

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

Thursday, May 11, 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 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. DEI RECOMMENDATIONS TO COMMITTEES

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Attached please find the notes from the School Board Committees related to their thoughts related to the DEI Ad Hoc Committee Recommendations. The purpose of this agenda item is to review these notes and start to develop a priority/action plan. The administration will also provide some additional context regarding other work in the district that can forward ideas from this plan, such as the implementation of the Bilingual Program, communication priorities, and the review of data/actions to address DPI Disproportionality.

VI. FUTURE MEETINGS

VII. 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.”

Recommendations to and Updates from the Budget Committee

Item	Notes
<p>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;</p>	<p>Student Financial Assistance Fund has made significant progress the last 3 years.</p> <p>We can run data and numbers for students participating and receiving assistance from the fund.</p> <p>We will look for additional opportunities for “automatic” enrollment in programs within our school district.</p>
<p>First, the committee recommends our current educators and administrators have opportunities to participate in the development of the budget.</p>	<p>Administration team currently involved.</p> <p>Focus on more staff feedback to administrators prior to administration working together within the budget discussions.</p>
<p>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.</p>	<p>Administration team currently involved.</p> <p>Focus on more staff feedback to administrators prior to administration working together within the budget discussions.</p>

Recommendations to and Updates from the Curriculum Committee

Being addressed - no further update needed unless requested		
Progress will be reported to Curriculum Committee		
Further exploration by Curriculum Committee		
Item	Administrative Status Summary and Potential Next Steps	Outcome
Offer ongoing professional learning opportunities that afford space/time to process, reflect, and apply new learning	Providing time to process and apply new learning is a valuable component of professional development that has been increased in recent years and is expected to continue.	Continue to provide processing time, and revisit professional learning to facilitate application
Extend learning opportunities regarding culture and implicit bias to all staff;	There have been isolated learning opportunities in this area, but not consistently and district wide.	Update to Curriculum Committee in 2023-2024
Work with building coaches to develop comfort/capacity in leading professional learning for staff around equity in education.	Our instructional coaches include equity topics in coaching cycles and in workshops as appropriate.	Continue to provide professional development to instructional coaches so that they may support staff learning.
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	Reviewing our data to monitor whether our multi-tier systems of support serve all learners who need support well is important. Due to the relatively small numbers of students in disaggregated data at individual grades and schools, this may need to be a district level study.	Update to Curriculum Committee 2nd Semester 2022-2023 over two meetings. One for K-8 and one for High School.
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;	A high percentage of our families participate in 4K programming in our district or in other districts. There is also a high level of participation in busing and wrap around care.	Continue to provide information to families in a variety of ways; monitor participation rates
Provide outreach to network with child care programs beyond 4K sites, including pre-K programs such as Head Start;	The district partners with sites for 4K with consultation available for any site. Head Start is not currently offered by non-profit groups in our community.	Continue to serve as a resource for 4K partners as well as other child care centers in our community
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;	We have offered trauma sensitive schools training to all our licensed staff in the past and may revisit it and extend it to all employee groups as this is an area of ongoing need. We will review other training approaches to strengthening home-school communication and relationship development.	Update to Curriculum Committee in 2023-2024
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.	We have added staffing and improved our overall service level for translation and interpretation in recent years. This is an area where significant improvement has occurred. Supporting families who are new to the district is an area we can review for greater consistency.	Continue to provide translation and interpretation services; review and expand support for new families as needed
Revisit adding the "Educators Rising" Program for students who may pursue education in the future and actively recruit BIPOC students to join;	We have an Educators Rising program and the opportunity is communicated broadly, including outreach to our affinity groups.	Continue to offer and expand Educators Rising program.
Provide outreach to families and to determine barriers that may exist for students who are preparing for college and/or careers beyond high school;	We will review our data to determine what gaps may exist. We currently do not offer much in the way of differentiated approaches to Academic and Career Planning and will engage our counselors in developing outreach strategies for provide additional support.	Update to Curriculum Committee 2nd Semester 2022-2023
Increase accessibility and opportunities for students to participate in ACT preparation classes by eliminating fees and offering classes during school hours;	We will introduce Naviance earlier (Sophomore year instead of Junior year). We will increase awareness of free online options and the fee waiver process for the in person workshop.	Naviance will be introduced to sophomores 2nd semester of 2022-23; free options are advertised and fee waiver is included in community education offerings

Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes.	We will review our prerequisites to shift from a gatekeeping philosophy to a welcoming any student mindset.	Update to Curriculum Committee 2nd Semester 2022-2023
Discontinue tracking systems that may exist based on perceived student abilities	We will review requirements to reduce gatekeeping barriers and reach out to all students, including underrepresented groups, to encourage them to take advanced coursework.	Access to advanced coursework is a topic the committee could explore more fully
Provide consistent and repeated staff training, coaching, and feedback on inclusion practices;	We have been working to embed professional learning for staff that promotes co-teaching and understanding of universal practices for all students. This work needs to continue.	Continue to provide professional learning on inclusion and universal practices.
Explicit staff training (inviting paraeducators), in Universal Design for Learning (UDL), tied to coaching and feedback	See previous item.	See previous item.
Review and update curriculum and curricular resources/materials through a diverse lens (e.g. history and sociology)	We have begun to review district curriculum for an accurate and inclusive representation of all backgrounds. This work needs to continue.	This work will continue in departments as part of the curriculum renewal cycle.
Include BIPOC (Black, Indigenous, People of Color) stories/books from BIPOC authors, both fiction and nonfiction;	Our reading lists have broadened in the last decade and the new Multicultural Literature elective begins this year. Work on providing opportunities for student choice and reading lists that are inclusive and facilitate high levels of learning needs to continue and be refined.	Multicultural Literature elective began in fall 2022 with one course of 30 students. Work on providing opportunities for student choice and reading lists that are inclusive and facilitate high levels of learning needs to continue and be refined.

Recommendations to and Updates from the DEI Committee

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). Listening Sessions</p> <p>BELE Team report to Committee</p> <p>Student Services to report to the Committee on what they see with regard to DEI matters in the school with students. The Educational Services Admin Team will determine the best staff to attend.</p> <p>Collaborative learning opportunities (e.g. joint PD session) with staff, administration, and Board. Invite BOE to professional development days.</p> <p>PLC Institute – July 12-14, 2023 in Madison, WI – Monona Terrace</p> <p>Clarity and transparency with communication regarding decision-making and the rationale to support the decision. For Example – How are paraeducator numbers determined?</p> <p>Communications Department – talking points for “why” a decision was made</p>
<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. HS Engagement, Climate, and Belonging Workshop with high school students – March 17, 2023</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.) Continue</p> <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. Create a vision – three year plan</p> <p>Collaborative process inclusive of student voice. Add staff voice</p> <p>Recommendations from Board Committees will help to articulate the priorities and next steps.</p>
<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. Communicate expectations and follow-through to provide consistency</p> <p>The Policy Committee is working through a step-by=step process of policy review of all district policies.</p>
<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. Disaggregate incidents</p> <p>Quarterly report</p> <p>Already in process.</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. Focus groups</p> <p>Has to be accessible to lower income families</p> <p>Focus on for 2023-2024 – allocate time from Communications Specialist to coordinate and lead this work.</p>

<p>Utilize data to recognize areas of strength and determine areas for improvement;</p>	<p>SII process 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>
<p>Develop ongoing methods for examining family and community engagement and report to BOE/admin;</p>	<p>Same as above 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) Allocate time from Communications Specialist to coordinate and lead this work.</p>
<p>Consider creating a community liaison position that can be both a resource for staff and families, as well as provide outreach to the community.</p>	<p>Determine if we'd hire an additional person to fulfill this role. 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) Allocate time from Communications Specialist to coordinate and lead this work.</p>
<p>Involve families as partners in this work through ongoing two-way communication, collaboration, and decision-making.</p>	<p>Community Engagement Opportunities. 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. Allocate time from Communications Specialist to coordinate and lead this work.</p>
<p>The DEI Ad Hoc Committee recommends that the WCSD BoE allow the Diversity, Equity, and Inclusion Committee to become a Standing Committee.</p>	<p>Completed - No action needed</p>
<p>Review existing WCSD data, federal and local guidance, contracts and policies.</p>	<p>Policy Committee Policy Book review is continuing series by series. Will be a multi-year goal.</p>

<p>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.</p>	<p>Broad objective that involves all Committees</p> <p>Committee Updates due to Administration by April 1st. Recommendations will then be part of a DEI Committee Meeting and then go to the Full Board.</p>
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Recommendations to and updates from the Human Resources Committee

Item	Notes
<p>Encourage the Board to revisit the time horizon before advisors can be compensated;</p>	<p>Structure is already in place (3 years before the advisor is being paid for the club/sport/organization). We do allow exceptions, depending on the situation and club.</p> <p>We see this in the Co-Curricular Committee rather than Human Resources.</p> <p>We suggest asking principals or AD (especially at the MS and HS level) if we have had clubs/sports that have not moved forward because of this 3 year compensation rule.</p> <p>Form - take a look at the form to see the language and how we could gather/have more input on how many students involved, etc.</p>
<p>Work on systems that invite/require (and compensate) non-certified staff at these trainings</p>	<p>Hourly staff typically do not work on days with no students. They are invited, but not required to attend these training sessions. Invitations are not always universal.</p> <p>Their attendance is always paid at their regular hourly rate.</p> <p>We do not know if the DEI committee knew that this option was available to our staff.</p> <p>We support principals encouraging or inviting hourly staff to attend professional development when they are not scheduled to work.</p> <p>In 22/23 school year, all classified staff were called into work one day before students to permit training. DEI topics could be infused in subsequent years.</p>

<p>Review hiring policies to recruit staff from underrepresented groups who represent our diverse student body</p>	<p>*To continue to seek out different ways to post positions to try to gather diverse applications (alternate posting sites).</p> <p>Review the pool applications, who gets selected for interviews, and who ultimately gets hired.</p> <p>Sometimes some of this information is not identified in the early stages of the application process, and often only presented in the final stages of the hiring process.</p> <p>Attend job fairs in more diverse locations. HR attended WERF job fairs on campus at UW Oshkosh and UW LaCrosse.</p> <p>All schools have now started using a recorded video interview to offer additional interviews to more candidates. The structure of the interviews allow for candidates to put their best information forward.</p>
<p>Work with universities to recruit and/or incentivize BIPOC candidates</p>	<p>We can connect with universities to figure out what student or educational groups that support BIPOC individuals.</p> <p>Limitation* As a school district, we hire very few individuals that are straight out of college.</p> <p>Hiring practices in our district happen at the building or site level. Our general hiring practices at the district would need to be changed or highly invested in with dollars/resources to do this (requires different thinking to achieve this goal).</p> <p>HR Department has connected with Edgewood and Cardinal Stritch Universities about creating certification programs for district employees working in para educator roles.</p> <p>University of Wisconsin - Madison held an on-campus with school Human Resources department to help with interviewing, career preparation, etc. Occurring again in April 2023.</p>
<p>Consider a “Grow Your Own” program that enables people within our district to pursue educator licensure;</p>	<p>Middleton, Verona, and Madison - currently have successful models that we could investigate how these look and how we could do this within our school district.</p> <p>See previous box.</p>

<p>Inquire about other district's efforts to retain diverse staff.</p>	<p>This is an area of growth for the majority of school districts. We would need to find school districts that do have a diverse staff and investigate how this is working (Fox Valley area, Madison). HR has reviewed a MCPASD published report about their efforts to hire/ retain diverse staff.</p> <p>HR would be willing to collaborate in retaining and recruiting diverse community members with our community at large.</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>The Human Resources department understands this information, but is now reflecting on how to get this information to additional district staff.</p> <p>Work with our building level administrators to have our screening committees have some sort of training/programs in established goals and outcomes for the hiring. Current practice is to have principals promote these ideals to screening committees.</p>
<p>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</p>	<p>Internal promotions - we have opportunities and individuals pursue them.</p> <p>"Grow Your Own" - connection - current employees that we have and we support them in their educational certificates and a guaranteed interview (not necessarily a guaranteed hire).</p> <p>This has occurred several times in the past two school years.</p> <p>HR partnered with interested staff in seeking to establish an employee affinity group around Latin(x) culture.</p> <p>HR has coordinated district wide climate surveys, dissemination of data and action plans at each school site.</p>