

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

Monday, December 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.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. UPDATE ON REPORTING TOOL INCLUDING SEVERAL YEARS OF BEHAVIOR REPORTS. 3

VI. 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/winter.

VII. REVIEW OF SUMMARY OF ORIGINAL DEI RECOMMENDATIONS FOR THE CURRENT COMMITTEE. 10

VIII. FUTURE MEETINGS

IX. 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.”



ADMINISTRATION OFFICE

905 Bethel Circle
Waunakee, Wisconsin 53597
(608) 849-2000

Curriculum and Instruction

To: Board of Education

From: Tim Schell

Date: December 1, 2022

Subject: Reporting Tool Information

The Waunakee Community School District is committed to safe, inviting, and respectful schools, where every member of the school community is valued and welcomed. This reflects the goals of our strategic framework.

- Fosters a safe environment for the educational, emotional, and physical needs of all.
- Engages and builds positive relationships with students.
- Teaches students to embrace ethics, values, and character.
- Respects cultural and global perspectives.
- Sustains learning environments that are challenging and attentive to the diverse learning needs of every student.

Acts of bias and harassment are contrary to the standards and ideals of our school community. Our school district does not tolerate discrimination or harassment on the basis of sex, sexual orientation, gender identity or expression, race, color, language, national or ethnic origin, religion, age, ability or disability. Our reporting tool was implemented as an additional avenue for those who have experienced or witnessed acts of bias or harassment to report it to administration so these situations can be addressed.

This is the district's second report on reporting tool information since a reporting system launched in the spring of 2022. We provide quarterly reports to the standing DEI committee of the Board.

The reporting tools began to be considered in the 2019-2020 school year in response to student concerns about creating a safe and inclusive school climate and our work on school safety and the importance of addressing bullying and harassment. The reporting tool was drafted as an additional resource for our students, staff, and families over the course of the 2020-2021 school year. Feedback was provided by the diversity and inclusion advisory committee in the summer of 2021, administration in the fall of 2021, and approved by the Board of Education in December 2021. Updates in the summer of 2022 were to add political belief or affiliation as a targeted characteristic and to require respondents to input a response to identify themselves.

The goal of the reporting tool is to capture bias incidents on our school campuses, address them in a timely fashion, and respond to the concerns of students and families about school climate.

As with other behavior reports, we recognize that not all behavior that prompts a report violates the student code of conduct. Some behavior may result in a response that is not disciplinary. In these situations, we support those students who are harmed and educate those who caused the harm. We seek to foster one unified school community in which all members can identify, feel welcome, and avoid bias, stereotypes, and prejudices.

CHANGES IN DATA

We won't have a complete point of comparison until we can compare similar quarters, but with greater familiarity with the reporting tool and the request for identification we have seen fewer reports submitted in the 1st quarter of 2022-2023 than in the 4th quarter of 2021-2022. We have also seen a decline in unactionable and frivolous reporting.

SUMMARY DATA

The following summarizes the information we have received from the reporting tool from the beginning of March 2022 through the end of the school year in June 2022 and also for the

September-November period. Some reports did not include some information and others included more than one category, which is why the counts vary.

Reporting Tool Incident Reports	2021-2022 4th Q	2022-2023 1st Q
Unique Incidents	138	22

Who Was Targeted?	2021-2022 4th Q	2022-2023 1st Q
Me	29	7
Another Student(s)	84	12
A Staff Member	17	3
Other	20	1

How Was the Person Targeted?	2021-2022 4th Q	2022-2023 1st Q
Electronic devices	8	1
Written communication	9	0
Physical conduct	14	2
Verbal conduct	61	5
Social (exclusion)	19	2
Image displayed or drawn	8	1
Harassment or bullying	38	4
Bias incident motivated by group identity	26	5
Other	27	5

Based on Characteristics?	2021-2022 4th Q	2022-2023 1st Q
Race	27	6
Nationality/Ancestry	8	2
Sexual orientation	30	3
Gender identity or expression	21	3
Religion	11	1
Disability	14	0
Political viewpoint or affiliation		4
Other	61	12

How Are You Aware of The Incident?	2021-2022 4th Q	2022-2023 1st Q
It happened to me directly	36	6
A person told me about it	32	7
I witnessed it	37	5
I overheard or observed a conversation	17	2
Other	12	2

Name Provided by Reporter?	2021-2022 4th Q	2022-2023 1st Q
Yes	23	11
Anonymous	136	11

Actions Taken	2021-2022 4th Q	2022-2023 1st Q
Documented anonymous report and followed up as appropriate or possible.	136	11

Individual meetings	9	11
Behavior referral response	6	7



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Curriculum and Instruction

To: Board of Education

From: Tim Schell

Date: December 5, 2022

Subject: Derogatory Slurs and Name Calling

The Waunakee Community School District is committed to safe, inviting, and respectful schools, where every member of the school community is valued and welcomed. This reflects the goals of our strategic framework.

Acts of bias and harassment are contrary to the standards and ideals of our school community. Our school district does not tolerate discrimination or harassment on the basis of sex, sexual orientation, gender identity or expression, race, color, language, national or ethnic origin, religion, age, ability or disability. We cannot improve what we cannot measure. As part of our efforts to reduce harmful comments and promote student wellbeing and inclusion, we reviewed our behavior data from 2017-2018 to the present.

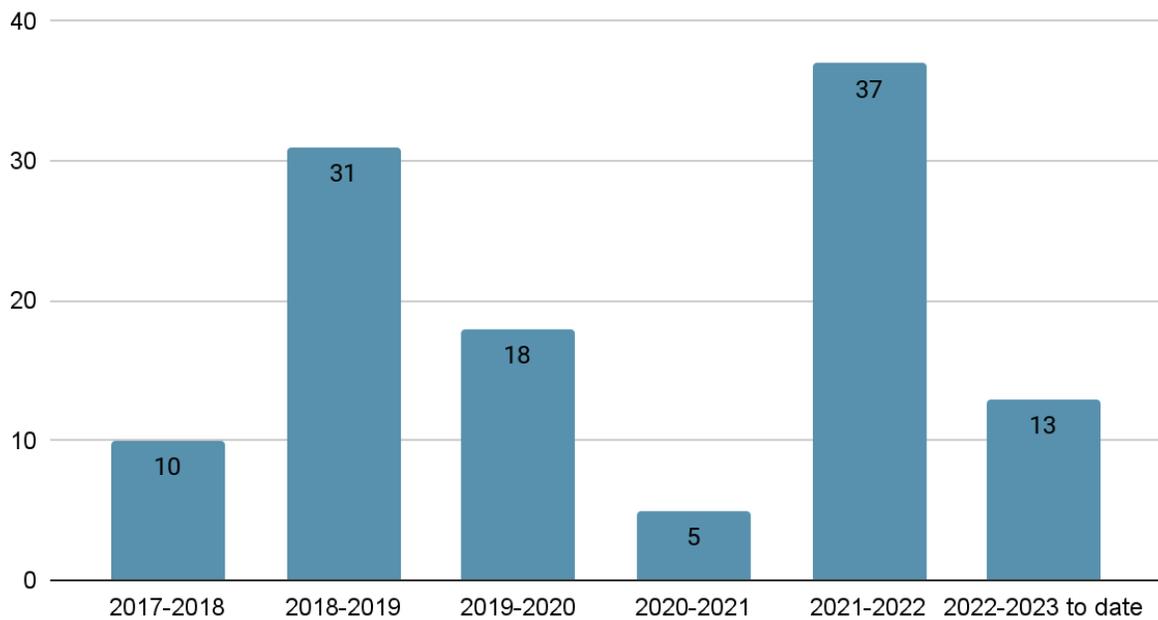
All major or externally managed behavior incidents were reviewed for all schools. After sampling indicated that some incidents of concern were coded as minor incidents at the middle and high schools, minor incidents were also reviewed for these two schools. These incidents were reviewed for specific slurs and also references to name calling and derogatory language. Incidents were only counted once, even if multiple students were involved. We will explore developing more specific guidelines for describing or coding the types of incidents we want to track in eduCLIMBER going forward.

SUMMARY DATA

The following summarizes the information we have coded from eduCLIMBER from the beginning of September 2017 through December 2, 2022

School Year	Incidents
2017-2018	10
2018-2019	31
2019-2020	18
2020-2021	5
2021-2022	37
2022-2023 to date	13

Slurs and Name calling



DEI Ad Hoc Recommendations

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

Item	Notes
<p>Build relationships/trust to establish professional partnerships between school staff, BOE, and administration;</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
<p>Engage students in our work and develop and/or improve communications to inform students of actions that support their experiences.</p>	<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>
<p>Create a comprehensive, multi-year, and transparent plan/vision for work with regard to diversity, equity, and inclusion in our schools;</p>	<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

<p>Develop plan for communicating and monitoring fidelity of practice with regard to policies;</p>	<p>Wondering if this is for the policy committee...</p> <p>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?</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
<p>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.</p>	<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>
<p>Gather baseline data on family and community engagement;</p>	<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
<p>Utilize data to recognize areas of strength and determine areas for improvement;</p>	<p>SII process</p> <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
<p>Develop ongoing methods for examining family and community engagement and report to BOE/admin;</p>	<p>Same as above</p> <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 as provide outreach to the community.	Determine if we'd hire an additional person to fulfill this role. <ul style="list-style-type: none"> • May fall under Communications & Engagement Specialist. • 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.	Community Engagement Opportunities. <ul style="list-style-type: none"> • Follow up with the Communications Office and review data and feedback from parents. • Website analytics – where are website users going on the site. • Are parents attending events – are there barriers to attendance? Connect with teachers, principals, and social workers to see who is attending.
The DEI Ad Hoc Committee recommends that the WCSD BoE allow the Diversity, Equity, and Inclusion Committee to become a Standing Committee.	Completed - No action needed
Review existing WCSD data, federal and local guidance, contracts and policies.	Policy Committee <ul style="list-style-type: none"> • Policy Book review is continuing series by series. Will be a multi-year goal.
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.	Broad objective that involves all Committees