math** | ***When mathematicians read, they***<br>• Use information to piece together a solution<br>• Look for patterns and relationships<br>• Decipher symbols and abstract ideas<br>• Ask questions<br>• Apply mathematical reasoning | ***When Mathematicians write, they***<br>• Explain, justify, describe, estimate or analyze<br>• Favor calculations over words<br>• Use precise vocabulary<br>• Include reasons and examples<br>• Utilize real-word situations | ***When Mathematicians think, they***<br>• Consider patterns<br>• Utilize previous understandings<br>• Find connections<br>• Estimate, generalize, and find exceptions<br>• Employ mathematical principles |
| **English Language Arts** | ***When students of English read, they***<br>• Understand how figurative language works<br>• Find underlying messages that evolve as theme<br>• Assume a skeptical stance<br>• Pay attention to new vocabulary or words used in new ways<br>• Summarize and synthesize | ***When students of English write, they***<br>• Engage in a process that includes drafting, revising, and editing<br>• Use mentor texts to aid their writing craft<br>• Pay attention to organization, details, elaboration and voice<br>• Rely on the feedback of others<br>• Avoid formulaic writing | ***When students of English think, they***<br>• Reflect on multiple texts<br>• Ask questions of the author<br>• Consider research or others ideas<br>• Discuss ideas and themes<br>• Argue both sides of a point |



©*ASCD Express*, 2017 www.ascd.org/express

*In order to ensure our commitment to children, the Waunakee Community School District establishes a learning environment that is challenging and attentive to the diverse learning needs of all students. To attain this vision:*

- *Learning environments will be safe, inclusive, engaging, and inspire students to take initiative for their learning.*
- *Teaching, learning, and assessment will be student centered and meet individual academic and social-emotional differences and needs.*
- *Teaching and assessment will reflect evidence-based best practices to achieve high expectations of learning for all.*
- *Consistent formative and summative assessment practices will provide timely and meaningful feedback to teachers, students, and parents to guide teaching and support learning for all.*
- *Professional learning community structures and adaptive schools practices will be used to provide equity, access, and growth for all students.*

Revised January 2020

# DEI Committee Equity Audit

Criteria #6 and #7

Criteria 6A(i): Our school successfully engages families by accommodating family schedules and offering home visits.

- ○ Not existent
- ○ Not apparent
- ○ Emerging
- ○ Improving
- ○ Flourishing

Criteria 6A(ii): Our school submits data to our district annually on family and community engagement.

- ○ Not existent
- ○ Not apparent
- ○ Emerging
- ○ Improving
- ○ Flourishing

Criteria 6B(i): Our school has a full-time community liaison, tasked with engaging and representing families, as well as conveying school policies and procedures.

- ◯ Not existent
- ◯ Not apparent
- ◯ Emerging
- ◯ Improving
- ◯ Flourishing

Criteria 6B(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.

- ◯ Not existent
- ◯ Not apparent
- ◯ Emerging
- ◯ Improving
- ◯ Flourishing

Criteria 6C: Our school offers out-of-school-time learning programs and wrap-around services, such as health, language, mentoring, and tutoring.

- ◯ Not existent
- ◯ Not apparent
- ◯ Emerging
- ◯ Improving
- ◯ Flourishing

Criteria 6D: Our schools require 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.

- ◯ Not existent
- ◯ Not apparent
- ◯ Emerging
- ◯ Improving
- ◯ Flourishing

When rating Criteria 6, if you selected "not apparent" for any element, what information might you need?

Your answer

Criteria 7A(i): Our district guarantees sufficient funding and makes adjustments for school level, size, and location.

- ◯ Not existent
- ◯ Not apparent
- ◯ Emerging
- ◯ Improving
- ◯ Flourishing

Criteria 7A(ii): Our school has access to sufficient funds to support students in meeting rigorous academic standards. (Where to Find: Consider your district budget and funding levels that provide more than the basic needs of the school.)

- ◯ Not existent
- ◯ Not apparent
- ◯ Emerging
- ◯ Improving
- ◯ Flourishing

Criteria 7B: Our district adjusts funding for diverse student needs, allowing for students in schools with the greatest need to receive additional funding. (Where to Find: Consider if your district allocates sufficient funding and resources for English for Speakers of Other Languages (ESOL), special education, Title 1, and Free and Reduced Meals (FARMS) to your school.)

- ◯ Not existent
- ◯ Not apparent
- ◯ Emerging
- ◯ Improving
- ◯ Flourishing

Criteria 7C(i): Educators and families at our school have access to an up-to-date school budget and are included in the school budgeting process.

- ○ Not existent
- ○ Not apparent
- ○ Emerging
- ○ Improving
- ○ Flourishing

Criteria 7C(ii): State and district funding programs incentivize evidence-based innovation at our school.

- ○ Not existent
- ○ Not apparent
- ○ Emerging
- ○ Improving
- ○ Flourishing

Criteria 7D: 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.

- ○ Not existent
- ○ Not apparent
- ○ Emerging
- ○ Improving
- ○ Flourishing

When rating Criteria 7, if you selected "not apparent" for any element, what information might you need?

Your answer

Additional Factors: Outside of the criteria covered in the Equity Audit, what other factors may benefit from additional discourse, as it relates to our work around equity?

Your answer

Submit

Never submit passwords through Google Forms.

This form was created inside of Waunakee Community School District. Report Abuse

Google Forms