

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

Monday, January 23, 2023

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](mailto: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 HIGH SCHOOL STUDENT BELONGING WORKSHOP**

The Administration will provide an update on the plans related to the student forum at the high school that is scheduled for March 17th.

**VI. REVIEW THE DEI AD HOC COMMITTEE RECOMMENDATIONS  
RELATED TO THE CURRENT BOARD DEI COMMITTEE**

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The Committee will continue discussing the recommendations from the DEI Ad Hoc Committee that relate to the work of the Board's DEI Committee. The summary of those recommendations that will be discussed is attached.

**VII. DISCUSS CONFERENCES/WORKSHOPS THAT ARE OPEN TO SCHOOL**

**BOARD MEMBERS**

Members of the school board have attended conferences and workshops in the past that are pertinent to their work on the Board. The Committee Chair has requested that the administration provide the Committee with an update on opportunities available for board members to attend specific to the work of the DEI Committee.

**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.”

## DEI Ad Hoc Recommendations

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

| Item                                                                                                                                            | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <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"> <li>● Listening Sessions</li> <li>● BELE Team report to Committee</li> </ul> <p>Collaborative learning opportunities (e.g. joint PD session) with staff, administration, and Board.</p> <ul style="list-style-type: none"> <li>● Invite BOE to professional development days.</li> <li>● PLC Institute</li> </ul> <p>Clarity and transparency with communication regarding decision-making and the rationale to support the decision.</p> <ul style="list-style-type: none"> <li>● For Example – How are paraeducator numbers determined?</li> <li>● Communications Department – talking points for “why” a decision was made</li> </ul> |
| <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"> <li>● Continue</li> </ul> <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"> <li>● Create a vision – three year plan</li> </ul> <p>Collaborative process inclusive of student voice.</p> <ul style="list-style-type: none"> <li>● Add staff voice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <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"> <li>Communicate expectations and follow-through to provide consistency</li> </ul> |
| <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"> <li>Disaggregate incidents</li> <li>Quarterly report</li> </ul> <p><del>Is this the best place for this item?</del></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"> <li>Focus groups</li> <li>Has to be accessible to lower income families</li> </ul>                                                                                                                                                                                                                                            |
| <p>Utilize data to recognize areas of strength and determine areas for improvement;</p>                                                                                                            | <p>SII process</p> <ul style="list-style-type: none"> <li>Receive data on behavior every 3 months (Dec. Mar. June)</li> <li>Receive data on reporting tool and other incidents on a quarterly basis</li> <li>Receive data on Activities (both athletic and co-curricular) annually</li> </ul>                                                                                                                                                                          |
| <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"> <li>Families need a way to find out where to go for specific circumstances - maybe a flow chart</li> <li>Are all buildings giving the same info in newsletters/communications</li> <li>Receive a report to committee during the 2nd half of year on how buildings/district are doing this</li> </ul>                                                                                                           |

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|                                                                                                                                                                                                                                                                                                                           | (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"> <li>• May fall under Communications &amp; Engagement Specialist.</li> <li>• How do New families get information to be involved? Perhaps a flow chart.</li> <li>• Include info with 2nd half of year report (Schell)</li> </ul>                                                                              |
| 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"> <li>• Follow up with the Communications Office and review data and feedback from parents.</li> <li>• Website analytics – where are website users going on the site.</li> <li>• Are parents attending events – are there barriers to attendance? Connect with teachers, principals, and social workers to see who is attending.</li> </ul> |
| 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"> <li>• Policy Book review is continuing series by series. Will be a multi-year goal.</li> </ul>                                                                                                                                                                                                                                                               |
| 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                                                                                                                                                                                                                                                                                                                                                                     |