

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION DEI BOARD SUB-COMMITTEE**

Tuesday, April 5, 2022
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 30 Minutes 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. FOLLOW-UP DISCUSSION REGARDING THE ENGAGEMENT SESSIONS WITH THE STUDENTS 3

The Committee will discuss the input the Board received from their listening sessions with the student groups at the high school.

VI. REVIEW BOARD COMMITTEE DELEGATION OF DEI AD HOC REPORT RECOMMENDATIONS 9

The Administration will review with the Committee a proposed delegation plan for the various recommendations that came out of the DEI Ad Hoc Committee. The decision of the

Board was to delegate these audit recommendations to the other Board Committees for review. Attached is a proposed delegation plan for consideration and feedback.

VII. UPDATE ON INCIDENT REPORTING TOOL

Tim Schell will review with the Committee the new Incident Reporting Tool that has been launched in the school district. This Tool has been approved by the Board and the purpose of this agenda item is to review the process for moving this Tool forward.

VIII. NEXT STEPS

IX. FUTURE MEETINGS

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.”

Lunch comments 2/14

A student going through a death in the family felt her situation was not shared with her teachers and she felt no one heard what she needed. She had shared her story with a counselor...

A student voiced a concern over the girls Lacrosse coach.

A Student felt uncomfortable when the YCC encouraged members to wear black on Rainbow Day, a celebration of the ATI club.

A student expressed the fact that slurs were used on the band bus at the state football game... wondered about appropriate strategies for dealing with unwanted slurs.

Student council comments 2/16

The group looked for ideas on how to reach out to the community members to advertise service opportunities.

Concern on getting materials after missing school..why can't we have access on line.

Supported commemorative flags to help acceptance and to appreciate student differences.

Young conservatives comments 2/17

Student expressed concern that teachers make their political ideology known.

Student expressed concern the teachers are not open to the other side of a political issue.

"Kid told if they did not wear a mask they would die"

Concern that a teacher took points off your final exam if mask falls off your nose.

Felt it was unfair to take away participation points.

Student did not feel positively viewed by administration.

Lunch comments 2/21

Girl's Hockey did not receive the same acknowledgment that boy's Hockey received in announcements.

Weight room access perceived to be unfair for Girl's Lacrosse.

Future Liberal Leaders comments 2/23

Racism exists in Waunakee...had her car soaped

Homophobia is huge in Waunakee.

Inclusivity is a focus, but not always followed through...not sure what happens with a report..wants stricter punishment.

Flying a commemorative flag shows some degree of action...better than empty words.

Waunakee states they welcome differences but students don't feel it.

Need to hold kids more accountable for behavior.

Suggestions: Have speakers come in, provide education on topics, punishment needs to be harsher.

Provide more diversity training for students.

Talk about safe women's issues...there exists a toxic masculinity directing unwanted comments directed at women.

Need gender neutral bathrooms by the pool...kids are wearing a wet swimsuit all day because they are not comfortable in the restrooms.

Transparency is super important in the school district.

A suggestion for a consequence is to require intense education rather than a detention.

Above the influence comments 3/3

Experiences of discrimination of gender and race.
many feel harassed and there is a lack of follow up and consequences.

Education is the best hope for change...one on one may be more effective than the whole student body.

Appreciate courses which are providing education..religion unit in world history

Diversity in staff could help the issues and feeling included for some.

Would like to see a vegetarian option in lunch.

The main goal in Middle School is to fit in.

TLC comments 3/17

Students spoke very positively about the benefits of this program vs life in the HS...expressed pressures to fit in and stress of being judged by peers...needing additional emotional support and individual connections.

Concerns expressed centered around space for both students and staff. With the increase of students this year both students and staff lack any space for private work or conversations... they would love to stay in a separate building but to occupy the entire building if possible.

With the number of students in the competency program, splitting Scott Krause's time causes some students to feel it is not worth coming to school until Mr. Krause is available.

Should we look at the student/teacher ratio for this population??

Student Listening Sessions

Justice League:

- Bullying and racial/biased slurs happen frequently - feels helpless no one to go to or trust.
- If reported to admin. or staff, seems like nothing is done
- Perpetrators of slurs and worse often retaliate
- After reporting, there is no closure, would like some information as to what was done. It seems like all that happens is the student is talked to. They don't know the final outcome of reporting. Typically the reported student resumes his/her behavior.
- Groups feeling picked on include: blacks and brown skinned students, Asian, Hyspanic, Indian, Native American, gay and bi students, transgender etc,
- Feel loss of trust, no one to help with their situation

Young Conservatives:

- Shared vision/mission: which includes respecting all
- Feel disrespected by some teachers if one voices disagreement with their position/opinion
- Want all teachers to present an open culture where they can voice their opinions on topics and teachers don't teach only ideas that they support vs. allowing for and teaching opposite perspectives

ATI:

- Frustrated by slurs and bully behavior: often a pass-by in the hall
- If reported, feel nothing is done, that the perpetrator is talked to and that's it.
 - Having some closure would be helpful
 - Often the student reported double downs on them afterwards
- Groups feeling picked on include: blacks and brown skinned students, Asian, Hyspanic, Indian, Native American, gay and bi students, transgender, disabled etc,
- Don't know who to go to because nothing seems to change.
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- Feel that there is not an inclusive or mutually respectful environment in the M.S. or H.S
- Suggests that a year long focus with sessions on equity, inclusion, racism/bullying, and disrespecting minority groups students listed above and provide students opportunities to talk and share experiences

Here are the highlights from the discussion with the student listening session with the Dreamer Club. Judy, please add your thoughts as well.

- Students feel that teachers and other students look to them for input on subjects that are stereotypical of hispanic heritage without knowing the students background and it makes them feel uncomfortable.
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- Latino students have been targets of politically motivated comments based on their ethnicity; immigration, Trump, etc. "I took the day off when I knew that political events were happening to avoid insulting comments".
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- The Dreamers Club climate survey (Feb. 2022) showed that some students don't like coming to school which, as one student said, "we need an education to live a better life, but some don't feel comfortable coming".
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- Several students don't feel comfortable walking through the halls as they feel vulnerable to negative comments.
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- The Los Sanadores club is a safe place where they feel comfortable.
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- Staff feel that multicultural curriculum options would be beneficial to increasing enthusiasm towards an education for these students.
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- Deficient in spanish speaking teachers and support staff across disciplines. We should incentivise a teacher who is bilingual and can support the growing number of Spanish speaking students.
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- We should also discuss providing scholarships to Latino students who want to get a degree in education and return to Waunakee to teach in our district.
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- A Student recommended having the morning announcements read in Spanish as well as English. - Great idea!

My comments: 30 minutes is just not enough time to get comfortable with The Los Sanadores members as the conversation is translated throughout the meeting. I would be more than happy to meet with them in a less formal session without time limitations to further build on what we discussed this morning. We have a lot to learn from our students and our current DEI committee makeup doesn't allow for routine and productive flow of ideas.

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

Item	Committee	Notes
1) Build relationships/trust to establish professional partnerships between school staff, BOE, and administration;	Board listening sessions	Perhaps there are additional components here.
2) Engage students in our work and develop and/or improve communications to inform students of actions that support their experiences.	New committee	9
3) Encourage the Board to revisit the time horizon before advisors can be compensated;	Human Resources or Co-Curricular	
4) Create a comprehensive, multi-year, and transparent plan/vision for work with regard to diversity, equity, and inclusion in our schools;	New committee	

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

Item	Committee	Notes
5) Offer ongoing professional learning opportunities that afford space/time to process, reflect, and apply new learning; and,	Curriculum committee	
6) Extend learning opportunities regarding culture and implicit bias to all staff;	Curriculum committee	10
7) Work on systems that invite/require (and compensate) non-certified staff at these trainings	Human resources	

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

A second element critical to creating an inclusive environment for students is that they feel safe

Item	Committee	Notes
1) Review and update language in BOE policies and student handbooks to ensure it is supportive, humanizing, and age appropriate	Policy	
2) Review K-12 policies around behavior, taking into consideration best practice, with a committee consisting of students, staff, and families	Policy	11
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	Policy	
4) Develop policies that include language about Positive Behavioral Intervention and Supports (PBIS) and Social-emotional Learning (SEL)	Policy	

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

A second element critical to creating an inclusive environment for students is that they feel safe

Item	Committee	Notes
5) Develop plan for communicating and monitoring fidelity of practice with regard to policies;	New committee	Is this narrowly defined as communicating policy vision and changes or more broadly defined as communicating about DEI key issues and strategies.
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.	New committee	Is this the best place for this 12 item?

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

Item	Committee	Notes
1) Review and update curriculum and curricular resources/materials through a diverse lens (e.g. history and sociology)	Curriculum	
2) Include BIPOC (Black, Indigenous, People of Color) stories/books from BIPOC authors, both fiction and nonfiction;	Curriculum	13
3) Provide consistent and repeated staff training, coaching, and feedback on inclusion practices;	Curriculum	
4) Work with building coaches to develop comfort/capacity in leading professional learning for staff around equity in education.	Curriculum	

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

In order to ensure all students are able to access learning experiences

Item	Committee	Notes
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	Curriculum	
2) Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes	Curriculum	14
3) Discontinue tracking systems that may exist based on perceived student abilities	Curriculum	
4) Explicit staff training (inviting paraeducators), in Universal Design for Learning (UDL), tied to coaching and feedback	Curriculum	

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

Item	Committee	Notes
1) Gather baseline data on family and community engagement;	New committee	Is this the best place for this item?
2) Utilize data to recognize areas of strength and determine areas for improvement;	New committee or goals?	Is this narrowly focused on DEI or a broader vision of continuous improvement? 15
3) Develop ongoing methods for examining family and community engagement and report to BOE/admin;	New committee	
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.	New committee	

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

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

Item	Committee	Notes
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;	Curriculum	16
2) Demonstrate commitment to parent and community engagement through consistent attendance of administrators		Does not require committee action.
3) Involve families as partners in this work through ongoing two-way communication, collaboration, and decision-making.	New committee	

All students have access to capable, qualified educators.

Item	Committee	Notes
1) Review hiring policies to recruit staff from underrepresented groups who represent our diverse student body	Human Resources	
2) Work with universities to recruit and/or incentivize BIPOC candidates	Human Resources	
3) Consider a “Grow Your Own” program that enables people within our district to pursue educator licensure;	Human Resources	17
4) Revisit adding the “Educators Rising” Program for students who may pursue education in the future and actively recruit BIPOC students to join;	Curriculum	
5) Inquire about other district’s efforts to retain diverse staff.	Human Resources	

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

Item	Committee	Notes
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;	Curriculum	
2) Increase accessibility and opportunities for students to participate in ACT preparation classes by eliminating fees and offering classes during school hours;	Curriculum	18
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;	Budget	
4) Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes.	Curriculum	

Schools exemplify readiness for all students and educators.

Item	Committee	Notes
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;	Curriculum	
2) Provide outreach to network with child care programs beyond 4K sites, including pre-K programs such as Head Start;	Curriculum	19
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.	Curriculum	

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

Item	Committee	Notes
First, the committee recommends our current educators and administrators have opportunities to participate in the development of the budget.	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.	Budget	20

Additional Recommendations:

Item	Committee	Notes
<p>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.</p>	<p>Sub Committee</p>	<p>21</p>
<p>Review existing WCSD data, federal and local guidance, contracts and policies.</p>	<p>New Committee</p>	
<p>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.</p>	<p>Human Resources</p>	

Additional Recommendations:

Item	Committee	Notes
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	Human Resources	22
Review district curriculum for inclusion and representation of persons of all backgrounds and identities	Curriculum	
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.	New Committee	