

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

Monday, August 29, 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.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. CONTINUE WITH THE REVIEW OF THE RECOMMENDATIONS FROM THE DEI AD HOC COMMITTEE 3

This is a continuation of a topic from our previous meeting. Attached please find a list of the recommendations from the Ad Hoc Committee that best fit to be considered and reviewed by the Board's DEI Committee, and the associated notes from prior discussions.

VI. DISCUSS AND DEVELOP AN EQUITY STATEMENT 19

The Committee will continue to discuss an Equity Statement. Each Committee Member has been asked to bring their ideas on a statement to the meeting for discussion.

VII. DISCUSS UPDATE ON STUDENT BELONGING WORKSHOP

The Administration will provide an update on the work related to planning a student forum/program at the high school this fall.

VIII. COMMITTEE MEMBER REFLECTIONS AFTER MEETING WITH THE 7-12 ADMINISTRATION AND STUDENT STAFF

IX. DISCUSS AND CONSIDER NEXT STEPS FOR THE COMMITTEE

The Committee will discuss what they would like to focus on/accomplish in the next 90 days.

X. FUTURE MEETINGS

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.”

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

Item	Committee	Notes
2) Engage students in our work and develop and/or improve communications to inform students of actions that support their experiences.	Board DEI Committee	
4) Create a comprehensive, multi-year, and transparent plan/vision for work with regard to diversity, equity, and inclusion in our schools;	Board DEI Committee	3

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;	Board DEI 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.	Board DEI Committee and Full Board	4

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;	Board DEI Committee	Is this the best place for this item?
2) Utilize data to recognize areas of strength and determine areas for improvement;	Board DEI Committee	Is this narrowly focused on DEI or a broader vision of continuous improvement? 5
3) Develop ongoing methods for examining family and community engagement and report to BOE/admin;	Board DEI 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.	Board DEI 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
2) Demonstrate commitment to parent and community engagement through consistent attendance of administrators	Board DEI Committee	
3) Involve families as partners in this work through ongoing two-way communication, collaboration, and decision-making.	Board DEI Committee	6

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>Board DEI Committee</p>	<p>7</p>
<p>Review existing WCSD data, federal and local guidance, contracts and policies.</p>	<p>Board DEI Committee</p>	

Additional Recommendations:

Item	Committee	Notes
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.	Board DEI Committee	8

DEI Ad Hoc Recommendations

Recommendations Delegated to the DEI Sub-Committee and Notes from the Administrative Team:

Item	Committee	Focus Area from Equity Audit	Notes
Build relationships/trust to establish professional partnerships between school staff, BOE, and administration;	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	<p>Creating and maintaining connections between groups with similar goals (DEI committee, BELE group, and student affinity groups).</p> <p>Collaborative learning opportunities (e.g. joint PD session) with staff, administration, and Board.</p> <p>Clarity and transparency with communication regarding decision-making and the rationale to support the decision.</p>
Engage students in our work and develop and/or improve communications to inform students of actions that support their experiences.	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	<p>Create a student-led leadership team that focuses on creating a common goal of safe and inclusionary spaces for all students.</p> <p>Students attend other schools to create connections with younger students and carry their voices into other spaces</p>

			(presentations, reports to the Board, etc.)
Create a comprehensive, multi-year, and transparent plan/vision for work with regard to diversity, equity, and inclusion in our schools;	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	High-level of support for the plan/vision work. Collaborative process inclusive of student voice.
Develop plan for communicating and monitoring fidelity of practice with regard to policies;	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	Wondering if this is for the policy committee... Clarify if this is about “policy” created by BOE or decisions...Is this narrowly defined as communicating policy vision and changes or more broadly defined as communicating about DEI key issues and strategies? Could be a goal statement with written measurement tools.
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.	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	Reports are reviewed by all administrators. The July BOE meeting will include a report on this item. Develop a tool to track resolutions. Is this the best place for this

			item?
Gather baseline data on family and community engagement;	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	Consider developing a family engagement/school perceptions survey after the 2022-23 SY begins.
Utilize data to recognize areas of strength and determine areas for improvement;	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	SII process
Develop ongoing methods for examining family and community engagement and report to BOE/admin;	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	Same as above
Consider creating a community liaison position that can be both a resource for staff and families, as well as provide outreach to the community.	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	Determine if we'd hire an additional person to fulfill this role.
Involve families as partners in this work through ongoing two-way communication,	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in	Community Engagement Opportunities.

collaboration, and decision-making.		learning, advocacy, and securing resources.	
The DEI Ad Hoc Committee recommends that the WCSD BoE allow the Diversity, Equity, and Inclusion Committee to become a Standing Committee.	DEI Sub-Committee	Additional Recommendation	Completed - No action needed
Review existing WCSD data, federal and local guidance, contracts and policies.	DEI Sub-Committee	Additional Recommendation	Policy Committee
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.	DEI Sub-Committee	Additional Recommendation	Broad objective that involves all Committees

DEI Ad Hoc Recommendations

Recommendations Delegated to the DEI Sub-Committee and Notes from the Administrative Team:

Item	Committee	Focus Area from Equity Audit	Notes
<p>Build relationships/trust to establish professional partnerships between school staff, BOE, and administration;</p>	<p>DEI Sub-Committee</p>	<p><u>Focus Area 1</u>: Conditions at schools foster positive climates that support teaching and learning for educators and students.</p>	<p>Creating and maintaining connections between groups with similar goals (DEI committee, BELE group, and student affinity groups).</p> <ul style="list-style-type: none"> ● Listening Sessions ● BELE Team report to Committee <p>Collaborative learning opportunities (e.g. joint PD session) with staff, administration, and Board.</p> <ul style="list-style-type: none"> ● Invite BOE to professional development days. ● PLC Institute <p>Clarity and transparency with communication regarding decision-making and the rationale to support the decision.</p> <ul style="list-style-type: none"> ● For Example – How are paraeducator numbers determined? ● Communications

			Department – talking points for “why” a decision was made
Engage students in our work and develop and/or improve communications to inform students of actions that support their experiences.	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	<p>Create a student-led leadership team that focuses on creating a common goal of safe and inclusionary spaces for all students.</p> <p>Students attend other schools to create connections with younger students and carry their voices into other spaces (presentations, reports to the Board, etc.)</p> <ul style="list-style-type: none"> • Continue <p>Fall/Spring sessions with student groups. Dialog and agenda.</p>
Create a comprehensive, multi-year, and transparent plan/vision for work with regard to diversity, equity, and inclusion in our schools;	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	<p>High-level of support for the plan/vision work.</p> <ul style="list-style-type: none"> • Create a vision – three year plan <p>Collaborative process inclusive of student voice.</p> <ul style="list-style-type: none"> • Add staff voice
Develop plan for communicating and monitoring fidelity of practice with regard to	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching	<p>Wondering if this is for the policy committee...</p> <p>Clarify if this is about “policy” created by BOE or</p>

policies;		and learning for educators and students.	<p>decisions...Is this narrowly defined as communicating policy vision and changes or more broadly defined as communicating about DEI key issues and strategies?</p> <p>Could be a goal statement with written measurement tools.</p> <ul style="list-style-type: none"> • Communicate expectations and follow-through to provide consistency
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.	DEI Sub-Committee	<u>Focus Area 1</u> : Conditions at schools foster positive climates that support teaching and learning for educators and students.	<p>Reports are reviewed by all administrators.</p> <p>The July BOE meeting will include a report on this item.</p> <p>Develop a tool to track resolutions.</p> <ul style="list-style-type: none"> • Disaggregate incidents • Quarterly report <p>Is this the best place for this item?</p>
Gather baseline data on family and community engagement;	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	<p>Consider developing a family engagement/school perceptions survey after the 2022-23 SY begins.</p> <ul style="list-style-type: none"> • Focus groups • Has to be accessible to lower income families

Utilize data to recognize areas of strength and determine areas for improvement;	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	SII process <ul style="list-style-type: none"> • Receive data on behavior every 3 months (Dec. Mar. June) • Receive data on reporting tool and other incidents on a quarterly basis • Receive data on Activities (both athletic and co-curricular) annually
Develop ongoing methods for examining family and community engagement and report to BOE/admin;	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	Same as above <ul style="list-style-type: none"> • Families need a way to find out where to go for specific circumstances - maybe a flow chart • Are all buildings giving the same info in newsletters/communications • Receive a report to committee during the 2nd half of year on how buildings/district are doing this (Schell)
Consider creating a community liaison position that can be both a resource for staff and families, as well	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in	Determine if we'd hire an additional person to fulfill this role. <ul style="list-style-type: none"> • May fall under Communications &

as provide outreach to the community.		learning, advocacy, and securing resources.	<p>Engagement Specialist.</p> <ul style="list-style-type: none"> • How do New families get information to be involved? Perhaps a flow chart. • Include info with 2nd half of year report (Schell)
Involve families as partners in this work through ongoing two-way communication, collaboration, and decision-making.	DEI Sub-Committee	<u>Focus Area 3</u> : Schools engage with families and communities to collaborate in learning, advocacy, and securing resources.	Community Engagement Opportunities.
The DEI Ad Hoc Committee recommends that the WCSD BoE allow the Diversity, Equity, and Inclusion Committee to become a Standing Committee.	DEI Sub-Committee	Additional Recommendation	Completed - No action needed
Review existing WCSD data, federal and local guidance, contracts and policies.	DEI Sub-Committee	Additional Recommendation	Policy Committee
Develop possible recommendations to the Board of Education for amendments to contract language, curriculum, board	DEI Sub-Committee	Additional Recommendation	Broad objective that involves all Committees

<p>policy, and administrative practices based on feedback from the Waunakee School District Community, stakeholders, and experts following discussions, information-sharing sessions and regular meetings.</p>			
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D.E.I. Subcommittee:

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.

WASB Equity and Racial Justice Statements and Related Services

We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including, but not limited to, disability, race, gender, ethnicity, and socio-economic status, not all students receive equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities to meet the specific identified needs of students and staff in the local school community. (June 2018)

WASB Equity and Racial Justice Questions for School Boards

Does our board have an equity statement? Are there ways to make a commitment to equity clearer to those we serve?

How are we ensuring that we assess every decision with an eye toward its impact on all students?

How does our understanding of the district's demographics impact our decision-making? • What process do we have in place to regularly review our policies to ensure there are no barriers to an equitable education for all students?

How does our curriculum development process ensure culturally relevant learning experiences for our students?

What process do we have in place to prioritize diversity and cultural competency in hiring?

How have we directly addressed the implicit bias among all of us to ensure that it does not impact our expectations for students, our governance and leadership work, the quality of our teaching or how we manage our classrooms?

How are we ensuring that our students of color are participating in the arts and extracurricular programs at the same level as our white students? How are we eliminating barriers that stand in their way? • What are we doing to remove restrictions on access to advanced coursework?

How are we ensuring that our dress codes are sensitive to cultural differences?

How are we addressing disproportionality in student discipline?

What steps are we taking to ensure that our students interact with a full cross-section of our society and are prepared to respectfully interact with everyone they meet?

How are we ensuring that the wide variety of voices in our communities are fully represented and heard?

What are we doing to ensure that student voice is encouraged and used in our decision-making?

How are we challenging the status quo to ensure equity for all students?