

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

Thursday, January 25, 2024

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. Update on DEI Advisory Committee 3
Tiffany Loken will provide an update to the Committee on the recent meeting/s of the DEI Steering Committee.

VI. LISTENING SESSION PROTOCOL 24

The Committee will review the protocol for upcoming student learning sessions, and will discuss the timeline and logistics of these connections points.

VII. UPDATE ON INCIDENT REPORTING TOOL DATA 26

Tim Schell will provide an update to the Committee on the data related to the District

Reporting Tool.

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.”

A Quick and Easy School Visit Observation Guide

Culturally responsive teaching emphasizes cultural ways of learning and cognition rather than focusing on cosmetic "race related" displays. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (*using the memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk*) rather than through superficial pictures of "heroes" or images of Africa or Mexico or irrelevant mentioning in the curriculum.

		
What do you see as you walk through?	What do you hear as part of the environment?	What conversations are happening?
<ul style="list-style-type: none"> • Are there rituals and routines that students know and participate that support transitions between blocks or that help open and close learning blocks? • Are students working in authentically communal ways to get started in a lesson or do thinking together? • Does there seem to be a spirit of inquiry in the classroom? Students are doing research and talking through how new information fits with what they already know. There's project-based learning. • Are there "anchor charts" to help students remember processes and inspirational messages about grit and perseverance visible? • Are there positive messages about making mistakes and turning errors into information? • Does the environment seem to be "intellectually safe"? All students are making contributions, not just the same ones. Students can think out loud. 	<ul style="list-style-type: none"> • Do you hear a humming of student voices as they work or is it too quiet? • What is the ratio of teacher talk and authentic student talk (not just "getting into groups")? • Is there ample student discussion around the lesson? • Do you hear students smoothly code switching between home language and academic language? • Is music incorporated into the environment? Maybe to signal a transition or as background during thinking time? • When you ask, can students talk about what they are working on, why it's important and how it connects to what they already know? 	<ul style="list-style-type: none"> • Is there "cultural modeling" to help scaffold students' understanding of the content (i.e., using metaphors, character experiences from culturally oriented music lyrics, TV shows)? • Is there trust building language and interactions (i.e., building a rapport and personal connection)? • Are there one-on-one instructional conversations (during conferencing around writing or other projects)? • Are there regular opportunities to get and talk about authentic feedback (timely, corrective, actionable, affirming)?



DEI Steering Committee

January 11, 2024



Inclusion Activity

Inclusion: Identity Circle

- Post-it Note: List “given” and “chosen” identity markers
- Given: Race, Ethnicity, Native Language
- Chosen: Marital Status, Religion, Parent, Career
- Choose an identity marker, or multiple markers, to use in our circle
- “On the one hand, I am _____, on the other hand I am _____.”

01

Focus Group Data

Focus Group Data

- Parent Focus Group Data
- BSU Focus Group Data
- Los Sonadores Focus Group Data
- What are some action steps we could pull from this data? (Notes)



02

**Special
Observances
Work Group**



- What should our standard protocol be for monthly observances?
- What are we currently doing to observe these specific months in each of our schools?

03

**Walkthrough
Form Work
Group**

Walkthrough Forms

- Ready for Rigor
- Optimal Learning Environment
 - Draft OLE Walkthrough Questions

Building Level Pilots

- Building Level Pilots
 - Self-Assessment
 - Pilot of walkthrough form
 - HS – PERTS
 - MS – Ready for Rigor
 - WIS – Optimal Learning Environment
 - Elementary – Discuss

04

**DEI Professional
Development
January 15, 2024**

Implicit Bias

In an ever-evolving professional landscape, it is essential for individuals and teams to foster an environment of inclusivity. Implicit bias, the unconscious attitudes or stereotypes that influence our judgments and actions, has a profound impact on our work, relationships, and overall success. Recognizing and addressing implicit bias is a crucial step towards creating a workplace that values diversity, promotes fairness, and ensures professional growth.

Implicit Bias: Reflection

- Reflection questions for staff to discuss after the session:
 - In what ways have you seen or experienced implicit and/or explicit bias in the building? If so, how did you respond? And what were the outcomes?
 - There are five evidence based strategies to reduce implicit bias. Identify 2 strategies and describe how you can use them in the classroom, with students and/or in your instructional practice.
 - Optional Question: In what ways might bias show up in the curriculum? If bias exists in the curriculum, how are educators interrogating the resources they are using? Or in what ways are teachers supplementing their resources to provide diverse perspectives?

Implicit Bias: Student Panel

Our student panel will consist of current Waunakee High School students who are eager to share their school experiences with our staff, so that we can better understand the impact of bias from a student perspective. Percy will facilitate the discussion and the questions will focus on student experiences and their thoughts on what teachers can do to cultivate a more inclusive school environment.

Student Panel: Reflection

- Reflection questions for staff after the student panel:
 - What thoughts are you having after hearing from the student panel?
 - In what ways can you support the students and each other as colleagues to create a more inclusive environment across the district?

05

Hammond Action Study

06

Next Steps

Next Steps

- Select action steps to implement based on focus group data
- Set dates for work group meetings
- Pilot Ready for Rigor Walk Through Form
- Finalize Optimal Learning Environment Walkthrough Form
- Invite parents to participate on our teams
- Collect data from Dane County Youth Assessment

“ ”

“When we listen and celebrate what is both common and different, we become wiser, more inclusive, and better as an organization.”

—Pat Wadors



Thank you!!

DRAFT PROTOCOL FOR BOARD OF EDUCATION LISTENING SESSIONS WITH STUDENT GROUPS

This draft protocol aims to create an environment where student voices are heard and respected, fostering productive and meaningful dialogue between students and the school board.

Before the Meeting

1. Advance Preparation:

- Provide at least two weeks' lead time before the session.
- Share specific topics or questions from both the Board of Education (BOE) and students in advance so that everyone is aware of these before the listening session.
- Include a [simple form](#) clearly stating the purpose of the session and how the information might be used.

2. Update on Past Issues: Inform students about how the BOE addressed issues brought up in previous sessions.

3. Expectations and Roles: Clarify the expectations for adults and students, ensuring mutual understanding of the listening session.

- Everyone should know the format before the listening session and who will be facilitating.
- The default model will be one Board member designated to serve as facilitator and a second Board member (or administrator or advisor) to serve as recorder.
- Other models such as table rotations could happen provided they are planned in advance.

During the Meeting:

1. Introduction and Format:

- Begin with brief introductions and a description of the club or student group. The description of the club or student group should be student led.
- Discussion and Q&A would follow the opener and follow the prepared format.

2. Discussion Guiding Questions: Include questions such as:

- What do students see working well?
- Where could we see growth?
- How can the Board support/collaborate with the club to improve our school district?
- Are there any action items students see as priorities to consider?

3. Voice Proportion: Aim for 75% student voice and 25% adult voice to ensure students are heard.

4. Privacy and Respect: Address student privacy concerns and possibly establish a statement of decorum to maintain a respectful environment and a safe space.

5. Note-taking: Avoid official transcripts but allow for general notes that respect student privacy while allowing the Board to summarize and follow up on the listening session discussions.

After the Meeting:

1. Follow-up Communication from the Board:

- Notes from each session will be gathered for review by the full Board and administration.
- Provide a follow up report to the group indicating how the BOE plans to use the information gathered. Communicate takeaways and appreciation to the student group, outlining ways to partner positively if applicable.
- Provide the advisor the listening session notes to share with the students.

2. Reflection Opportunity: Offer students a chance to reflect and, if desired, amend their statements in writing. Ensure these reflections are used constructively and are not kept as a formal record to maintain an atmosphere of trust.

General Considerations:

- **Avoid Immediate Responses:** Board members should focus on listening rather than responding immediately during the session to avoid the appearance of trivializing student concerns.
- **Respectful Listening:** BOE members should listen respectfully and avoid actions that might be perceived as confrontational or dismissive.
- **Focus on Solutions:** Encourage solution-based discussions rather than confrontations. It is natural and expected for issues to be raised but students are encouraged to have some prior discussions on prioritizing their time and not recycle topics during the listening session.



ADMINISTRATION OFFICE

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

Curriculum and Instruction

To: Board of Education

From: Tim Schell

Date: January 22, 2024

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.

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.

SUMMARY DATA

The following summarizes the information we have received from the reporting tool from September 2022 through December 2023. Some reports did not include some information and others included more than one category, which is why the counts vary.

Reporting Tool Incident Reports	Sept-Nov 2022	Dec-Feb 2022-2023	Mar-May 2023	June-Aug 2023	Sept-Nov 2023
Unique Incidents	22	25	34	2	20

Who Was Targeted?	Sept-Nov 2022	Dec-Feb 2022-2023	Mar-May 2023	June-Aug 2023	Sept-Nov 2023
Me	7	7	9	2	3
Another Student(s)	12	16	26	0	16
A Staff Member	3	2	4	0	0

Other	1	1	2	0	2
-------	---	---	---	---	---

How Was the Person Targeted?	Sept-Nov 2022	Dec-Feb 2022-2023	Mar-May 2023	June-Aug 2023	Sept-Nov 2023
Electronic devices	1	4	2	2	6
Written communication	0	2	1	0	0
Physical conduct	2	1	7	0	1
Verbal conduct	5	9	16	0	7
Social (exclusion)	2	3	0	0	2
Image displayed or drawn	1	3	1	0	2
Harassment or bullying	4	3	5	0	2
Bias incident motivated by group identity	5	4	4	0	3
Other	5	9	4	0	6

Based on Characteristics?	Sept-Nov 2022	Dec-Feb 2022-2023	Mar-May 2023	June-Aug 2023	Sept-Nov 2023
Race	6	5	9	0	3
Nationality/Ancestry	2	0	0	0	0
Sexual orientation	3	2	5	0	0
Gender identity or expression	3	0	1	0	0
Religion	1	1	3	0	0
Disability	0	0	2	0	3
Political viewpoint or affiliation	4	5	4	0	0
Other	12	7	10	1	8

How Are You Aware of The Incident?	Sept-Nov 2022	Dec-Feb 2022-2023	Mar-May 2023	June-Aug 2023	Sept-Nov 2023
It happened to me directly	6	4	10	2	5
A person told me about it	7	9	15	0	8
I witnessed it	5	5	10	0	5
I overheard or observed a conversation	2	2	2	0	0
Other	2	6	4	0	2

Name Provided by Reporter?	Sept-Nov 2022	Dec-Feb 2022-2023	Mar-May 2023	June-Aug 2023	Sept-Nov 2023
Yes	11	9	18	0	12
Anonymous	11	18	23	2	9