

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION BOARD OF EDUCATION SUB-COMMITTEE FOR THE
PLANNING OF DIVERSITY, EQUITY AND INCLUSION**

Monday, November 1, 2021
5:30 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

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

**V. DISCUSS AND CONSIDER SCHOOL BOARD MEMBER
FEEDBACK ON THE ESTABLISHMENT OF A BOARD OF
EDUCATION COMMITTEE ON DIVERSITY, EQUITY, AND
INCLUSION**

3

The committee will discuss the feedback received from Board Members regarding how to structure the work related to Diversity, Equity, and Inclusion, including the establishment of a committee to lead this work.

Attached please find the school district policies related to school board committees, for your reference and review, and the recommendations from the DEI Ad Hoc Committee, their initial charge, and the application that was used when establishing the ad hoc committee.

VI. FUTURE MEETINGS

VII. 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.”

STANDING COMMITTEES OF THE SCHOOL BOARD

Policy 185

Waunakee Community School District

Page 1 of 2

The Board of Education believes committees can be useful in the decision-making process. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner and study issues facing the District more in depth. The committee structure is designed to assist the Board in the conducting of Board business.

The Board shall have at least the following standing committees, which shall be subunits of the Board, and each committee shall consist of 3 Board members unless otherwise indicated:

1. Goals/Objectives
2. Budget
3. Policy
4. Curriculum
5. Co-Curricular
6. Human Resources
7. Facilities

Standing committees shall perform functions and duties as determined by the Board. Unless the Board gives contrary direction, committees may also take up issues within the general scope of their charge on their own initiative or upon referral by the Superintendent or his/her administrative-level designee. The Board's standing committees shall generally be deliberative and advisory in nature. Therefore, unless acting with authority that has been expressly and unambiguously delegated to the committee by a Board decision, committees shall have no power to take official action in place of the Board or to otherwise commit the Board or District to any specific course of action or expenditure of funds.

In the event of any uncertainty surrounding a committee's scope of responsibility, and to avoid unnecessary duplication of effort, the Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

The quorum of each standing committee shall be defined as a majority of the full membership of the committee. The members of each standing committee shall be appointed by the Board President. The appointments shall normally occur within 30 days of the annual election of Board officers. The Board members appointed to the various committees shall serve until the next annual appointments are made, assuming no vacancies occur and assuming no intervening action by the Board to modify committee structures or committee membership.

In the event of a vacancy on the Board, and in the absence of any Board action to the contrary, the person appointed to fill the Board vacancy (if any) shall also assume the committee appointments formerly held by the Board member whose absence created the vacancy.

Subject to any more specific directive of the Board, the Superintendent shall either personally serve as or designate another staff member to serve as an administrative liaison to each standing committee. Such liaison shall normally attend the committee's meetings.

A chairperson for each standing committee will normally be expressly designated in the committee appointment process. However, if no chairperson is designated, the committee shall select its own chairperson. Committees shall select an alternate chairperson to preside in the

STANDING COMMITTEES OF THE SCHOOL BOARD

Policy 185

Waunakee Community School District

Page 2 of 2

absence of the chairperson.

Except to the extent that the Board takes official action establishing a contrary rule or directive, any Board member may attend and participate in the discussion that occurs at any meeting of a standing committee. However, only the appointed members of the committee will have the authority to make motions and vote at the committee's meetings.

Notice of Board committee meetings shall be issued in accordance with state law and any applicable Board policy. When appropriate, such notice shall include a statement to reflect that a quorum of the Board may be present at the committee meeting, that such committee meeting may, therefore, also constitute a meeting of the Board for purposes of the Open Meetings Law, but that the Board will take no action as a governmental body at such committee meeting.

A committee formed for or meeting for the purpose of collective bargaining is not a governmental body under the Open Meetings Law, and this policy is not intended to separately apply any provisions of the Open Meetings Law to such a committee.

Legal References:

Wisconsin Statutes

Section 19.82	[definitions under the open meetings law]
Section 19.83	[public meetings]
Section 19.84	[public notice of meetings; limited exceptions for certain meetings of subunits]
Section 19.85	[exemptions to open meetings]
Section 19.89	[exclusion of board members from meetings]

Cross References:

WASB PRG 185 Sample Policy 1

Adoption/Revision Dates:

5/10/82

4/22/1991

March 1994

February 2019

May 2020

RESPONSIBILITIES OF COMMITTEE CHAIRPERSONS

Waunakee Community School District

185-Board
Rule 1

Page 1 of 1

Except as otherwise expressly specified by the Board of Education with respect to a specific committee, the appointed chairperson of a standing or ad hoc committee that has been created by the Board (or the alternate chairperson in the chairperson's absence) shall:

1. With notice to other committee members, schedule any committee meetings that are in addition to those that are scheduled by a decision of the committee itself;
2. Plan meeting agendas with assistance from the committee's administrative liaison and input from the committee itself;
3. Ensure that committee meetings are sufficiently noticed in compliance with the Open Meetings Law;
4. Act as the presiding officer of the committee's meetings;
5. Ensure that the minutes of each committee meeting are taken, approved, and filed;
6. Ensure that the official records of the committee are appropriately transferred to the District Office for retention or are otherwise being appropriately retained by an authorized agent (e.g., District legal counsel, if applicable); and
7. On behalf of the committee, request that certain subjects be included on a Board meeting agenda in order for the committee to present reports and/or make specific recommendations to the Board. Such requests shall be processed according to established procedures for determining meeting agendas.

Adoption/Revision Dates:

May 2020

WASB PRG 185 Sample Rule 1

AD HOC COMMITTEES CREATED BY THE BOARD

Waunakee Community School District

Policy 186

Page 1 of 2

At its discretion, the Board of Education may establish ad hoc committees to perform a specific function determined by the Board. An ad hoc committee under this policy shall have a defined membership and may include, exclude, or consist entirely of individuals who are not Board members. This policy is not intended to apply to groups with effectively unlimited participation, loosely constituted groups having a fluid and undefined membership, or to work teams or similar groups created or called together at the discretion of the administration as part of the day-to-day work of the operation of the District.

Ad hoc committees created by the Board shall generally be deliberative and advisory in nature. Therefore, unless acting with authority that has been expressly and unambiguously delegated to the committee by applicable law or by the Board, ad hoc committees shall have no power to take official action in place of the Board or to otherwise commit the Board or District to any specific course of action or expenditure of funds.

Members of an ad hoc committee will be appointed by the Board by a standard majority vote, except where a different process is expressly established by law, by Board policy, or by a Board decision at the time the Board creates the committee. Prior to making appointments, the Board may request nominees from one or more sources. The Board retains discretion to add, remove, or change appointees to any ad hoc committee at any time. The Board similarly retains discretion to either fill or not fill any vacancy on an ad hoc committee. Unless expressly appointed to a date-bound term of office that expires prior to the committee being dissolved, appointees to an ad hoc committee will normally serve until the committee is dissolved.

An ad hoc committee is dissolved upon the earlier of (1) reaching any dissolution date established by the Board; (2) the completion of the committee's assigned task(s) and the delivery of any final report or recommendation to the Board; or (3) any decision of the Board that otherwise dissolves the committee.

A quorum of an ad hoc committee shall consist of a majority of the appointed members of the committee. In the event a meeting is called but no quorum is reached, those members who are in attendance may gather information about and discuss matters related to the intended subject(s) of the meeting, but no motions shall be made and no votes or other official action shall be taken.

A chairperson and alternate chairperson for each ad hoc committee will normally be expressly designated in the committee appointment process. However, if no chairperson and/or alternate has been designated, the committee shall select its own chairperson and/or alternate at its first meeting. Except as otherwise specified by the Board in connection with a specific committee, the chairperson of an ad hoc committee shall have the same duties and responsibilities as the chairperson of a Board standing committee.

Subject to any more specific directive of the Board, the Superintendent shall either personally serve as or designate another staff member to serve as an administrative liaison to each ad hoc committee. Such liaison shall normally attend the committee's meetings. The ad hoc committee itself may schedule its meetings, and the chairperson may also call a meeting of the committee with notice to the other committee members.

AD HOC COMMITTEES CREATED BY THE BOARD

Policy 186

Waunakee Community School District

Page 2 of 2

Notice of ad hoc committee meetings shall be issued in accordance with state law requirements and any applicable Board policy. When appropriate, such notice shall include a statement to reflect that a quorum of the Board may be present at the committee meeting, that such committee meeting may, therefore, also constitute a meeting of the Board for purposes of the Open Meetings Law, but that the Board will take no action as a governmental body at such committee meeting.

Legal References:

Wisconsin Statutes

- [Section 19.83](#) [public meetings]
- [Section 19.84](#) [public notice of meetings]
- [Section 19.85](#) [exemptions to open meetings]
- [Section 19.89](#) [exclusion of board members from meetings]

Cross References:

WASB PRG 186 Sample Policy 2

Adoption/Revision Dates:

5/10/82
4/22/91
March 1994
February 2019
May 2020

AD HOC COMMITTEE ON INCLUSION AND EQUITY IN THE WAUNAKEE COMMUNITY SCHOOL DISTRICT

Charge to the Committee Task Force:

1. Review existing WCSD data, federal and local guidance, contracts and policies related to the following:
 - a. Title VI of the Civil Rights Act of 1964, related to nondiscrimination on the basis of race and national origin;
 - b. Title IX, related to nondiscrimination on the basis of sex in education;
 - c. The Age Discrimination Act of 1975;
 - d. The Americans with Disabilities Act, as it relates to nondiscrimination on the basis of disability;
 - e. The American Indian Religious Freedom Act of 1978;
 - f. All applicable state and local laws related to all federally protected classes.
2. Review current research on the use and effectiveness of hiring practices that consider the benefits of diversity for students and staff;
3. Review best practices as it relates to the hiring, retention and promotion of a diverse staff and administration, as well as staff professional development, improvement of professional practices, and internal promotion;
4. Review current economic trends and the housing and other economic policies of municipalities in the WCSD area that have a disparate impact on protected classes;
5. Review district curriculum for inclusion and representation of persons of all backgrounds and identities, including federally protected classes;
6. Develop possible recommendations to the Board of Education for amendments to contract language, curriculum, board policy, and administrative practices based on feedback from the community, stakeholders, and experts following discussions, information-sharing sessions and regular meetings;
7. Report to the Board of Education a summary of the work of the Committee within 12-18 months of appointment.

Membership

The ad hoc committee shall consist of no less than 12 members, with Board Director Brandt designated as chair, and one other BOE member selected by the President of the BOE. The committee shall include:

- Two BOE directors;
- At least one staff member, if available, from each school and level of the WCSD;
- One administrative designee at the discretion of the Superintendent;
- Three current student representatives;
- Up to 11 members of the community, to be selected via open application to the chair and the BOE President;
- The committee shall be equitable in distributing representation across gender, racial and class lines, and shall make all reasonable efforts available to ensure

representation includes individuals with disabilities, persons of color, and LGBTQ+ individuals.

Timeline:

March 2020: Approval of Ad Hoc Committee

April 2020: Appointment of Members

May 2020: First Meeting

May-November 2021: Report to Board of Education

Waunakee Ad Hoc (AHC) Application

Name: _____ Date of Birth: _____

Telephone Number: _____ Email Address: _____

Home Address (for verification of residency): _____

Gender (and preferred nomenclature): _____

Are you a current WCSD employee? _____ If yes, where are you primarily employed? _____

Are you a current WCSD student? _____ Are you a parent of a student or former student? _____

What is your highest level of education? _____

Do you need any special accommodations or have any accessibility needs? _____

1. How did you learn about the Ad Hoc Committee (AHC)?

2. Why do you want to serve on the Committee?

3. What specific times of day/days of the week best fit your schedule in order to regularly attend meetings?

4. What specific insights, experience, and/or education would you bring to the AHC?

5. Are you aware of any conflict of interest, or potential conflict of interest that could interfere with your ability to serve on the AHC? If yes, what is it?

Ad Hoc Committee

Pre-Appointment Suggested Reading List

Between the World and Me - Ta-Nehisi Coates

Against Empathy: The Case for Rational Compassion – Paul Bloom

Staring back: The disability experience from the inside out – Kenny Fries, ed.

The Shame of the Nation – Jonathan Kozol

Education for Extinction – David Wallace Adams

DEI Equity Audit Report

August 30, 2021

The Diversity, Equity, and Inclusion (DEI) Ad Hoc Committee was established by the Waunakee Community School District (WCSD) Board of Education (BOE) and formulated to initiate dialog around and make recommendations for work with regard to diversity, equity and inclusion policies and practices in the WCSD. The committee included twenty-seven individuals, composed of Waunakee students, staff, and community members within the district.

As conversations began in the fall of the 2020-21 school year, the team researched a number of tools and selected the National Education Association (NEA) Opportunity Audit in order to get a holistic view of the diversity, equity and inclusion work across all levels of the district. The DEI Ad Hoc Committee met nineteen times, over the course of the school year. During that time, they completed the audit process with fidelity and thoughtfully selected ten priority areas as recommendations for areas of growth in the Waunakee Community School District.

The NEA Opportunity Audit consists of seven criteria and each criterion includes multiple elements. The seven criteria are 1) Schools exemplify readiness for all students and educators; 2) All students have access to a rigorous curriculum, including advanced coursework, rooted in high academic standards; 3) Conditions at schools foster positive climates that support teaching and learning for educators and students; 4) All students have access to capable, qualified educators; 5) Schools maintain accountability by utilizing multiple indicators to assess student achievement, instructional effectiveness, and school performance; 6) Schools engage with families and communities to collaborate in learning, advocacy, and securing resources; and, 7) All schools are sufficiently and equitably funded to provide the resources and supports required to meet all students' needs.

During the audit, the DEI Ad Hoc Committee followed a consistent process for reviewing the elements within each criterion. This process included collecting and reviewing data related to the criteria, discussing data to reach a common understanding of these data. Collectively, each criterion's elements were given one of the following ratings: not existent, not apparent, emerging, improving, and flourishing. Upon completion of the audit process, committee members independently reviewed all criteria's elements and came to consensus identifying ten priority elements, across the seven criteria. As a result, the DEI Ad Hoc Committee presents the WCSD Board of Education (BOE) with ten priorities and related recommendations.

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

Identified as the greatest importance was the extent to which our district provides positive teaching and learning conditions and supports culturally-responsive instruction that creates a sense of belonging and understanding for all of our students. This priority may be achieved through professional learning opportunities focused on cultural competence and understanding implicit bias. Specific areas of recommendation related to this priority area include: 1) Build relationships/trust to establish professional partnerships between school staff, BOE, and administration; 2) Engage students in our work and develop and/or improve communications to

inform students of actions that support their experiences. This includes making a concerted effort to recruit, support and retain educators and community members as club and organization advisors (e.g. Black Student Union (BSU)); 3) Encourage the Board to revisit the time horizon before advisors can be compensated; 4) Create a comprehensive, multi-year, and transparent plan/vision for work with regard to diversity, equity, and inclusion in our schools; 5) Offer ongoing professional learning opportunities that afford space/time to process, reflect, and apply new learning; and, 6) Extend learning opportunities regarding culture and implicit bias to all staff; and 7) Work on systems that invite/require (and compensate) non-certified staff at these trainings (e.g. bus drivers, cafeteria workers, paraprofessionals).

A second element critical to creating an inclusive environment for students is that they feel safe. Currently while the district has policies to address these areas, the committee advises the BOE to 1) Review and update language in BOE policies and student handbooks to ensure it is supportive, humanizing, and age appropriate; 2) Review K-12 policies around behavior, taking into consideration best practice, with a committee consisting of students, staff, and families; 3) Review and amend discipline policy to promote restorative practices that focus on learning in place of zero tolerance policies that focus on punitive measures; 4) Develop policies that include language about Positive Behavioral Intervention and Supports (PBIS) and Social-emotional Learning (SEL); 5) Develop plan for communicating and monitoring fidelity of practice with regard to policies; and 6) Establish routines to review data collected in the newly created incident reporting system that allows students and staff to anonymously report incidents of bullying, harassment and bias.

Finally, as the district expands professional development opportunities for staff, the committee recommends that the district document and evaluate the impact of professional learning by collecting data with regard to student belonging and achievement.

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

Waunakee has a long history of developing and delivering rigorous curricula that are clearly aligned to college and career readiness. The committee recognizes that the district is emerging in its capacity to address the needs of students with different abilities and/or from diverse backgrounds, in order to assure access. The committee advises that, as the district and BOE continue to address the curricula and standards, they 1) Review and update curriculum and curricular resources/materials through a diverse lens (e.g. history and sociology) and 2) Include BIPOC (Black, Indigenous, People of Color) stories/books from BIPOC authors, both fiction and nonfiction; 3) Provide consistent and repeated staff training, coaching, and feedback on inclusion practices; 4) Work with building coaches to develop comfort/capacity in leading professional learning for staff around equity in education.

In order to ensure all students are able to access learning experiences, the learning community in our school must provide various means to accommodate, scaffold, and enrich instruction for students with diverse needs, such as language-rich instruction, Universal Design for Learning (UDL), Positive Behavior Interventions & Supports (PBIS), Response to Intervention (RtI), etc. The committee noted that work in this area exists and offers four recommendations that the

district should consider to support this work: 1) Evaluate and monitor progress of students (response rates within RtI framework) of different abilities and from different backgrounds and report progress to the WCSD Board of Education; 2) Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes; 3) Discontinue tracking systems that may exist based on perceived student abilities; and, 4) Explicit staff training (inviting paraeducators), in Universal Design for Learning (UDL), tied to coaching and feedback.

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

Given that this is an area in which little work has been completed, and the extent of community engagement is not understood, the committee advises that the district: 1) Gather baseline data on family and community engagement; 2) Utilize data to recognize areas of strength and determine areas for improvement; 3) Develop ongoing methods for examining family and community engagement and report to BOE/admin; and, 4) Consider creating a community liaison position that can be both a resource for staff and families, as well as provide outreach to the community.

The committee recognizes that the WCSD values and offers a variety of professional learning opportunities for staff and has the potential to expand learning opportunities to areas that focus on family and community engagement. Recommendations related to this priority are to: 1) Provide professional learning opportunities and coaching to all staff/teachers in the areas of family and community including communication and relationship building. Such opportunities should be made available to all district staff who interact with students and families in and outside of the classroom; 2) Demonstrate commitment to parent and community engagement through consistent attendance of administrators; 3) Involve families as partners in this work through ongoing two-way communication, collaboration, and decision-making.

All students have access to capable, qualified educators.

Recruiting a diverse staff can benefit students in two ways: it allows students from underrepresented groups to better identify with their teachers and those in the school community. As well, it provides all of our students with a diversity of perspectives and enriched learning experience. Currently, the district does not have a recruitment plan in place to support diversity in staffing. The committee advises the district to identify and recruit aspiring educators from underrepresented populations. Specifically, the committee recommends the district: 1) Review hiring policies to recruit staff from underrepresented groups who represent our diverse student body; 2) Work with universities to recruit and/or incentivize BIPOC candidates; 3) Consider a “Grow Your Own” program that enables people within our district to pursue educator licensure; 4) Revisit adding the “Educators Rising” Program for students who may pursue education in the future and actively recruit BIPOC students to join; 5) Inquire about other district’s efforts to retain diverse staff.

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

While the district strives to maintain accountability in instruction, instructional effectiveness, and school performance, the committee identified a need to evaluate and ensure that all students graduate college and career ready. The district may do this by implementing programs and practices proven to address barriers to advancement, such as SAT/ACT preparation and college and career counseling. Specific areas of recommendation related to this priority area include: 1) Provide outreach to families and to determine barriers that may exist for students who are preparing for college and/or careers beyond high school; 2) Increase accessibility and opportunities for students to participate in ACT preparation classes by eliminating fees and offering classes during school hours; 3) Offer fee waivers to students for extraneous fees such as those associated with retaking the ACT exam, drawing these fees from Student Financial Assistance Fund; 4) Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes.

Schools exemplify readiness for all students and educators.

The beginning of every child's education experience begins with early childhood programming and the WCSD takes pride in offering high quality care and education for our youngest learners. In order to ensure all students have access to these quality learning experiences, the committee recommends the district: 1) Evaluate the level of awareness of and accessibility to WCSD 4K programs and wrap-around care that is available to all families in the district; 2) Provide outreach to network with child care programs beyond 4K sites, including pre-K programs such as Head Start; 3) Improve communication practices to remove barriers to information access. This may include communicating with families who move into the school district in the middle of the school-year and providing interpretation and translation services.

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

The WCSD is fortunate that we have higher than average funding that allows us to provide resources and support for our students that exceeds those provided in some surrounding districts. Although not identified as a priority area, the committee identified two elements of importance that could be addressed by the district. First, the committee recommends our current educators and administrators have opportunities to participate in the development of the budget. In accordance, engaging our district staff in these discussions can help the BOE to identify and allocate resources based on areas of need in each building. Such efforts may ensure that our revenue streams are used in a way to maximize student achievement for all.

Additional Recommendations:

In this report, the DEI Ad Hoc Committee provided the WCSD BoE a set of practice and policy recommendations for consideration and adoption. The recommendations are broad in scope and will require ongoing work to develop, deliver, and evaluate strategies that address these recommendations. In order to support the WCSD in its ongoing work, the committee recommends that the WCSD BoE allow the Diversity, Equity, and Inclusion Committee to become a Standing Committee. The DEI Ad Hoc Committee recommends that the composition

of this group include no less than the 12 representatives. Representatives should include a distribution of district students, educators and paraprofessionals, administrators, and community members. These representatives should reflect the diversity within our district, selected by both the Committee Chairperson and the Board President. As to advance recommendations adopted by the BoE, we recommend the committee meet at least 12 times per year and will adjust meeting frequency on a month to month basis. The DEI Committee will provide recommendations and reports as needed, to the full BoE.

We recommend the following charge to this new standing committee. Review existing WCSD data, federal and local guidance, contracts and policies. Review current research and national trends on the use and effectiveness of hiring practices, while considering the benefits of diversity for both students and staff. Review best practices as it relates to retention and promotion of a diverse staff and administration, making recommendations for professional development, improvement of professional practices, and internal promotions for all Waunakee School District teachers, paraeducators & staff. Review district curriculum for inclusion and representation of persons of all backgrounds and identities. Develop possible recommendations to the Board of Education for amendments to contract language, curriculum, board policy, and administrative practices based on feedback from the Waunakee School District Community, stakeholders, and experts following discussions, information-sharing sessions and regular meetings.

Our mission: The WCSD Diversity, Equity, Inclusion Ad Hoc Committee strongly believes that by creating a diverse, equitable, and inclusive environment, we will prepare all students to thrive academically, socially, and emotionally, in a multicultural world.

We are committed to advocate to end practices, structures and systems that may oppress students and stakeholders of the WCSD through identifying barriers:

- Examine policy, instructional practices, curriculum, and assessment as it pertains to diversity, equity, and inclusion
- Review hiring practices, professional development, access to resources (onboarding in mission for equity/diversity/inclusion)
- Study relevant trends in economic and other community factors

In using a data-driven approach, we will identify areas of strength and opportunities for growth, and provide recommendations to the BOE that foster a safe and welcoming culture of diversity, equity, and inclusion for every member of our Waunakee School Community.



WCSD Diversity, Equity, & Inclusion Ad Hoc Committee

17

Goals for Tonight's Report:

Highlight our work and present the Board with recommendations based on the findings of the Opportunity Audit

Original Committee Members:

selected by then BOE president and vice president, via an application

District Administrators:

Tim Shell, Katie Grundahl*

BoE Members:

Dave Boetcher, Brian Hoefler*

Students: Audrey Deppen

Sam Kaufmann, Izabella Moore

Community Members:

Michelle Berg, Mike Brandt (prev. BoE/co-chair), Jamie Griffin Strachota*,
Melissa Hernandez*, Cathy Kittell*, Joel Lewis (chair), Leslie Petty, Mike Pisani,
Pamela Potter*, Diane Treis Rusk, Nia Vang, Paul Whitley*

**no longer serving this committee*

District Staff:

Emily Meier (MS)*, Melanie Meister (HES),
Monique Mobley (HS), Lara Ostrander (PES),
Gina Pagel (AES), Bethany Pottinger (AES),
Stephanie Shefchick (HS)*, Christina¹⁸
Sheppleman (HS), Allison Voeller* (PES)

Timeline of DEI Ad Hoc Committee



OPPORTUNITY AUDIT



To structure our work and take a holistic view of the diversity, equity and inclusion work across all levels of the district, we:

- researched a number of audit tools
- selected the National Education ²⁰ Association (NEA) Opportunity Audit
- completed the audit process with fidelity
- selected 10 priority areas as recommendations for areas of growth in the district

Overview of Great Public Schools Indicators:

Through research and collaboration with leaders in education policy and practice the National Education Association identified seven areas critical to the success of public schools and students. They are:

1. **School Readiness:** Our schools provide quality programs and services that meet the full range of all children's needs so that they come to school every day ready and able to learn.
2. **Standards and Curriculum:** Our schools set high expectations and standards with a rigorous and comprehensive curriculum for all students.
3. **Conditions of Teaching and Learning:** Our school climate provides quality conditions for teaching and lifelong learning.
4. **Workforce Quality:** Our schools have a qualified, caring, diverse, and stable workforce.
5. **Accountability and Assessments:** Stakeholders at all levels share responsibility for appropriate school accountability.
6. **Family and Community Engagement:** Our schools facilitate parental, family, and community involvement and engagement.
7. **School Funding:** Our schools are supported by sufficient, equitable, and sustainable funding.

Audit Results & Recommendations

Focus Area 1:

22

Conditions at our schools foster positive climates that support teaching and learning for educators and students.

Provide positive teaching and learning conditions and support culturally-responsive instruction that creates a sense of belonging and understanding for all of our students.

- 1) Build relationships/trust to establish **professional partnerships** between school staff, BOE, and administration
- 2) **Engage students** in our work and develop and/or improve communications to inform students of actions that support their experiences. This includes making a concerted effort to recruit, support and retain educators and community members as club and organization advisors (e.g. Black Student Union (BSU)) 23
- 3) Encourage the Board to revisit the time horizon before **advisors** can be compensated
- 4) Create a comprehensive, multi-year, and transparent **plan/vision** for work with regard to diversity, equity, and inclusion in our schools
- 5) Offer ongoing **professional learning opportunities** that afford space/time to process, reflect, and apply new learning
- 6) Extend learning opportunities regarding **culture and implicit bias** to all staff
- 7) Work on systems that invite/require (and compensate) **non-certified staff** at these trainings (e.g. bus drivers, cafeteria workers, paraprofessionals)

Create an inclusive environment for students where they feel safe.

- 1) Review and update language in **BOE policies and student handbooks** to ensure it is supportive, humanizing, and age appropriate
- 2) Review K-12 **policies around behavior**, taking into consideration best practice, with a committee consisting of students, staff, and families
- 3) Review and amend **discipline policy** to promote restorative practices that focus on learning in place of zero tolerance policies that focus on punitive measures
- 4) Develop **policies** that include language about Positive Behavioral Intervention and Supports (PBIS) and Social-emotional Learning (SEL)
- 5) Develop plan for **communicating and monitoring fidelity of practice** with regard to policies
- 6) Establish routines to **review data** collected in the newly created incident reporting system that allows students and staff to anonymously report incidents of bullying, harassment and bias
- 7) Document and evaluate the **impact of professional learning** by collecting data with regard to student belonging and achievement

Audit Results & Recommendations

Focus Area 2:

25

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

Address the instructional needs of students with different abilities and/or from diverse backgrounds, in order to assure access.

- 1) Review and update [curriculum and curricular resources/materials](#) through a diverse lens (e.g. history and sociology)
- 2) Include BIPOC (Black, Indigenous, People of Color) [stories/books](#) from BIPOC authors, both fiction and nonfiction
- 3) Provide consistent and repeated staff training, coaching, and feedback on [inclusion practices](#)
- 4) Work with [building coaches](#) to develop comfort/capacity in leading professional learning for staff around equity in education

Ensure all students are able to access learning experiences, the learning community in our school must provide various means to accommodate, scaffold, and enrich instruction for students with diverse needs.

- 1) Evaluate and monitor **progress of students** (response rates within RtI framework) of different abilities and from different backgrounds and report progress to the WCSD Board of Education
- 2) Create opportunities to ensure equal representation of students of different abilities and backgrounds in **Advanced Placement (AP) classes**
- 3) **Discontinue tracking systems** that may exist based on perceived student abilities
- 4) Explicit staff training (inviting paraeducators), in **Universal Design for Learning (UDL)**, tied to coaching and feedback

Audit Results & Recommendations

Focus Area 3:

28

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

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

- 1) Gather baseline data on **family and community engagement**
- 2) Utilize **data** to recognize areas of strength and determine areas for improvement
- 3) Develop ongoing **methods for examining** family and community engagement and report to BOE/admin
- 4) Consider creating a **community liaison position** that can be a resource for staff and families, as well as provide outreach to the community

Expand learning opportunities to areas that focus on family and community engagement:

- 1) Provide professional learning opportunities and coaching to all staff/teachers in the areas of family and community including **communication and relationship building**. Such opportunities should be made available to **all district staff** who interact with students and families in and outside of the classroom
- 2) Demonstrate commitment to parent and community engagement through consistent **attendance of administrators**
- 3) Involve **families as partners** in this work through ongoing two-way communication, collaboration, and decision-making

Audit Results & Recommendations

Focus Area 4:

31

***All students have access
to capable, qualified educators.***

Identify and recruit aspiring educators from underrepresented populations:

- 1) Review [hiring policies](#) to recruit staff from underrepresented groups who represent our diverse student body
- 2) Work with [universities](#) to recruit and/or incentivize BIPOC candidates
- 3) Consider a “[Grow Your Own](#)” program that enables people within our district to pursue educator licensure
- 4) Revisit adding the “[Educators Rising](#)” Program for students who may pursue education in the future and actively recruit BIPOC students to join
- 5) Inquire about other district’s efforts to [retain](#) diverse staff

Audit Results & Recommendations

Focus Area 5:

33

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

Evaluate and ensure that all students graduate college and career ready. Address barriers to advancement, such as SAT/ACT preparation and college and career counseling:

- 1) Provide **outreach to families** and to determine barriers that may exist for students who are preparing for college and/or careers beyond high school
- 2) Increase accessibility and opportunities for students to participate in **ACT preparation classes** by eliminating fees and offering classes during school hours
- 3) Offer **fee waivers** to students for extraneous fees such as those associated with retaking the ACT exam, drawing these fees from Student Financial Assistance Fund
- 4) Create opportunities to ensure equal representation of students of different abilities and backgrounds in **Advanced Placement (AP) classes**

Audit Results & Recommendations

Focus Area 6:

35

***Schools exemplify readiness for
all students and educators.***

Ensure all students have access to these quality learning experiences:

- 1) Evaluate the level of **awareness of and accessibility to WCSD 4K programs** and wrap-around care that is available to all families in the district
- 2) Provide outreach to **network with child care programs** beyond 4K sites, including pre-K programs such as Head Start
- 3) Improve communication practices to **remove barriers to information access**. This may include communicating with families who move into the school district in the middle of the school-year and providing interpretation and translation services

Audit Results & Recommendations

Focus Area 7:

37

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

Provide funding that allows resources and support for all students.

- 1) The committee recommends our current educators and administrators have opportunities to participate in the development of the budget
- 2) In accordance, engaging our district staff in these discussions can help the BOE to identify and allocate resources based on areas of need in each building. Such efforts may ensure that our revenue streams are used in a way to maximize student achievement for all

Additional Committee Recommendations

The recommendations are broad in scope and will require ongoing work to develop, deliver, and evaluate strategies that address these recommendations.

To support the WCSD in its ongoing³⁹ work, the committee recommends that the WCSD BoE allow the Diversity, Equity, and Inclusion Committee to become a Standing Committee.

Questions & Feedback

40



WAUNAKEE
COMMUNITY SCHOOL DISTRICT