

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING**

Monday, June 6, 2022

3:00 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 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.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. UPDATE ON SOCIAL STUDIES WORK WITH NEHEMIAH

Jackson Gabriel, who is the chair of our Social Studies department, will provide an update to the committee on our work with Nehemiah this year. In particular, he will provide an update on the participation of our teachers of American History in the Black History for a New Day community course.

VI. RELEVANT POLICIES ON INSTRUCTIONAL OPT OUTS

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As a continuation of our instructional policies discussion from the previous meeting, Tim will review our instructional policies relating to questions that periodically arise around opting out of certain instructional topics.

VII. INSTRUCTIONAL PLANNING RESOURCE

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VIII. DEPARTMENT LEADERSHIP POSITIONS UPDATE

Tim and Amy will have an update on recruitment for our department chair and coordinator leadership positions.

IX. MULTIYEAR TRENDS ON STATE ASSESSMENT PARTICIPATION

Following up on the discussion of state assessment opt out from the previous meeting, Tim will provide a multi-year look at our test participation trends.

X. ITEMS FOR FUTURE MEETINGS

Tim Schell

XI. 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.”

RELEVANT POLICIES ON INSTRUCTIONAL OPT OUTS

Topics Described in Policy with Opt Out Provisions

[341.3-Health Education Parental Objection](#): This policy is not required in state law and should be reviewed for compliance state requirements.

[341.31-Family Life Education \(Human Growth and Development\)](#): Covers the state requirement to both provide human growth and development instruction and also provide parents and guardians the opportunity to opt their child out of defined human growth and development topics.

[871-Public Complaints About the Curriculum or Instructional Materials](#): Contains the following provision: *The Board recognizes, however, the right of an individual parent to request that his/her child not have to read a given book, provided a written request is made to the appropriate building principal. A book or other material approved by the instructor that meets the course objectives shall be substituted in such cases.*

Topics Described in Policy with No Opt Out Provision

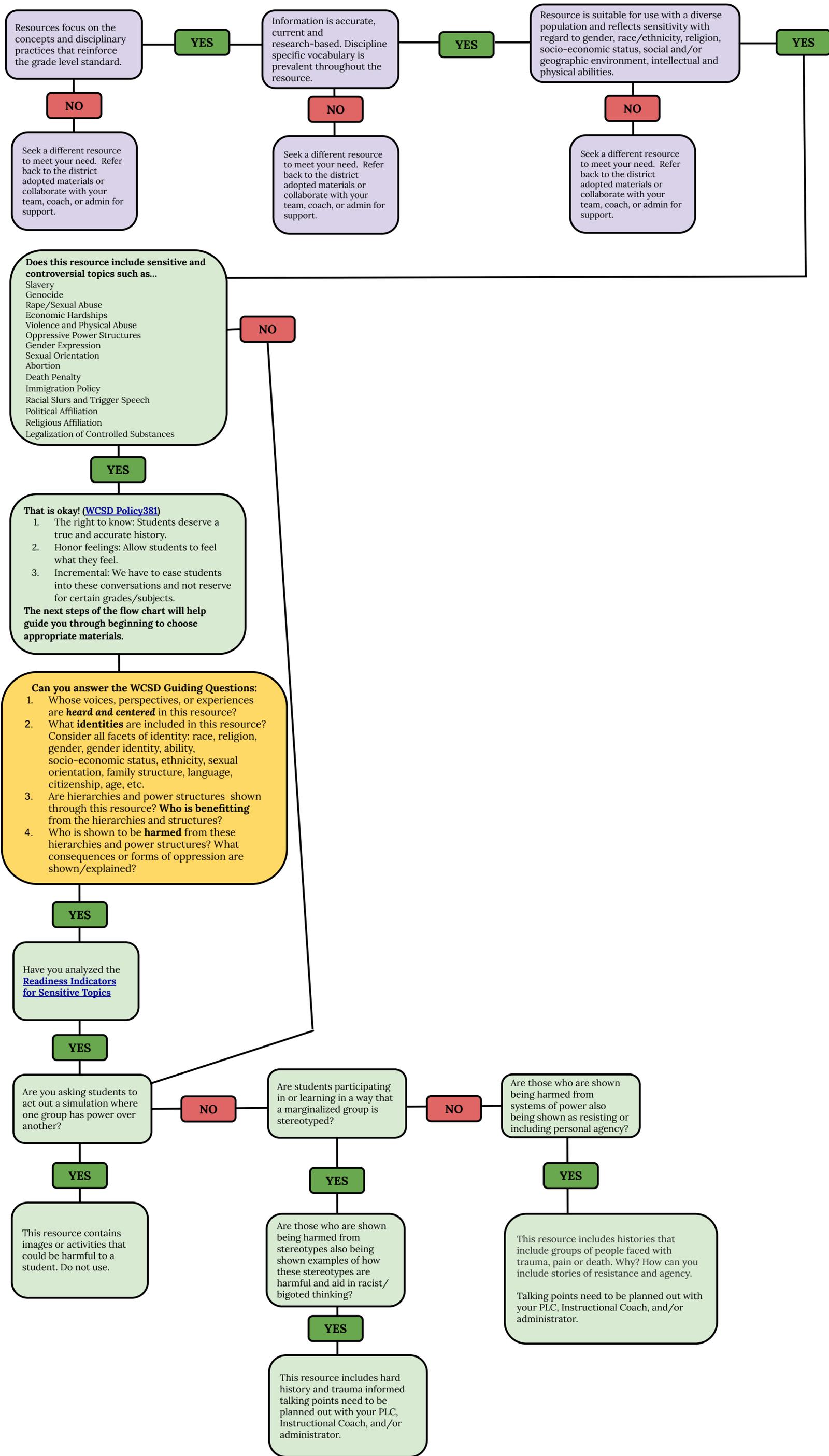
[366-Guidance Program](#): Covers the state requirement for [guidance and counseling services](#).

[457-Positive Emotional Development of Students](#): Covers part of the state requirement for [health problems education program](#).

WCSD Supplementary Instructional Resource Flow Chart

In accordance with WCSD Policies [361](#), [362](#), [362.1](#), [381](#), [871](#).

Originally created by: D. Fogarty & K.Lundquist 2021
Adapted from: the Sun Prairie Area School District and [The Great Lakes Equity Center](#)



Careful planning and attention to sensitive topics is paramount in our efforts to create inclusive teaching and learning environments. Even with thoughtful consideration, we may cause harm without intending to do so.

Should a concern be raised related to a topic/lesson that may be causing trauma, curriculum endorsed prejudice, or any aspect of harm, staff should immediately do the following.

1. Stop.
2. Apologize for the harm you caused.
3. Empathetically listen to the person(s) who was/were harmed.
4. Ask the person what is needed to repair the harm, and take action to follow through on their response.
5. Alert your supervisor to the incident that transpired.
6. Seek advice and support from administrators, instructional coaches, and peers as needed.



WCSD Readiness Indicators for Challenging Topics

Culturally responsive instruction requires educators to create classroom communities that embody a sense of belonging, wholly inclusive fairness, and social justice. We envision our graduates to have developed cultural competence, self-knowledge, and preparedness for civic engagement. In order to fulfill the dreams we have for our students, we must provide them access to learning opportunities that build their capacity in understanding the historical and present-day patterns of mistreatment, bias and injustice. These topics and learning opportunities require a lens of equity and sensitivity in order to empower our students, rather than to further mistreat and marginalize them. When considering pedagogy and practice that engages students in discussions and learning around challenging topics, the teacher should reflect and take steps to prepare the readiness of themselves and the classroom. The readiness rubric of present indicators is intended to provide guidance to educators when considering the nuances of challenging topics, such as bias, including racism, discrimination, prejudice, and injustice.

Building Professional Background Knowledge	Classroom Environment	Instructional Plan and Materials	Open Communication
<p>The instructor prepares their own professional background knowledge around the historical, social, and economic context of the literature/media to ensure new learnings are historically and culturally accurate.</p> <p>The instructor reflects on their own privilege and blind spots in order to consider the situational power dynamic, and its impact between themselves and their students.</p> <p>The instructor prepares their own professional background knowledge to understand multiple perspectives beyond the dominant narrative and adopts an inclusive pedagogy. This may include reaching out to colleagues and students/families to seek new learnings and clarity in potential misunderstandings.</p>	<p>The instructor provides classroom community-building activities to develop a safe and trusting learning environment. The culture messages a value in developing supportive relationships, and the instructor intentionally designs learning to encourage risk-taking.</p> <p>There is class time committed to having brave spaces which engages students in meaningful reflections and encourages them to talk and respond (oral/written) to new learnings (this is part of the instructional design).</p> <p>The instructor engages in opportunities to be reflective and to learn from students. The instructor honors the students' lived experiences as central to the learning.</p> <p>The instructor plans for additional support in the likelihood there are strong emotional responses from the students.</p>	<p>The instructor considers the appropriateness and relevance for present learning (age, development, context, etc.).</p> <p>The instructor analyzes materials to determine if there are racist or other biased underpinnings in the literature/media that make it inappropriate. <i>If there are concerns regarding literature and media that are found in schools, please refer to C&I for the process in reconsidering the use of materials.</i></p> <p>The intent of the teaching and learning is to examine and interrogate societal norms, systems, and structures through a lens committed to full inclusion, historical accuracies, and multiple perspectives (Just because we have "always done this," doesn't give reason to continue).</p> <p>The instructor plans and embeds culturally and linguistically responsive practices which includes: text/media selection that aims to uplift the excellence of all students (asset v. deficit mindset) and other learning opportunities that build(s) on knowledge and understanding that the intended literature/media is embedded.</p>	<p>The instructor shares potential concerns with the principal and receives oral/written feedback for adjustments.</p> <p>The instructor reaches out to families to receive feedback for adjustments and addresses potential concerns.</p> <p style="text-align: right;">5</p> <p>A conversation regarding the expectations of expression in the learning environment take place prior to the lesson(s):</p> <ol style="list-style-type: none"> 1.) Teachers and students <u>will refrain</u> from reading aloud/speaking epithets, slurs, and other hate speech. 2.) Teachers and students will decipher from terminology that is outdated and should not be used in today's discussions; however, is appropriate when read aloud within historical context (i.e., "negro").

Reflection Tool to Determine Action Plan for Readiness

The readiness rubric of indicators is not intended to be a barrier to teaching challenging topics, but rather intentional in supporting teachers in providing meaningful and positive learning opportunities for students. As a learning community, we recognize a continuous growth in the understanding of the complexities of systems and social constructs that pertain to the topics of identity, bias, oppression, injustice, etc. This **reflection tool*** can be used to guide your personal growth and to identify next steps in order to establish classroom readiness.

Vulnerabilities	Strengths	Needs	Next Steps / Support
<p><i>EXAMPLE: "My children are multiracial. Can I be objective?" "I don't know enough about the issues described here. Am I 'allowed' to lead a discussion while I also learn?"</i></p>	<p><i>EXAMPLE: "I have good rapport with my students." "I use community resources to support learning."</i></p>	<p><i>EXAMPLE: "I need to learn more information about present day systemic racism and the historical context of Jim Crow." "I need clearer ground rules for class discussions."</i></p>	<p><i>EXAMPLE: "There are support staff within the district that I will connect with (instructional coach, C&I Dept., etc.)" "There are members of the community that I can reach out to."</i></p>
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**Modified from the Sun Prairie Area School District and Madison Metropolitan School District's [Readiness Indicators for Challenging Topics](#), and adapted from, *Let's Talk! Discussing race, racism, and other topics with students. Learning for Justice. Southern Poverty Law Center* [Guide: Let's Talk!](#)*

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