

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

Tuesday, October 3, 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. REVIEW DISTRICT PLANNING EFFORTS RELATED TO DEI

A. Review the District 3-Year DEI/Disproportionality Plan

3

The administration will review with the committee the 3-Year DEI/Disproportionality Plan.

B. Review the Areas of Accountability and Timelines for Data Review

The administration will outline the areas in which data will be tracked throughout the DEI/Disproportionality Plan, and the timelines for when the data will be available for review through the planning cycle.

C. Discuss and Plan the Protocols for Board of Education Engagement with Student

Groups

The administration would like to work with the Committee on development of protocols for when the Board engages with student groups. The purpose of the protocols is to ensure that there is a consistent approach taken by members when interacting with student groups, and ensure that the Board's purpose for engaging with the groups remains constant throughout any engagement process.

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 Overview

Plan Components



01

**DEI Steering
Committee**

02

**Collecting
Stakeholder Data**

03

**Establishing
Partnerships**

04

**Implementing
Culturally Responsive
Practices**



DEI Steering Committee



Ed Services Team & 2

Principals



Student Services (6)



Teachers (6)



Goals for DEI Committee



Goal #1:

Provide feedback on how to measure implementation of culturally responsive practices at the classroom level.

Goal #2:

Provide feedback on professional development planning for January 2024, which is focused on DEI.

Goal #3:

Grow professionally through partnerships with MSAN, Urban Collaborative, and PERTS.





Stakeholder Data Collection

7



Gaps in Data



8



01

Students

02

Parents

03

Teachers

04

**Adult Practice
Data**



The background is a warm, golden-yellow color. It features several autumn-themed illustrations: a large white semi-circle at the top center, a white banner with a distressed edge containing the title, and various pumpkins and leaves scattered throughout. There are three pumpkins: one on the left with a dark leaf, one in the bottom center, and one on the right. There are also several clusters of red berries and various leaves in shades of red, brown, and yellow.

Partnerships

Elaborate on what you want to discuss.

MMSAAN

MINORITY STUDENT ACHIEVEMENT NETWORK



URBAN

COLLABORATIVE

Leading Equitable & Inclusive Education

Project for Education Research that Scales (PERTS)

1. Elevate Student Voice

A 5-10 minute, customizable survey shows how students experience each class.



2. Reflect on Feedback

Timely reports reveal the learning conditions in each class and how they are changing.

4. Improve & Repeat

Implement the selected strategies. Then start a new cycle to assess impact & keep growing.

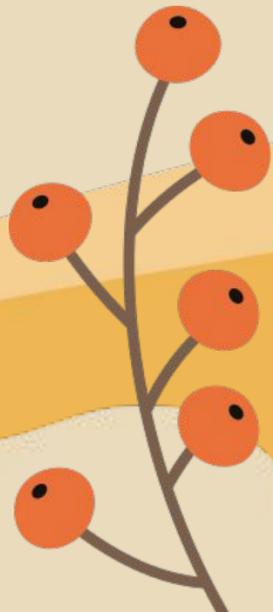
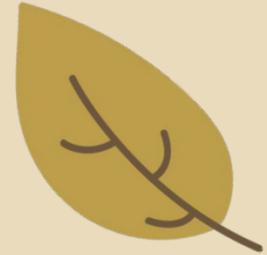
3. Select New Practices

Consult practice guides and protocols to decide what new practices to test out.

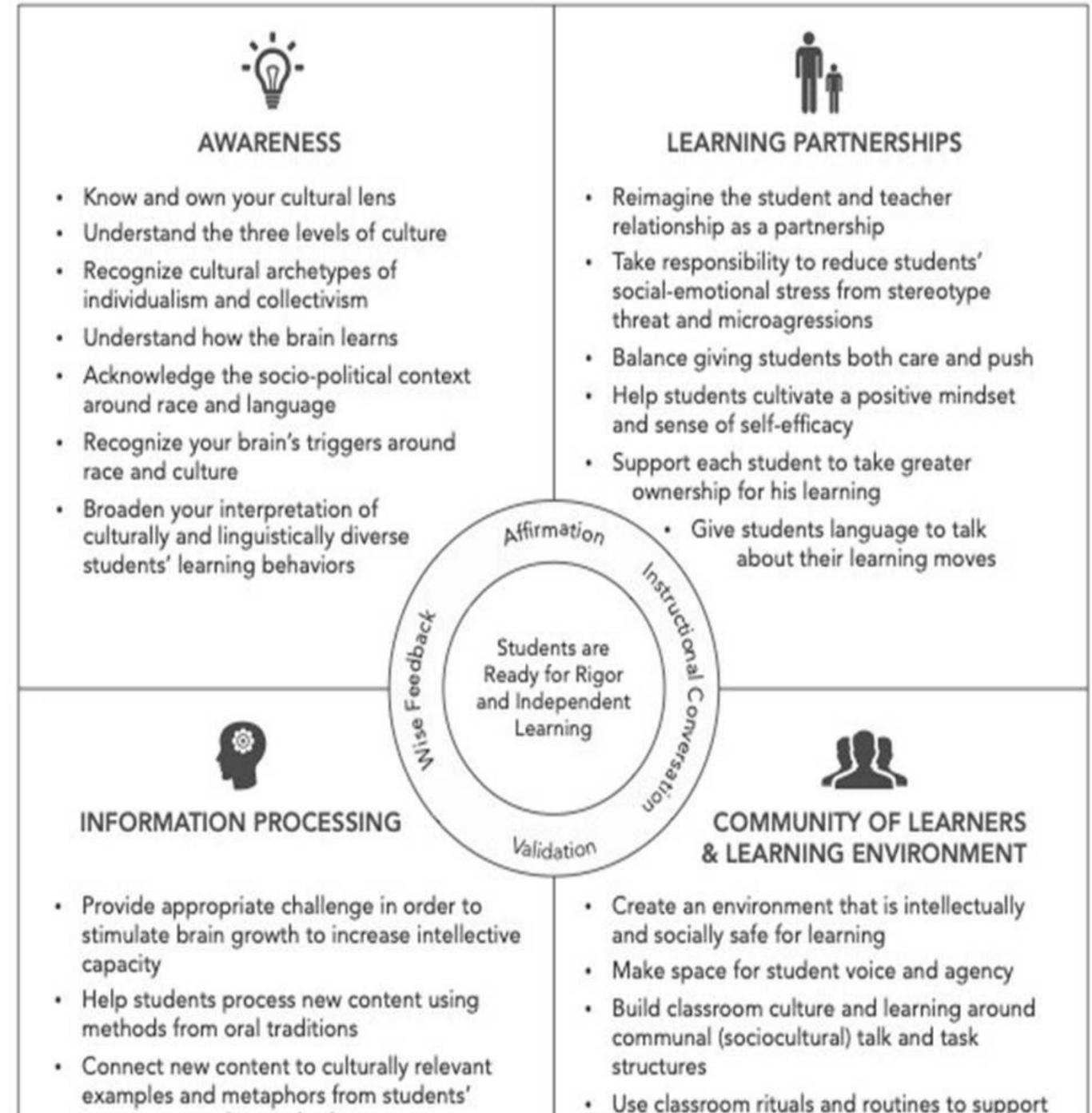
The background is a warm, golden-yellow color. It features several stylized trees in shades of brown and tan. A large, white, semi-circular sun is positioned behind the text. There are also several acorns scattered around the scene. The text is written in a dark brown, cursive font on a white, torn-edge paper background.

Implementing Culturally Responsive Practices

Ready for Rigor Framework



READY for RIGOR A Framework for Culturally Responsive Teaching



Optimal Learning Environment



PERTS: Critical Student Experiences

Critical Student Experiences



Affirming Identities

Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities.



Meaningful Work

Students are more motivated to learn when the work in class feels interesting and relevant to them



Classroom Community

Students feel safe to engage when the classroom environment encourages a sense of community.



Student Voice

Students take ownership of their learning when they have choices, share their ideas, and feel heard.



Feedback for Growth

Students learn more effectively when teachers communicate high expectations, recognize progress, and offer supportive feedback.



Teacher Caring

Students engage more deeply in their work when they feel like their teacher likes and cares about them.



Measuring Growth



Academic:

Decrease gaps in reading and math by 10% on the Forward Exam by Summer of 2024.

Connection:

Increase a sense of belonging in our students of color by 10% by the Spring of 2025.

Behavior:

Decrease our risk ratio from 1.9:1 to 1.5:1 based on externally managed behavior incident data by June of 2024.

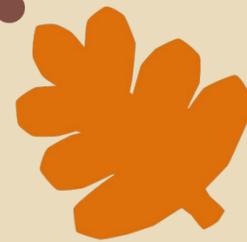


Federal

Funding....



- DEI Committee Attendance
- Contracted Professional Development
- Contracted Data Collection Tools
- Partnerships (MSAN, UC, & PERTS)



Timeline....

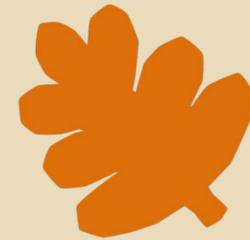


November/December: Committee Work

January: DEI Professional Development

February: Administrative Feedback

March - June: Pilot Walk Through Form



Thank
you

