WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION DIVERSITY, EQUITY, INCLUSION AD HOC COMMITTEE
Monday, August 16, 2021
6:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

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. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. 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 in the lobby of the building, 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

VII. **UPDATES ON BOARD ACTIONS OR DECISIONS THAT WOULD BE INFORMATIONAL TO THE COMMIITTEE**
VIII. **DISCUSSION OF THE DISTRICT RESPONSE ABOUT NATIONAL AND LOCAL INCIDENTS**
IX. **FUTURE MEETINGS**
A. Discussion of recommendations to the District to further equity for other issues, including building accessibility, audits of accessibility for websites, discussion of District progress on the removal of native imagery
B. Discussion of district hiring practices ensuring a diverse workforce
C. Discussion of district curriculum on the teaching of issues involving race and ethnicity in the United States.
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

A Diversity, Equity, Inclusion Ad Hoc Committee of the Board of Education of Waunakee Community School District was held Thursday, August 5, 2021, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. **CALL TO ORDER**
II. Chairperson Lewis called the meeting to order at 6:01PM

III. **ROLL CALL**
   Berg (arrived at 6:04), Boetcher, Kaufmann, Lewis, Meister (Virtually), Moore, Ostrander, Pagel, Petty(6:39), Pottinger, Schell, Treis Rusk, Voeller

IV. **APPROVAL OF MINUTES**
   A motion was made by Pottinger , second by Treis Rusk, to approve the minutes as posted. Motion carried.
V. **APPROVE AGENDA**
   A motion was made by Schell, second by Boetcher, to approve the agenda as posted. Motion carried.
VI. **PUBLIC COMMENTS**
   There were no public comments.
VII. **DISCUSSION & POSSIBLE ACTION ON INTERIM RECOMMENDATIONS TO THE WCSD BOARD OF EDUCATION REGARDING ISSUES OF IMMEDIATE CONCERN**
A. Tim Schell presented reporting tool for events of bias/bigotry.
   The committee was given the opportunity to test it before the meeting.   There was a lot of discussion on various aspects of the tool.   Suggestions were made to make the tool more user friendly and appropriate for each grade level.   Tim Schell and Joel Lewis will work on these adjustments.   The goal is to have this available by the time school starts.

B. Creation of a Glossary of Terms to be posted.
   Leslie Petty explained that the development of shared language would be for people to learn from.   This would be common language that our students and staff would be aware of. This would help our written language become consistant.   Professional Development would be a part of this as well.   Lara Ostrander, Leslie Petty, and Bethany Pottinger will begin to develop this list of shared language.   The goal would be to have this started before the 9/13/21 Regular board meeting.

VIII. **UPDATES ON BOARD ACTIONS OR DECISIONS THAT WOULD BE INFORMATIONAL TO THE COMMIITTEE**
   Schell updated the committee on some of the recommendations that will come to the 8/09/21

Regular Board meeting from the Goals committee.   Gina asked about the recommendation of the Goals committee

The committee indicated they appreciate any updates that may be shared regarding work the board is doing as it relates to any work that this committee is doing.

The committee was also reminded that if they wanted to have any topics listed on the agenda, they should reach out to Rebecca so they may be considered.

IX. **DISCUSSION OF THE DISTRICT RESPONSE ABOUT NATIONAL AND LOCAL INCIDENTS**

N/A

X. **FUTURE MEETINGS**

A. NEA Equity Audit Scorecard –

This committee will meet on 8/16/21.   At this meeting the Audit scorecard will be reviewed and preparations for the report required to the board in September will be developed.

The committee will also meet on 8/23/21 to finalize the report and discuss who/how will present these recommendations.   Bethany Pottinger, Dave Boetcher, and Allison Voeller will develop a form to send to the committee in advance of 8/16/21.

**Joel Lewis let the committee know that items B, C, & D are just listed as items to have for future meetings.   The committee indicated that some of these items were discussed throughout the audit process.

B. Discussion of recommendations to the District to further equity for other issues, including building accessibility, audits of accessibility for websites, discussion of District progress on the removal of native imagery

C. Discussion of district hiring practices ensuring a diverse workforce

D. Discussion of district curriculum on the teaching of issues involving race and ethnicity in the United States.

XI. **ADJOURN**

A motion was made by Treis Rusk, second by Kaufman, to adjourn the meeting at 7:56pm. Motion Carried.

Subject to any more specific direction that may be issued by the Board of Education with respect to any particular committee or committee meeting, a standing or ad hoc committee established by the Board may choose to include or exclude, and appropriately limit, periods of public comment at the meetings of the committee. At a minimum, any such public comment periods shall be restricted to subject matter that is reasonably within the domain of the committee's charge, and the Board strongly encourages committees to expressly limit the scope of any such public comment periods to comments that are reasonably germane to the noticed subject matter of the particular meeting. Periods of public comment at committee meetings shall be publicly noticed to the extent required by law.

Subject to an appeal to the committee that is made by a committee member, the presiding officer of the committee meeting shall have the authority to conduct and maintain proper order in connection with any authorized public comment period, including the authority to (1) recognize speakers; (2) enforce established time limits; (3) interject and request that speakers voluntarily redirect specific complaints, grievances, or attempted appeals to more appropriate District procedures; and (4) terminate the remarks of any individual who does not adhere to established rules and procedures for public participation, who speaks in a threatening or profane manner, whose comments are repetitive of that person's previous comments, or whose conduct is disruptive and impedes the committee's ability to conduct its business in an orderly and timely fashion.

By majority vote during a committee meeting, a committee may also solicit or agree to accept input that is relevant to a noticed agenda item from a person who is not a committee member in order to (for example) resolve a formal or informal point of information that arises during the committee's discussion of the agenda item. Such discretion shall be exercised in a lawful manner.

The Board or, unless otherwise directed by the Board, the committee itself may also schedule a duly-noticed public hearing to occur at a meeting of the committee on a particular issue or topic.

Members of the public who are permitted to address a committee during a meeting are responsible for the content of their comments. Such speakers are not exempt from any liability arising from their comments (e.g., for defamation or for the breach of legally-protected confidentiality).

Legal References:

Wisconsin Statutes
Section 19.81   [state policy on open meetings]
Section 19.83(2)   [discussion during period of public comment]
Section 19.84(2)   [public notice of board meetings, including public comment period]
Section 19.85   [exemptions to open meetings]

Cross References:

[Insert appropriate cross references to the policy as applicable to your district.]

Adoption/Revision Dates:

January 200
January 2002
May 2020

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*.

OPPORTUNITY CHECKLIST
A short, criteria-based tool to quickly assess what's available to students in your school

OPPORTUNITY AUDIT
A deep dive into your school's opportunity for students, rooted in the seven NEA Great Public Schools criteria

ADVOCATING FOR GREAT PUBLIC SCHOOLS
A toolkit to support locals, leaders and activists to achieve wins for student opportunity and success by raising educator voices

RAISING YOUR VOICE
A guide to opportunities within the Every Student Succeeds Act (ESSA) to take action and win greater opportunities for learning success for our students

SUCCESS & WINS!

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.

	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.					

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.		15			
G		Our school has a school library program.					

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.					

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.

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myschoolmyvoice.nea.org

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

Scorecard of WCSD Equity Audit
August, 2021

Link to full discussion notes from the audit.

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.

Color Code Key:

N/A **Does Not Exist** **Not Apparent** **Emerging** **Improving** **Flourishing**

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

Element	Continuum Score
A. The opportunity exists for all students in our community to access high quality early learning programs.	Emerging / Improving (in between the two)
B. Our school offers full-day kindergarten in compliance with state and local mandates.	Improving
C. PreK-grade 3 educators at our school are trained and licensed in compliance with state licensure requirements.	Emerging/Improving
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.	Emerging/Improving
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.	Improving

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

Element	Continuum Score
A (i). Educators at our school are actively engaged in the development of standards-based curriculum.	Improving
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.)	Improving
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.	Emerging
B(ii). Curriculum is clearly aligned to college and career ready standards, addressing the needs of students with different abilities and from diverse backgrounds.	Emerging
C. Students have access to developmentally-appropriate practices and instruction, enhanced by educators' access to regular, job-embedded professional learning opportunities.	Emerging
D. 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.	Emerging

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

(NOTE: We surveyed WCSD staff in June 2021 on this criteria specifically)

Element	Continuum Score
A. Our school has high quality facilities with heating and cooling systems, safe indoor air quality, and running water.	Flourishing
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
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
D(i). Our school ensures that those who work closest with students have the authority to make decisions about their work.	Improving
D(ii). Our school honors all educators through authentic incorporation of educator voice in decision-making.	Emerging
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
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 **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
F(ii). Our school has policies in place that follow a best practices model regarding discipline.	Improving

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

Element	Continuum Score
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.	Improving
B. Our school offers opportunities to grow educational leaders through formal and informal pathways, such as mentoring, state/national endorsements, or other methods.	Improving
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.)	Improving
C(ii). Educator evaluations are based on multiple measures to demonstrate effectiveness. (**Where to Find:** Consider your district educator evaluation and professional growth systems.)	Improving
D. Our district works with area higher education programs to identify and recruit aspiring educators from underrepresented populations and for critical shortage areas.	Not apparent Discussion Notes: By and large we do not need to do this in our district for critical shortage or underrepresentation. It is apparent we don't have underrepresented populations in our educators
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.	Emerging

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

Element	Continuum Score
A. Our educators are engaged with the district in developing formative and summative assessments that employ multiple measures of growth, pursuant to state policies.	Improving
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.	Emerging
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.	Emerging
C(ii). Educators have timely access to student data and assessment results.	Improving
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.)	Improving
D (ii). Low-performing schools provide additional supports and funding to students, such as needs assessments, on-site evaluations.	N/A
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.	Emerging

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

Element	Continuum Score
A(i). Our school successfully engages families by accommodating family schedules and offering home visits.	Emerging
A(ii). Our school submits data to our district annually on family and community engagement.	Not Apparent Discussion: 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 procedures.	Does not exist Discussion: Wondering about Anne Blackburn and/or Angie Ramos' position; the purpose of this position is to get into the community and ensure they understand policies and bring information to the district stakeholders. This could take work off of our new families.
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.	Emerging
C. Our school offers out-of-school-time learning programs and wrap-around services, such as health, language, mentoring, and tutoring.	Emerging
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.	**Lots of variety...split vote on Not Exist, Not Apparent and Emerging Discussion: "all educators and admin…focusing on engagement" it is not required from a PD standpoint; EL programming has 1-2 family nights but it is hard to continue these commitments outside of other school duties, had school support and families were certainly engaged

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

Element	Continuum Score
A(i). Our district guarantees sufficient funding and makes adjustments for school level, size, and location.	Emerging
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.)	Improving
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.)	Emerging
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.	Emerging
C(ii). State and district funding programs incentivize evidence-based innovation at our school.	Does not Exist Discussion: As a district we strive for evidence-based practices; the district does not directly tie financial strings What about Innovation center at HS? But is it above and beyond? Targeted? Are we dangling a carrot to illicit behavior and bring out ideas? No
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.	Emerging

Opportunity Audit

Opportunity Audit Table of Contents *(click links below to jump to section)*

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

Element	Continuum Score	Discussion Notes
A. The opportunity exists for all students in our community to access high quality early learning programs.	Emerging / Improving (in between the two)	Joel L.- Do all students in our community have the same abilities as other families have? EG: 2 family households or ones that know who to ask vs other family might not have knowledge to get there. Melanie M.- Similar to Joel. "All" can access high quality learning, thinking before 4K. Think about different family situations. 4K is half day, do all families have equitable access to wrap around care? Paul W.- Experience with a 15 yr old and 5 yr old. So 4K has been more apparent with younger child compared to experience with older child. Diane R.- Policies and practice intended. (input) Bethany P.- Do we have data on students coming to us for K. How many were in our district 4K? How many are coming from different programs? Leslie P.- How do we define high quality, early programs? It is difficult to understand how we assess this without fully understanding what this term consists of? Feeling there is a lack of understanding of how this is defined. Nia V.- Opportunity exists for all of our students. Are all of our community members aware of what exists? Melissa H.- Knowledge of 4K now, when her own kids in school wasn't. They are available, but does everyone know it is available. Bethany P.- Wonders how many barriers there are for families with eg: wrap around care, half day programs? 3 year old program doesn't exist. Joel L.- Clarifying question about where 4k programs are. (Response from Katie G.: Community based sites hold our 4K programs.)

		Melanie M.- Students with behavior challenges aren't guaranteed to stay in a daycare center if they are having behavior challenges. Some families might be asked to leave daycare centers prior to 4K if there are challenges. Michelle B.- Bus services are available for 4K sites if needed. Melissa H.- Concern about ability to ask families to leave daycare sites. Concerns that this isn't full access for all. Lara O.- Fall into improving as we still have room to grow.
B. Our school offers full-day kindergarten in compliance with state and local mandates.	Improving	Monique M.- Struggle to put flourishing on anything. Always room for improvement. Melissa H. - Agree with Monique. Not enough information to put it in flourishing. Gina P.- Struggle with innovation and inclusiveness in K programs. Not aware of this being actively sought out. Leslie P.- Marked improving and not aware of state/local mandates compliance and what this looks like. Melanie M.- Innovation and inclusiveness is an area that we can grow. Joel L.- Wording of state/local mandates and assuming we are compliant. Flourishing is hard to say because everyone would be impacted in a positive way and not sure that is the case. We can always improve. Christy S.- The sky's the limit. What could this experience truly be? If we are going to be flourishing, we need a diverse staff and multiple languages spoken. Lara O.- Marked flourishing and thought of it literally. Our district goes above and beyond to support Mike B.- Marked flourishing and agreed, thought of it literally. From a financial aspect, we are meeting this criteria. Lara O.- State and local mandates aren't around inclusiveness. What falls in state and local mandates? Gina P. - Try to have the equity and inclusiveness lens. Compliance is defined as improving. Cathy K- Checked out the 4k website and see opportunities for growth in the areas of inclusion diversity, equity. Examples: add to the mission statement, add information about registration in Spanish, reduce the supply list. Could we survey teachers to ask if they feel environment is inclusive and how are they working toward DEI?
C. PreK-grade 3 educators at our school are trained and licensed in compliance with state licensure requirements.	Emerging/Improving	● Gina--results are more split in this area than in other areas assessed. Majority of improving, some flourishing, split between not apparent and emerging. ● Gina-- Data showed that some people may be working from out of state licensure or a filling in during unique circumstances this year. ● Leslie-- Not 100% sure of where rated, somewhere between emerging and improving. Continue to look at it through a lens of diversity, equity, and inclusion. I would say emerging, not understanding what are those resources and how they play out. ● Gina--Highly qualified teachers have to do with licensure. And, this is an issue of equity. Do all students have access to teachers who are certified and qualified? (is more the driving question). Here the answer is yes- in other districts where this isn't the case there's inequitable access to qualified teachers. ● Leslie-- training or professional development is required in diversity, equity, and inclusion.

		• Paul-- flourishing 14 teachers are licensed and certified for Pre-K. • Monique-- EL Team, training that's done for Pre-K to 3. 4 teachers are all licensed and participate with WIDA- consortium of teachers of language learners. Pretty well supported for the number of staff and students that we have. Does have a pretty high priority. • Fist to 5-- seeing all 4s and 5s
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.	Emerging/Improving	• Gina-- if the child attends early learning screening, they get vision and hearing screening. There's nothing that the district does to ensure that students receive that if they do not attend. Kids who do not attend a child care center in Waunakee do not necessarily have information on screenings. Improving followed by emerging, followed by not apparent, followed by flourishing. • Diane-- It sounds like it's spotty. If someone has to reach out to get enrollment information then there is some barrier for families to get this information. • Gina-- Seems reliant on having a child care center/primary care provider directing people to this information. Room for improvement for follow through in this area. • Joel-- It's more about comprehensive health screenings. I guess for me, I'm not saying it's not happening. I'm stuck in the middle, it's not apparent for everyone. • Lara-- I'd see this area as emergent because there are specific areas for improvement. • Tim-- We are fully compliant with regard to vaccinations. • Mike-- Reporting number and percentage of people immunized is better than surrounding areas. • Joel-- I moved to Waunakee for the school district and Waunakee. I guess I have to look through a different lens. So, I don't want to make the assumption. We are probably doing what we need to do, but everyone should be able to say that. That's why for me it's in the middle. I know it's there, but we all need to know it's there. • Gina-- We can always seek out more information before we vote. • Nia-- I put improving. I know that schools are in compliance. It's quite difficult to get to the immunization data. There is a more efficient process being developed. • Melissa-- How does the process of Medicaid work? How do we ensure that all the people who need it get it? • Bethany-- I feel like it might be more emerging, thinking about the developmental screenings. What's the point of doing a developmental screening? It's about making sure that kids are ready for school and we know what their needs are. How much are we doing to see that families know about the screenings and how to get them in. • Fist to 5-- exclusively in the 4 and 5 range of ranking.
E. Our school has a funded plan to ensure successful transition from early learning	Improving (3.9.2021)	• Gina-- Some not apparent, followed by flourishing, emerging, and improving • Joel-- For me it's just not visible to me. Not apparent, but I'd guess we are more emerging. • Mike-- I don't know what there is either. Not apparent.

programs to elementary school and the plan is aligned with state early learning standards.		- Leslie-- Not apparent of transitions. - Lara-- Transition has been a conversation in the special education department as a place of planning/improvement. - Gina-- similar experience with transition to K issues with special education. - Katie G.-- (shared during prep meeting) Transition does take place to get kids placed into K at her school. - Tim S.-- Camp kindergarten takes place. Can't say that all kids attend, but many do. This is something not all other districts offer. Whether all families access that, regardless of background, we could look into. Gina-- Perhaps this is a place we could pull more data around - Monique-- There is a push to get EL families to participate in Camp Kindergarten. - Sam-- Camp kindergarten, he participated in. Would rate it as emerging. Again, not knowing how many kiddos are and/or are not participating in it. - Nia-- Improving, going through the process. I have two kids. Was pretty good. It's hard for me to know. I have a background, knowing education. Get a lot of mailers to tell us about everything. Going pretty well. Didn't put flourishing. - Melissa-- Improving, kids did go through Camp Kindergarten. Great program. Also went through 4k, when it wasn't tied to school district. Went to a couple different places, some were play-based. Some all they did was play and others did more academic stuff. Is there oversight in this? - Gina-- Yes, monitored now that its district 4K. Amy Johnson and Miranda Moe oversees that and works directly with 4k teachers to ensure the standards alignment, etc. Curriculum is not common, but instruction is meant to meet the same standards. - Bethany-- Great that we have standards that we are all aligned with and there is a school instructional coach. I don't know that 4k teachers ever have a chance to do vertical alignment with Kindergarten teachers like other grade levels. Other challenge, I don't know how much 4k and K teachers have a chance to chat about students (as 'whole' children-- what works for them, strategies, etc) - Mike P.-- Different philosophies or curricular approaches. Some work had been done, thinking back to his daughter's experience (now in 4th grade). Fist to 5-- from 2-5. - Brian--Improving, son speech therapy, transition into district - Diane--There are questions on this assessment… two parts. Early programs to elementary programs. Is it aligned to state early learning standards? Is it accessible and equitable, not clear. Could be some data pulled. - Lara-- Perhaps a 'not apparent' and we need to get more data to have this conversation further. - Bethany-- Place where we need more data. Like to hear more about k teachers and 4k teachers. Do they feel like they have enough information, have enough connection? Don't have enough information. - Leslie-- Can we get more information to help us be a little more informed. The Camp K program. I had no idea that that program

		existed. I moved here at the end of the school year and was never informed that that opportunity was available. But, the middle school reached out and gave us all types of information.
		● Tim-- Amy would be happy to help with this information. Because the summer program is so large, communication about it happens early, we might miss families who move here at the end of the school year.
		● Fist to 5-- Need for more information for this criteria. (yes)
		● **What information do we need to collect prior to our vote/discussion?**
		○ Talk to 4k and kinder teachers about perspective on the transition
		○ What is the plan to transition kids from early kinder to kindergarten?
		○ Look at data about student placement for disparities. Does the successful transition look equitable across different student groups. Are there disparities who's being classified into certain routes?
		○ How do you know as a parent that these things are happening? What are the channels of communication?
		○ Focus on transitions and mobility of families.
		○ Possible information from families experiences (moving forward).
		Revisited Criteria (3.9.2021): -Find out about the 10% not attending Camp K (specific demographics, what population are we missing? -Have we seen consistently high involvement in Camp K the past few years? -How do we make sure new families to our community understand about 4K or Camp K?

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

- **What information do we need to collect prior to our vote/discussion?**
  - Information about special education identification broken down by socioeconomic status, gender, and race.
  - Disaggregated attendance/absenteeism data, behavior, special ed ID.
  - Data on participation in advanced coursework.

Element	Continuum Score	Discussion Notes
A (i). Educators at our school are actively engaged in the development of standards-based	Improving	Diane- Most familiar with higher level reviews, so seeking clarification in the non-biased peer review that might happen in K-12. (District staff was able to share that we do have a review process in place that includes curriculum review & self-audit process with non-bias personnel. EdReports is a resource that is utilized as well.) Nia- Parent perspective that her child is actively engaged.

curriculum.		Gina- Certain elementary curriculum pieces aside from ELA and Math can be more open-ended
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.)	Improving	Mike- Do all students have access? Not necessarily apparent.
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.	Emerging	Mike P.- Doesn't have enough information outside of the district to respond to this criteria. Is it equal access to all student populations? Data provided doesn't give enough information on this. Leslie P.- Appreciates hearing previous comment. What does access look like across all spectrums? Are all people aware of opportunities? Something to be mindful of. Christy S.- Do we have all the information? Is there more we can find on race-related? Who is taking advanced coursework? Would like to see more information. Think outside of the box, who are we missing? What else do we need to identify? Lara O.- From the K-4 perspective, we have a full curriculum. However, how can we have more differentiation and UDL (universal design for learning) to hit a wide variety of kids. Michelle- Access is keyword in this element. From having highschool kids in this district, she can see we have a variety of access available as a parent. Is there discrepancies between the different elementary schools based on involvement, advance opportunities, etc? Monique- Tuned in on word access. She witnesses the plethora of courses available at the highschool level. Is there enough support staff in the background to ensure all students are getting access to the opportunities? Some need more support behind the scenes. Diane- One comment I have as a parent of a graduate of WHS, I would not say the curriculum in the history/political, social and behavioral sciences is rich in terms of inclusion of historical and human perspectives. I often wonder if this is because the AP curricula in the social and behavioral sciences is very prescribed. Gina- Just because there is access, are all kids able to participate? Is it self-selection or are there barriers in the way? EG: World Language at her school is a rich program, unique to WCSD. However, some students at her school miss it because are pulled for other supports/services.
B(ii). Curriculum is clearly aligned to college and career ready standards,	Emerging	Mike P.- Data is missing. Are there parts of the population that aren't able to access curriculum based on different backgrounds/abilities. Joel- Would like to see more information on the diverse backgrounds. Has perspective from his children but knows he is advocating to

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addressing the needs of students with different abilities and from diverse backgrounds.		support his own children. When you have kids with different abilities/backgrounds, how are their needs being attended to? Mel- Feeling more aware of the later part of this statement. How do we incorporate access to diverse voices throughout our curriculum? Bethany- Do we need to improve the curriculum or the way that we deliver it? Do we need additional teachers/paras? Is it the training of the different programs that is where the breakdown happens? Melissa H.- Different teachers have different expectations is the understanding she has from her high school children in the district. Is there consistency in access for all students? Leslie- Curriculum is aligned to college and career ready standards. She would like to see the data around different backgrounds, to see how they are doing academically. What courses they are taking. Are AP courses/tests affordable for all? Does that keep some from taking it? Do all families know there are resources to help pay for AP coursework if needed?
C. Students have access to developmentally-appropriate practices and instruction, enhanced by educators' access to regular, job-embedded professional learning opportunities.	Emerging (3.9.2021) Feeling more information is needed for this element before vote. -Specifics on professional development opportunities connected to race, diversity, equity? How are these a part of different subject matters? -Is it mandatory or optional? How is this decided? -Implementation data?	Joel- From his perspective as a parent, how much is known about this area? Would like to know more. Christy- Looking at Tim's data and disproportionality information Chat comments- More data is needed Mel- How to make this job embedded? In the moment? Lara- Professional learning opportunities available but opportunity/volunteer based. Bethany- Stellar with professional development in certain areas in house but culturally relevant instruction is not consistent across the district. Different book studies, different ideas. But not consistent. New SEL training and program, but training isn't happening yet for all staff. Mike B.- Wonders how staff is supported with adapting to virtual instruction? Allison- Shared the K-4 collaboration and support happening in district PLC's. Working together as things need to adjust for remote learning. Joel- How do we have learning opportunities all the time for our staff to ensure something like what happened in a neighboring district doesn't happen here? How do we get ahead of this so it doesn't happen? Melissa- Ensure strong curriculum, no TPT Lara- As a teacher, be aware of what we are using Bethany- Agrees with the strong curriculum but not always meeting the needs of all students, so teachers need to differentiate. How can we get consistent professional development for all staff members so it is ongoing and the same foundation for all? Monique- Concern for HS level, that teachers will miss async Wednesday for planning this year as some are turning into testing or student contact days. Joel- Ending thought- What accountability is there for teachers? What is being taught with diversity? Revisiting Element on 3.9.2021 Developmentally appropriate instruction at all levels (EG: investigating systematic phonics at K-2 level)
D. The learning community in our school provides	Emerging (3.9.2021)	Joel- Language-rich instruction: Are we able to support students with a variety of language needs? Clarified what language-rich instruction is.

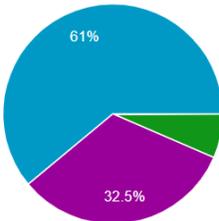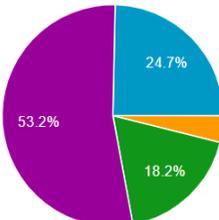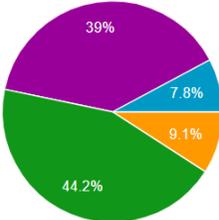| various means to accommodate, scaffold, and enrich instructions for students with diverse needs, such as language-rich instruction, UDL, PBS, RTI, etc. | Feeling more information is needed for this element before vote. | Monique- Language rich instruction is how students can interact (Social discussion eg: turn and talk); actually not an EL term. But how can we make this accessible to all students?
Leslie- Does not seem apparent "enrich instruction for students with diverse needs". If a student has diverse needs, they may need to miss out on a curriculum opportunity/choice because they need extra support. How to ensure comprehensive education even if students need intervention?
Allison and Gina- Different ways intervention is handled in the three elementary schools, based on the support we have. Certain students might miss an encore class for intervention if there is more limited intervention support.
Lara- We are a resource-rich district, with great staffing. But how can we use it appropriately and consistently in the district?

Revisiting Element on 3.9.2021
-Student population that transfers from a different district after 8th grade into WCSD HS. How can they enter into our advanced Math progression?
-EL students that enter our HS. We don't offer appropriate Math information for them.
-Preassessment would be helpful to identify students that could handle additional coursework. |
| Additional Notes for Criteria 2: | | |

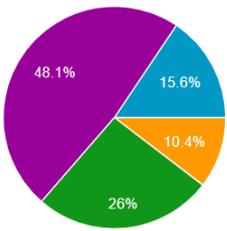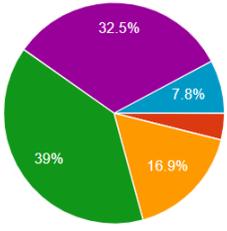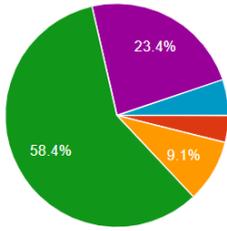**Thoughts to prepare for criteria 3:**

E- Suspension data? Risk-ratio data about different subgroups would be helpful. ✅ see below in "additional notes for criteria 3" at the bottom of Criteria III's table

Suggestion: Can this be given as a survey to staff? Then this committee could look at the survey results.✅

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. 77 responses Pie chart: 61%, 32.5% Legend: ● N/A- Element does not apply to my school or district ● Does not exist- Element does not exist at my school or district. ● Not Apparent- Element is not demonstrated or evident at the school… ● Emerging- Element exists as written policy or practice, but is not sufficientl… ● Improving- Element is demonstrated i… ● Flourishing- Element exceeds complia… **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. 77 responses Pie chart: 24.7%, 53.2%, 18.2% Legend: ● N/A- Element does not apply to my school or district ● Does not exist- Element does not exist at my school or district. ● Not Apparent- Element is not demonstrated or evident at the school… ● Emerging- Element exists as written policy or practice, but is not sufficientl… ● Improving- Element is demonstrated i… ● Flourishing- Element exceeds complia… **Staff Survey Comments:** -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. -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. 77 responses Pie chart: 39%, 7.8%, 9.1%, 44.2% Legend: ● N/A- Element does not apply to my school or district ● Does not exist- Element does not exist at my school or district. ● Not Apparent- Element is not demonstrated or evident at the school… ● Emerging- Element exists as written policy or practice, but is not sufficientl… ● Improving- Element is demonstrated i… ● Flourishing- Element exceeds complia…

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. 77 responses Pie chart: 48.1% Improving, 15.6% Flourishing, 10.4% Not Apparent, 26% Emerging Legend: ● N/A- Element does not apply to my school or district ● Does not exist- Element does not exist at my school or district. ● Not Apparent- Element is not demonstrated or evident at the school… ● Emerging- Element exists as written policy or practice, but is not sufficientl… ● Improving- Element is demonstrated i… ● Flourishing- Element exceeds complia…
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. 77 responses Pie chart: 32.5% Improving, 7.8% Flourishing, 16.9% Not Apparent, 39% Emerging Legend: ● N/A- Element does not apply to my school or district ● Does not exist- Element does not exist at my school or district. ● Not Apparent- Element is not demonstrated or evident at the school… ● Emerging- Element exists as written policy or practice, but is not sufficientl… ● Improving- Element is demonstrated i… ● Flourishing- Element exceeds complia… **Staff Survey Comments:** -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. -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. -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	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. 77 responses Pie chart: 58.4% Emerging, 23.4% Improving, 9.1% Not Apparent Legend: ● N/A- Element does not apply to my school or district ● Does not exist- Element does not exist at my school or district. ● Not Apparent- Element is not demonstrated or evident at the school… ● Emerging- Element exists as written policy or practice, but is not sufficientl… ● Improving- Element is demonstrated i… ● Flourishing- Element exceeds complia… **Staff Survey Comments:** -PD offered for these areas, but not required; they have been an optional menu most often.

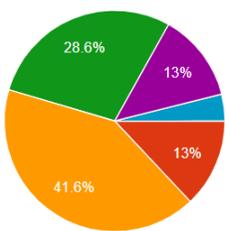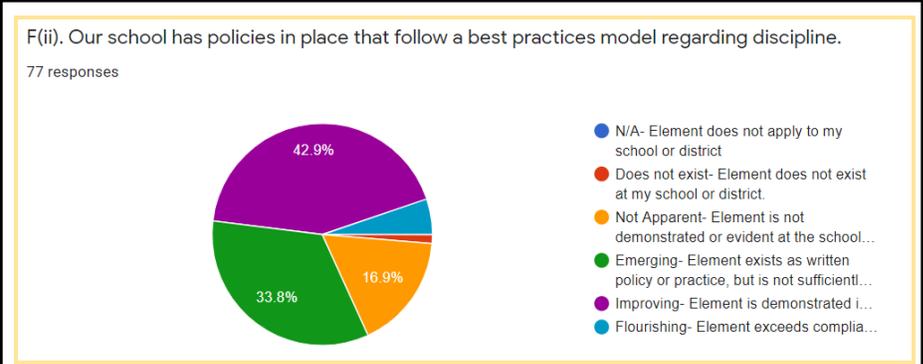|		
		-The classroom teachers have a lot on their plates. It would be wonderful if at times training for equity, diversity, inclusion, etc. would take place before the school year begins. When we are given choices to attend for professional development days, we want to take part in all of them and then have to make the difficult choice of what to sign up for. -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. -Is the BOE taking part in any of the training and what is our plan to incorporate families attending our schools in these efforts? -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	E (ii). Our school has a plan to evaluate the relationship between educator training (on cultural competence and implicit bias) and student achievement. 77 responses **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	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.)
		
		77 responses
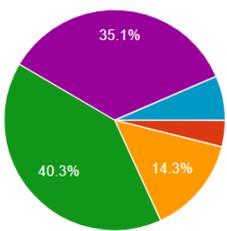		
		Staff Survey Comment: once the reporting system is in place, this may be a better rating; however, in our current status this is limited.
		
		Board of Education (BOE) Policies on…
		A. Preventing?
		    a. ?443.9 Anti-Bullying?
		    b. ?413 Nondiscrimination on the Basis of Sex in Education Programs or Activities?
		  B. Resolving?
		    a. 412/512: Sexual Harassment/Harassment
		    b. 443.9 Anti-Bullying
		    c. 413 Nondiscrimination on the Basis of Sex in Education Programs or Activities

		C. Reporting?
		      a. [411-Rule 1 Student Discrimination/Harassment Complaint Procedures](#)
		          i. [Complaint Form](#)

F(ii). Our school has policies in place that follow a best practices model regarding discipline.	*Improving	 F(ii). Our school has policies in place that follow a best practices model regarding discipline. 77 responses Legend: ● N/A- Element does not apply to my school or district ● Does not exist- Element does not exist at my school or district. ● Not Apparent- Element is not demonstrated or evident at the school… ● Emerging- Element exists as written policy or practice, but is not sufficientl… ● Improving- Element is demonstrated i… ● Flourishing- Element exceeds complia… **Staff Survey Comments:** -I still hear about the application of zero tolerance policies. We continue to push students out of schools through expulsion and suspensions. -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. -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? **"Best Practices" resources:** --WI Department of Public Instruction (DPI)'s page on [Discipline, Suspensions and Expulsions](#): [Evidence-based Nonpunitive Alternatives to Zero Tolerance](#) *"A zero tolerance policy assigns explicit, predetermined punishments to specific violations of school rules, regardless of the situation or context of the behavior."* *"Psychological research has suggested that suspension and expulsion are likely to further reinforce negative behavior…"* *"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."* --National Association of School Psychologists (NASP): [Discipline: Effective School Practices statement](#) ~*"Two distinct aims: (a)...create and maintain a safe, orderly, and positive learning environment, which often requires <u>use of discipline to correct misbehavior:</u> and (b) <u>to teach or develop self-discipline</u>. Both aims are equally important and should always be included in...practices."* **Board of Education (BOE) Policies:** [443.4 Drug Free Schools](#)

		"Students who violate...will be subject to disciplinary action up to and including suspension or expulsion...referred to law enforcement...for legal action…" 443.7/723.5 Weapons on School Premises *"Any student violating this policy shall be subject to penalties outline in state and federal law including possible expulsion, and mandatory referral for expulsion…"* 443.8 Exhibit (2): Disciplinary Actions for Specific Gang-Related Activities *"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) 447-Rule Procedures for Management of Student Aggressive Behavior *"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…"* 447.1 Corporal Punishment/Use of Force *"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…"* 447.2 Student Detention 447.3 Student Suspension (Out) / Suspension (In) *"...any student <u>may</u> be suspended for conduct...which endangers the property, health or safety of others or for...conveying any threat...or an attempt..."* 447.4 Student Expulsion 447.6 Use of Physical Force, Restraint and Seclusion
Additional Notes for Criteria 3:		**Staff Survey Comments** (that overlapped criteria or where more general)**:** -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. -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. -More than ever 2020 taught us that WCSD is not committed to change for the good but rather just change to look good! **Per committee's previous request, additional data and breakdowns of discipline data:** --ProPublica WCSD *Black students 7.8x as likely to be suspended as White students* *Hispanic 2.9x as likely to be suspended as White students* --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) --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*). <u>Last 5 school years</u> included: ➔ American Indian - Not calculated (due to low enrollment numbers)

➔ Asian - 0.5
➔ Black/African American - 1.8
➔ Hispanic/Latinx - 1.7
➔ Native Hawaiian/Pacific Islander - Not calculated
➔ Two or More Races - 1.9

Risk Ratio Value Level of Disproportionality

Risk of one group compared to the risk of another group to help identify the degree of disproportionality in incidents reported.

1.0	Equal Risk
1.25	25% Higher Risk
1.5	50% Higher Risk
2.0	2X Higher Risk

Key:

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

Element	Continuum Score	Discussion Notes
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.	Improving	See Tim Schell's Slide show
B. Our school offers opportunities to grow educational leaders through formal and informal pathways, such as mentoring, state/national endorsements, or other methods.	Improving	See Tim Schell's Slide show Gina- Shared concern about district creating opportunities to grow educational leaders (include PD and compensation) Katie- Shared building mentors and the value of Professional Learning Communities Tim-Shared department leadership structure Christy- Waunakee does not have mentors for Student Services (Tim shared that the district is looking for cross district mentorship) Monique- Need for paraeducator training. How do we include them in offered training? Tim- Each employee group is compensated differently

and as a result have different requirements for professional development
Katie - Shared Prairie pilot of para induction program (2019)

Continued discussion 4.21.21
Joel- as a community member/parent's perspective from what he knows is more limited
Leslie- seeking clarification on what is an educational leader? Is this a formal, administration role?
Gina and Tim- Clarified about the leadership opportunities for teachers in our district as well as clarification around our administrative leadership and teacher leadership
Diane-
Monique- from paraeducator perspective sees great teacher leaders but hears that time and compensation motivation is hard as it isn't in teacher schedules; teachers want to do it but it is not ideal to be out of the classroom with various responsibilities that exist; feels supported to engage in opportunities
Bethany- appreciates leadership opportunities that do exist; a lot of professional development does take place in district; asynchronous Wednesdays are being used for committees; is there a way to encourage others to be a part of leadership opportunities?

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.)	Improving	See Tim Schell's Slide show Joel- Is a school leader administration? What is an effective educator defined as? Tim- School leaders are principals and associate principals; effective educators are properly licensed Joel- What does it look like to have leadership equitably distributed? Tim- Provided explanation on data in slides for this criteria Diane- Noticed that the middle school had different numbers compared to others
C(ii). Educator evaluations are based on multiple measures to demonstrate effectiveness. (**Where to Find:** Consider your district educator evaluation and professional growth systems.)	Improving (majority with 2 4's and 1 3 in support of this)	See Tim Schell's Slide show Joel- As a parent/community member N/A because not sure where to get that information. Diane- Is equity a piece that teachers are evaluated upon? Is there an element that equity is a part of? Gina- New Teacher Project has equity criteria that is involved with teachers support and evaluations Tim- We use the state Danielson model for evaluations. Teachers create a professional growth goal (PPG) and a student learning objective (SLO). Both of these involve data. Gina- We could move forward with incorporating more equity into our formal evaluations
D. Our district works with area higher education programs to identify and recruit aspiring educators from underrepresented populations and for critical shortage areas.	Not apparent	See Tim Schell's Slide show Tim- by and large we do not need to do this in our district for critical shortage or underrepresented Joel- It is apparent we don't have underrepresented populations in our educators

		Tim- For example, bilingual educators are more difficult to find in the state of Wisconsin Joel- Why aren't we reaching out to underrepresented teachers? Do we not need to in Waunakee? Tim- Our applicant pools are growing shallower over time but we do have applicant pools without needing to actively recruit up to this point Leslie- We need to be mindful of who is in our administrator roles as well. Pam- Do we not have a mechanism for working with higher education programs at this point? Tim- We don't really reach out to preservice programs unless it is a critical shortage area Monique- Shared a testimony of a student wishing they had more teachers of color to look up to
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.	<mark>Emerging</mark>	See Tim Schell's Slide show Tim- With the state of Wisconsin constraints on collective bargaining, placing this at N/A Gina- We are able to have teacher voice in compensations and working conditions despite the state of Wisconsin constraints, which some districts don't
Additional Notes for Criteria 4:		

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

Element	Continuum Score	Discussion Notes
A. Our educators are engaged with the district in developing formative and summative assessments that employ multiple measures of growth, pursuant to state policies.	Improving	PLC model supports common formative assessments. Much work has been done in this area. Teacher input valued for assessments that are used in the district.
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.	Emerging	Questions to address before pre-vote: 1. As Tim mentioned, we do not universally offer ACT prep to all students. It is voluntary but yet the ACT I believe now is offered (perhaps required) for free to all 11th graders during a normal school day. Additionally, this school offered prep class is only offered at a fee (well, it was to my daughter) and it was on a first come first serve basis. Not sure if I view this as very equitable. Could/Should we be

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offering some sort of ACT prep class to all students or at the very minimum some kind of tips and tricks class?

Additionally, the ACT can be taken multiple times and you can super score your score. Are all students aware of this? If you would like to take the test outside of the free test taken at school, the cost is $50. What if a student wants to take the ACT and 2nd or 3rd time to boost their score but can't afford it? Could/Would the school be willing to offer a scholarship for such?

2. Yes, we offer careering planning services like Xello. Do we know if this program is truly helpful? Do we have some sort of feedback system from students or parents?

Discussion: Communication could be improved with what is offered through the high school as free support. If it is there, how do we ensure all are aware.

Izzy- ACT prep is shared through announcements but never participated because of concern of possible cost or afterschool involvement. Students don't all pay attention to the announcements.

Joel- Stress involved with taking that type of assessment. Not all students need ACT/SAT for post-high school aspirations. If cost is a deterrent, how do we make sure kids know how to access the support to be able to participate.

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.	Emerging	Does the district prioritize funding from a consistent to support data? We have a program called Educlimber that stores district data (academic, social emotional, attendance). This helps make data easily accessible to have conversations to inform support and instruction.
C(ii). Educators have timely access to student data and assessment results.	Improving	Access, yes...processing the data not so sure HS does not even use eduCLIMBER consistently; despite training the usage is less than we would like ACCESS and Forward do not get efficient data back; out of district control however to get this more efficient Some data is housed in Infinite Campus and some are housed eduCLIMBER; SEL screeners are also not CURRENTLY housed in there (discussions to do this are happening) Lara: Academic data, such as BAS, STAR Reading & Math, Lexia, etc. are readily available to

		teachers.
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.)	Improving	ESSA plan is high level framework; does generate lots of staff engagement and participation First suggestion is Improving Does staff really feel that they have these opportunities to collaborate? Lara is included in the Prairie SIP process; there is framing that happens ahead of time just for planning...we still have places to grow but it is strong
D (ii). Low-performing schools provide additional supports and funding to students, such as needs assessments, on-site evaluations.	Not Applicable	N/A - we don't have low performing
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.	Emerging	Community members not sure what this process looks like Christy is placed at alternative high school; if HS students are credit deficit they map resources b/c there are multiple programs within this alternative space...seems to be on the right track when looking at other local districts; the students are racially and SES diverse who are in attendance; we have alternative programs, not a school. The Teaching and Learning Center (TLC) is a separate building but we are completely under the umbrella of the high school. Inconsistent - strategic support team (Tier ⅔) more so but more inconsistent at the universal level Emerging - the awareness of these programs in the community is low; does not mean it is happening though A lot of systems are in place to support at-risk students; would like to see it more cohesive and streamlined...some silos (e.g. EL vs student services vs other aspects)...families may get a phone call or an email but are they really involved in a discussion?
Additional Notes for Criteria 5:		Question to address before prevote: Is there a breakdown by demographics of those kids receiving intervention? Actually, any way you can give demographic breakdown by the topic we are reviewing. Thank you.

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.	Emerging	--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 --Home visits are not an expectation particularly for teaching staff; student services staff have made home visits on occasion Discussion: Educators and parents enjoyed the flexibility with these virtual P/T conferences
A(ii). Our school submits data to our district annually on family and community engagement.	Not Apparent	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 procedures.	Does not exist	We do not have a position in the district like this Discussion: Wondering about Annie Blackburn and/or Angie Ramos' position; the purpose of this position is to get into the community and ensure they understand policies and bring information to the district stakeholders. This could take work off of our new families.
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.	Emerging	--The addition of a communication and engagement specialist has improved social media and email communication this year --We have made progress regarding Spanish-language particularly (hired Spanish interpreter/translator and have allocated more resources for other languages interpretation). --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. --Do all families feel connected to information and materials? Discussion: What we're doing now is very different from 3-4 years ago...long way to go. Spanish is first, Chinese is second. Parent information tends to be English/Spanish based.
C. Our school offers out-of-school-time learning programs and wrap-around services, such as health, language, mentoring, and tutoring.	Emerging	--Health: Dental supports for some students occur within school --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

		--Our school social workers do connect families to community-based wrap-around services however the district does not provide/house these programs Discussion: 100% consensus on survey
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.	**Lots of variety...split vote on Not Exist, Not Apparent and Emerging	--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. --The EL (English Learner) Program and Title I (federal funding around closing opportunity gaps) do have some family/community engagement commitments Discussion: "all educators and admin…focusing on engagement" it is not required from a PD standpoint; EL programming has 1-2 family nights but it is hard to continue these commitments outside of other school duties, had school support and families were certainly engaged
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.	Emerging (with some variety below)	Our most recent DPI Resource Inequity Reports and high level financial comparisons with Dane suburban district and Wisconsin peer district groups have been placed in our shared folder to help with these resource questions.
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.)	Improving	Discussion: At the HS we have a large level of students taking the AP test (it takes weeks to get through), engaging in clubs, ACT prep, etc. We have the funding but are students who need it accessing it? (e.g. ACT waiver was not originally publicized...so lack of communication); new funding committee has helped so certainly improvements 7A -- is there enough water in the bucket and looking forward is how the gardener is using this water (7B)
B. Our district adjusts funding for	Emerging	Discussion:

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.)		More attention drawn to our diverse students 100% consensus
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.	Emerging	-Highlight district budget on website, building budgets not available there Discussion: District stuff very present on site; school information you have to dig...if you know where to look for it you can find it How things are allocated in the school (e.g. classroom specific spending) is not so public Seems like admin & business manager decide and present Formal inclusion: for staff (last 6-7 years) at a early to mid-point meets (2-3 hours) with a leadership team of teachers (~45 people); for public/families there is a meeting late in the adoption process ("adoption hearing") where director of operations provides description of budget BOE decisions seemed to be made prior to board meeting; tends to be very technical in his language Families would have to be pretty aggressive to be a part of this Community input tends to be from a taxpayer standpoint (e.g. referendums)
C(ii). State and district funding programs incentivize evidence-based innovation at our school.	Does not Exist	-We do not not have specific incentives tied to evidence based innovation, although some federal funding as an evidence based criteria. Discussion: As a district we strive for evidence-based practices; the district does not directly tie financial strings What about Innovation center at HS? But is it above and beyond? Targeted? Are we dangling a carrot to illicit behavior and bring out ideas? No
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.	Emerging	--School board and Director of Operations hosts an annual meeting with department chairs and building coordinators (started more recently; a few years ago) Discussion: Teacher leaders do have input; some of our budget is multi-year but really tend to be on a one-year cycle (state on two-year) with multi-year horizons "Supported by the state" seems to be not apparent but the former part of the criteria seems to be higher on the continuum

		What would "supported by the state" even look like? Career and technical support program funding (e.g. industry certifications)
Additional Notes for Criteria 7:		

FUTURE:
Will need an equity audit summary for the school board
--probably best to have a presentation tied to it versus just a written "report"