

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

Tuesday, April 23, 2024

5:00 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. REPORT/DISCUSSION WITH MSAN STUDENT GROUP**

Students from the High School who are part of the MSAN Student Group will be present at the meeting to meet and report to the Committee.

**VI. UPDATE ON THE WORK OF THE DISTRICT DEI STAFF COMMITTEE**

3

Tiffany Loken will provide an update on the work of the District /Staff DEI Committee.

**VII. FOLLOW UP ON BOARD/STUDENT LISTENING SESSIONS**

The Committee will review notes from the Board/Student Listening Sessions that took place over the last several weeks. The notes that were available at the time of the release of this

packet are attached.

**VIII. REVIEW DATA ON BULLYING AND HARASSMENT**

**16**

At the last meeting, the Committee asked for updated data on Bullying and Harassment, when it is available. Tim Schell is pulling data together for review with the Committee.

**IX. FUTURE MEETINGS**

**X. 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.”

**DRAFT Comprehensive DEI Plan  
Waunakee Community School District  
April 2024**

**Professional Development**

<b>Data</b>	<b>Committee Recommendation</b>	<b>Action Step</b>	<b>Timeline</b>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Broaden the group involved in PD planning to include more diverse perspectives, including student input/feedback</p>	<p>2024-2025 2025-2026 2026-2027</p> <p style="text-align: right;">3</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Embed differentiated DEI PD throughout the school year (including staff meetings, after school PD options)</p>	<p>2024-2025 2025-2026 2026-2027</p>

<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Focus the January PD day on DEI</p>	<p>2024-2025 2025-2026 2026-2027</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>PD for staff to address controversial issues in the classroom</p>	<p>2024-2025 2025-2026 2026-2027</p> <p style="text-align: right;">4</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Provide PD on culturally responsive teaching practices (Use walkthrough forms to guide which areas need more focus)</p>	<p>2024-2025 2025-2026 2026-2027</p>

<p>who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>			
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Provide PD to staff, so that they can annually teach all students in grades 4-12 about:</p> <p>Inappropriate language Microaggressions Hate speech Bullying Harassment</p>	<p>2024-2025 2025-2026 2026-2027</p> <p>5</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Provide PD on Speak Up on an annual basis in each school building for all staff (<i>including paras, administrative assistants, bus drivers etc.</i>)</p>	<p>2024-2025 2025-2026 2026-2027</p>

<p>administrative or student services staff.</p>			
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Provide PD on our bilingual program at HES, so that all staff understand this opportunity.</p>	<p>2024-2025 2025-2026 2026-2027</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Train students, staff and families annually on how to access the online reporting tool</p>	<p>2024-2025 2025-2026 2026-2027</p>

<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p> <p>Train all staff in restorative practices</p>	<p>Expand training for staff in restorative practice, so that all staff have been trained by 2026-2027.</p>	<p>2024-2025 2025-2026 2026-2027</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Continue partnership with MSAN to access PD for both students and staff</p>	<p>2024-2025 2025-2026 2026-2027</p> <p style="text-align: right;">7</p>

<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Use the Elevate process to inform PD, so that all high school staff have participated in an Elevate cycle by the end of the 24-25 school year. <i>(Participation will continue in future years as well.)</i></p>	<p>2024-2025</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>African American students are twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.</p>	<p>Universal DEI staff development plan for the next 3 years</p>	<p>Revisit Trauma Sensitive Schools Training in all school buildings, so that all staff have been trained, or had a refresher training, by the end of the 25-26 school year.</p> <p><i>(Provide refresher training for all staff every other year beyond the 25-26 school year.)</i></p>	<p>2024-2025 2025-2026</p>

## Universal Instruction

Data	Recommendation	Action Step	Timeline
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p>	<p>Annual training for all students in grades 4-12 in Speak Up strategies</p>	<p>Annually teach all students in grades 4-12 Speak Up strategies</p>	<p>2024-2025 2025-2026 2026-2027</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p>	<p>Annual training for all students in grades 4-12 in Speak Up strategies.</p> <p>Create developmentally appropriate lessons addressing microaggressions</p>	<p>Annually teach all students in grades 4-12 about:</p> <p>Inappropriate language Microaggressions Hate speech Bullying Harassment</p>	<p>2024-2025 2025-2026 2026-2027</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p>	<p>Create a protocol for all buildings to follow for each special observance month</p>	<p>Teach all students about special observances with the support of lesson materials and resources.</p> <p><i>(Incremental development of lessons and resources, so that we address 5 special observances each year until all observances are complete.)</i></p>	<p>2024-2025 2025-2026 2026-2027</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p>	<p>Annual training for all students and staff in Speak Up strategies</p>	<p>Train students annually on how to access the online reporting tool</p>	<p>2024-2025 2025-2026 2026-2027</p>

<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>Lowest scoring demographic group on average between 2017 and 2022 was African American students. (Forward Exam) 21-22: 53.8% vs 34.4% 18-19: 66.2% vs 21.7% 17-18: 68.5% vs 21.1% 16-17: 70.1% vs 30.8%</p>	<p>Implement culturally responsive practices in all classrooms</p>	<p>Classroom data collection with the culturally responsive practices walkthrough tool.</p> <p><i>2024-2025: Pilot year 2025-2026: Expansion of pilot 2026-2027: Full implementation</i></p>	<p>2024-2025 2025-2026 2026-2027</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>Lowest scoring demographic group on average between 2017 and 2022 was African American students. (Forward Exam) 21-22: 53.8% vs 34.4% 18-19: 66.2% vs 21.7% 17-18: 68.5% vs 21.1% 16-17: 70.1% vs 30.8%</p>	<p>Implement culturally responsive practices in all classrooms</p>	<p>Continue to implement Elevate at the high school and middle school level, with all staff participating in a cycle by the end of the 25-26 school year. <i>(With continued implementation beyond 2026.)</i></p>	<p>2024-2025 2025-2026 2026-2027</p> <p style="text-align: right;">10</p>
<p>Student focus group data Parent focus group data</p> <p>Connection Data: 71% of white students feel they belong in their</p>	<p>Implement culturally responsive practices in all classrooms.</p>	<p>Continue to implement Developmental Designs in grades K-12, with all staff trained by the end of the 26-27 school year.</p>	<p>2024-2025 2025-2026 2026-2027</p>

<p>school, but only 55% of students who identify as being multiple races feel like they belong.</p> <p>Lowest scoring demographic group on average between 2017 and 2022 was African American students. (Forward Exam)  21-22: 53.8% vs 34.4%  18-19: 66.2% vs 21.7%  17-18: 68.5% vs 21.1%  16-17: 70.1% vs 30.8%</p>			
<p>Executive functioning skills are a consistent weakness in students that are currently being served in special education programs.</p>	<p>Implement an executive functioning intervention through the MTSS process</p>	<p>Implement an executive functioning intervention as part of our MTSS program at all levels, by the end of the 25-26 school year.</p>	<p>2024-2025 2025-2026</p>
<p>African American students are underrepresented in Pathways programming. African American students make up 1.5 percent of our school enrollment and only .5 percent are represented in Pathways programs.</p> <p>Lowest scoring demographic group on average between 2017 and 2022 was African American students. (Forward Exam)  21-22: 53.8% vs 34.4%  18-19: 66.2% vs 21.7%  17-18: 68.5% vs 21.1%  16-17: 70.1% vs 30.8%</p>	<p>Implement culturally responsive practices in all classrooms.</p>	<p>Embed enrichment opportunities into the general education curriculum, so that all students have access to enrichment.</p>	<p>2024-2025 2025-2026 2026-2027</p> <p style="text-align: right;">11</p>

## Family Engagement

Data	Recommendation	Action Step	Timeline
Parent focus group data Student focus group data	Educate parents at all levels on how to educate their children against hate speech.	Message to families, students and staff about our DEI work	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Educate parents at all levels on how to educate their children against hate speech.	Educate parents at all levels on how to educate their children against hate speech.	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Improve access to school events for all families	Provide transportation to school events	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Annual data collection of from caregivers and staff.	Annually gather qualitative and quantitative feedback from families.	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Recruit diverse staff, so that our staff demographics better represent our school population	Add parents and students to interview/hiring processes at all levels.	2024-2025 2025-2026 2026-2027
Parent focus group data	Improve communication with families	Expand our staff modes of communications with families to include text as a district.	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Improve access for caregivers and families to all school events	Always provide translation services at District events	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Improve access for caregivers and families to all school events	Provide timely and clear communication about family engagement opportunities in multiple languages.	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Gather stakeholder data on an annual basis.	Actively recruiting voices through multiple means to get input from more than the people who can attend a meeting.	2024-2025 2025-2026 2026-2027

Parent focus group data Student focus group data	Train students, staff, parents and community members on how to access the online reporting tool.	Train parents annually on how to access the online reporting tool	2024-2025 2025-2026 2026-2027
African American students are underrepresented in Pathways programming. African American students make up 1.5 percent of our school enrollment and only .5 percent are represented in Pathways programs.	Increase the participation of students of color in Pathways programming.	Provide Pathways information to parents of students of color starting in elementary grades.	2024-2025 2025-2026 2026-2027

### **Stakeholder Communication**

<b>Data</b>	<b>Recommendation</b>	<b>Action Step</b>	<b>Timeline</b>	
Parent focus group data Student focus group data	Implement a communication plan so that students, staff, families and community members are aware of our DEI work.	Make our work more transparent to students, staff, families and the community by communicating through multiple modes of communication. (Staff meetings, newsletters, emails, social media etc.)	2024-2025 2025-2026 2026-2027	13
Parent focus group data Student focus group data	Implement a communication plan so that students, staff, families and community members are aware of our DEI work.	Have consistent messaging across all school buildings	2024-2025 2025-2026 2026-2027	
Parent focus group data Student focus group data	Implement a communication plan so that students, staff, families and community members are aware of our DEI work.	Identify a communication lead for DEI work	2024-2025 2025-2026 2026-2027	
Parent focus group data Student focus group data	Implement a communication plan so that students, staff, families and community members are aware of our DEI work.	Increase communication, through multiple channels, about the availability of the reporting tool	2024-2025 2025-2026 2026-2027	
Parent focus group data	Implement a communication plan	Invite communication from diverse	2024-2025	

Student focus group data	so that students, staff, families and community members are aware of our DEI work.	stakeholders in order to listen, understand and enact change.	2025-2026 2026-2027
Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.	Implement a communication plan so that students, staff, families and community members are aware of our DEI work.	Continue to collect data using DCYA every 3 years in grades 7-12.	2023-2024 2026-2027

### Policies/Procedures

Data	Recommendation	Action Step	Timeline
Parent focus group data Student focus group data	Create a policy addressing hate speech	Create a policy that addresses racial harm, including incidents of hate speech	2024-2025 2025-2026 2026-2027
Parent focus group data Student focus group data	Clarify staff expectations and process for addressing incidents of hate speech/racial harm	Administration will create a protocol for addressing incidents of hate speech/racial harm, so that there is consistency across school buildings.	2024-2025 2025-2026 2026-2027
Parent focus group data	Create a protocol for all buildings to follow for each special observance month or day.	Create a protocol for all buildings to follow for each special observance month or day. <ul style="list-style-type: none"> <li>• <i>Communication to staff</i></li> <li>• <i>Communication to parents</i></li> <li>• <i>Visuals/Bulletin Boards</i></li> <li>• <i>Library display</i></li> <li>• <i>Information in newsletters</i></li> <li>• <i>Classroom Learning Conversations</i></li> </ul>	2024-2025 2025-2026 2026-2027
Student focus group data Connection Data: 71% of white	Increase belonging for all students of color	Identify MSAN as an official organization at WHS, including a paid advisor for the group	2024-2025 2025-2026 2026-2027

students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.			
Connection Data: 71% of white students feel they belong in their school, but only 55% of students who identify as being multiple races feel like they belong.	Recruit diverse staff, so that our staff demographics better represent our school population	Create a protocol for recruiting diverse staff during the 24-25 school year, with implementation in the 25-26 school year.	2024-2025 2025-2026
African American students are underrepresented in Pathways programming. African American students make up 1.5 percent of our school enrollment and only .5 percent are represented in Pathways programs.	Increase participation in Pathways programming for students of color.	Actively recruit students of color into Pathways programs	2024-2025 2025-2026 2026-2027
African American students are underrepresented in Pathways programming. African American students make up 1.5 percent of our school enrollment and only .5 percent are represented in Pathways programs.	Increase participation in Pathways programming for students of color.	Evaluate admission protocols for Pathways services	2024-2025 2025-2026 2026-2027

# Bullying and Harassment

2021-2022

# Data Source

- The data source is eduCLIMBER
- Further review conducted recently for our federal CRDC summary data submission.

# Summary Details

- Fourteen total incidents.
- K-6: 7 Incidents
- 7-12: 7 Incidents
- 8 incidents were determined to be on the basis of a protected class.
  - Disability-1
  - Race-2
  - Sex-2
  - Sexual Orientation-3
- Responses
  - Some perpetrators received multiple responses for a single incident depending on the context.
  - Most severe primary response was in school suspension.
  - Least severe primary response was lunch detention.
  - No repeat perpetrators.

# Bullying and Harassment

2022-2023

# Summary Details

- The data source is eduCLIMBER
- Eighteen total incidents.
- K-6: 5 Incidents
- 7-12: 13 Incidents
- 10 incidents were determined to be on the basis of a protected class.
  - Disability-3
  - Race-3
  - Sexual Orientation-4
- Responses
  - Some perpetrators received multiple responses for a single incident depending on the context.
  - Most severe primary response was in school suspension.
  - Least severe primary response was teaching replacement behavior (a Kindergarten student<sup>20</sup>).
  - Two repeat perpetrators.