

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

Wednesday, September 6, 2023

7:30 AM

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. REVIEW DISTRICT PLANNING EFFORTS RELATED TO DEI

A. Review where plans for DEI work are allocated throughout the District's planning process.

The administration will review with the committee a matrix of recommendations from the previous DEI Ad Hoc Committee and where those recommendations are housed within the DEI planning process and District priorities.

B. Review the District Disproportionality Plan

Attached please find the District's Disproportionality Plan. Tiffany Loken will be present at the committee meeting and will review the plan and answer any questions.

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C. Administrative update on the structure of collaboration around DEI plans.
The administration will provide the committee with an update on how we are coordinating and leading the DEI work in the school district. This update will include an update on the establishment of a staff committee that includes representation from each school building to work with the administration on the Disproportionality Plan and other DEI efforts found within the district's priorities.

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.”

**Disproportionality: 3 Year Plan
2023-2024**

Part 1: Academic Achievement

<u>Action Step</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>DEI Recommendation</u>
Convene an administrative workgroup to identify a framework to provide context to our culturally responsive practices (e.g. Optimal Learning Environment (OLE), Ready for Rigor framework, or Elevate Learning Conditions.)	Completed in year 1 by Cabinet	COMPLETED	COMPLETED	
Professional Development: Training on key elements of Culturally Responsive Practices and the Brain.	January 2024 PD Day Collaboration between administration, internal DEI Steering Committee and instructional coaches.	January 2025 PD Day	January 2026 PD Day	Provide consistent and 3 repeated staff training, coaching and feedback on inclusive practices. (Curriculum Committee)
Develop a data collection tool to use at the building level that focuses on culturally responsive practices	Fall 2023	Roll out in February 2024	Continue Use of Data Collection Tool & Data Analysis	
Implement culturally responsive practices based on the selected framework and collect classroom data on implementation.	Spring of 2024	CONTINUED	CONTINUED	Review and update curriculum and curricular resources/materials through a diverse lens. (Curriculum Committee) Include BIPOC (Black, Indigenous, People of Color) stories/books from

				BIPOC authors, both fiction and non-fiction. (Curriculum Committee)
Make revisions to the MTSS Handbook, including new information related to reading legislation	Assess needed changes based on reading legislation guidance and finalize changes in social emotional interventions and progress monitoring of interventions. Cabinet, School Psychologists, and building level MTSS teams	Roll out revised MTSS Guide District-Wide	Make needed revisions based on feedback from staff	Evaluate and monitor progress of students (response rates within RTI framework) of different abilities and from different backgrounds and report progress to the WCSD BOE. (Curriculum Committee)
Examine how resources are allocated across the District to support students of color.	Collaboration with business services and educational services teams.	Collaboration with business services and educational services teams.	Collaboration with business services and educational services teams.	Engage district staff in budget development in order to help the BOE identify and allocate resources based on the needs in each building. (Budget Committee)
Continue to implement Elevate	ONGOING	ONGOING	ONGOING	

Part 2: Behavior Data

<u>Action Step</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>DEI Recommendations</u>
Professional Development: Non-Violent Crisis Intervention (NVCI) De-Escalation Training for all staff	August 2023	August 2024	August 2025	Paraprofessional training: Implicit bias, trauma sensitive schools, NVCI (HR Committee)
Provide universal supports through Developmental Designs	Summer 2023 Training	Summer 2024 Training	Summer 2025 Training	Provide professional learning opportunities and coaching to all staff/teachers in the area of family and community including communication and relationship building. Such opportunities should be made available to all ⁵ district staff who interact with students and families inside and outside of the classroom (paras, lunchroom staff, bus drivers etc.) (Curriculum Committee)
SEL Instruction (<i>Focus on reteaching</i>)	Building Level SEL Teams	Building Level SEL Teams	Building Level SEL Teams	Provide professional learning opportunities and coaching to all staff/teachers in the area 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 inside and outside of the

				classroom (paras, lunchroom staff, bus drivers etc.) (Curriculum Committee)
Revisit deployment of Trauma	Trauma Sensitive Schools training team, led by Lisa Jondle 2023-2024	Roll out new training plan for TSS	Continue full implementation	Provide consistent and repeated staff training, coaching and feedback on inclusive practices. (Curriculum Committee)

Part 3: Connection Data

<u>Action Step</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>DEI Recommendation</u>
Professional Development: Implicit Bias	January 2024 Contracted Service	Follow up and reflection with additional PD focused on DEI. January 2025	Follow up and reflection with additional PD focused on DEI. January 2026	Extend learning opportunities regarding culture and implicit bias to all staff. (Curriculum Committee)
Conduct a focus group with parents of students of color to better understand how we can improve a sense of belonging for our students.	2023-2024 Collaboration with WCCC & DEI Steering Committee Make recommendations based on data	Implement recommendations	Implement recommendations	Do focus groups (DEI Committee) 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. (Curriculum Committee) Provide outreach to families and determine barriers that may exist for students who are preparing for college and/or careers beyond high school. (Curriculum
Conduct focus groups with students of color to better understand how we can improve a sense of belonging.	2023-2024 Collaboration with WCCC & DEI Steering Committee	2024-2025 Implement recommendations and collect additional data	2025-2026 Implement recommendations and collect additional data	Do focus groups (DEI Committee) Create a student-led leadership team that

	Make recommendations based on data			focuses on safe and inclusionary spaces for all students. (DEI Committee)
Collect formal culture/climate data from all stakeholders	Spring 2024 Collaboration with DEI Steering Committee	Summer 2024: Review data and determine action steps Fall 2024: Implement action steps	Implement action steps and determine when additional data will be collected.	Do a family engagement/perceptions survey (DEI Committee) Develop ongoing methods for examining community engagement (DEI Committee)
Create a protocol for recruiting diverse staff	Research protocols for recruiting diverse staff and develop recommendations for new screening and interviewing protocols.	Full implementation of new screening and interview protocols.	Full implementation of new screening and interview protocols.	Recorded video interviews, in order to interview more candidates. (HR Committee) Attend job fairs (HR Committee) Create a review protocol for candidate screening and/or provide training for screening teams (HR Committee) Working with Edgewood to create certification programs for paras. (HR Committee)
Examine student mobility data and how we support high mobility students.	Make recommendations for supporting high mobility students	Implement recommendations	Implement recommendations	

Part 4: Special Education Data

<u>Action Step</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>DEI Recommendations</u>
Implement an executive functioning intervention as part of our MTSS program.	Review programs Purchase multiple programs to use in pilots Conduct a pilot	Determine which programs had the best results in the pilots. Purchase the program(s) for use with intervention groups at each building.	Full implementation of executive functioning intervention groups.	
Convene a student services work group to examine the need for executive functioning lessons at the universal level	Study during 2023-2024			