

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

Wednesday, November 20, 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. DISTRICT 3-YEAR DEI PLAN

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Administration will give an update on the Comprehensive 3-Year DEI Plan for the Waunakee Community School District. Administration will also share this article.

VI. Reporting Tool

Administration will give an update regarding the discontinuation of the local reporting tool and the progress on the current plan/tool.

<https://www.wbay.com/2024/11/13/speak-up-speak-out-tip-line-sees-40-increase-reports/>

VII. Anti-Hate Speech Policy

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Administration will review with the committee the Anti-Hate Speech policy draft. Once the committee is in agreement with policy it will be brought to the policy committee to review.

VIII. Partnership with Center 4 All

Administration will update the committee on the partnership with this organization.

IX. January 20, 2024 Professional Development Day Planning

Administration will update the committee on the plans for this professional development.

X. Content Development for Special Observance Months

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Administration will share information with the committee on this item.

XI. **FUTURE MEETINGS**

XII. **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.”



COMPREHENSIVE 3 YEAR PLAN: DIVERSITY, EQUITY AND INCLUSION

Waunakee Community School District
www.waunakee.k12.wi.us

Document produced by the Diversity, Equity and Inclusion Steering Committee

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2024-2027

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Introduction

The Waunakee Community School District (WCSD) is dedicated to fostering an inclusive, equitable, and diverse educational environment where every student feels valued, supported, and empowered to achieve their full potential. Our three-year plan for Diversity, Equity, and Inclusion (DEI) aims to address systemic inequities, promote a culture of belonging, and ensure equitable educational outcomes for all students. The District's equity statement clearly delineates the District's beliefs:

The Waunakee Community School District embraces the differences among our students, staff, and families. We work to provide a safe environment with access to resources, opportunities, and instruction for all students to reach their full potential in the classroom and beyond. We strive to create a culture of dialogue, acceptance, and inclusion. We are committed to engaging all students so that they may thrive academically, socially, and emotionally in an ever-changing multicultural society.

Understanding Disproportionality

Disproportionality in education refers to the overrepresentation or underrepresentation of a particular demographic group in specific categories, such as special education. In WCSD, we have identified a concerning trend where African American students are disproportionately over-identified for special education services. This indicates potential biases and systemic barriers that need to be addressed to ensure that all students receive appropriate and equitable support. In order to address this trend of over-identification of African American students in special education, the federal government requires us to create a plan to address systemic barriers and biases. The District is also required to set aside 15% of our federal special education funding to support the work outlined in our Comprehensive 3 Year DEI Plan.

Current Data and Challenges

Our data reveals significant disparities in the experiences and outcomes of our students:

- » **Sense of Belonging:** While 71% of white students report feeling a sense of belonging in their school, only 55% of students who identify as being of multiple races feel the same.
- » **Behavior Incidents:** 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.
- » **Academic Performance:** The lowest scoring demographic group on average between 2017 and 2022 has been African American students.

These statistics highlight the urgent need for the implementation of a strong universal curriculum that includes differentiated instruction for all students. Targeted academic and behavioral interventions are also necessary in order to create systemic changes that will help create a more inclusive and supportive educational environment.

DEI Goals

As part of the District's disproportionality identification, the disparities reflected in our data need to be addressed through identifying specific root causes, creating a vision for improvement, developing goals and implementing a plan to address the disparities. All of these components are then submitted to the Wisconsin Department of Public Instruction (DPI) each year that the District is identified as disproportionately overidentifying a specific demographic group of students, in this case African American students, in special education. The following components are included in our DPI plan and are tied directly to the goals and action steps outlined in our Comprehensive 3 Year DEI Plan.

Root Cause Analysis

Analysis of many data points, including academic data, behavioral data, attendance data, staffing data, and special education data were all reviewed and then a root cause analysis was conducted to determine the causes that underlie our data disparities. The follow root causes were identified:

- » Implicit bias in staff plays a role in how students of color perform academically and socially
- » Culturally responsive practices have not been uniformly implemented across all schools
- » There is a lack of understanding of the perspectives of our stakeholders, including our students and parents of color.

Vision for Improvement

- » Staff will reflect on their own biases and how they impact their work with students
- » Staff will understand how to implement culturally responsive practices and reflect on the level of implementation in their own classroom
- » Students of color will feel more connected to their school community
- » Parents will be meaningfully engaged in educational decision making across the District
- » School staff will understand how students of color feel and what they need to be successful in their school environment
- » Students will feel a sense of agency when it comes to improving the culture/climate of the District through their work with the Multicultural Student Achievement Network (MSAN)
- » Staff will continuously reflect on student feedback through PERTS Elevate cycles

Goals

1. Decrease Achievement Gaps: By the summer of 2025, we aim to decrease gaps in reading and math achievement on the Forward Exam by 15%. Each school will use local assessment data to track student progress across all demographic groups. Teams will utilize our electronic data warehouse to review data each term so that student interventions can be adapted to improve student growth over time.

2. Increase Sense of Belonging: By the spring of 2025, we aim to increase the sense of belonging for students of color by 10% as measured by the Dane County Youth Assessment for students in grades 7-12 and a local assessment for students in grades K-6.

3. Reduce Disproportionality in Behavior Incidents: By the spring of 2025, we aim to decrease the risk ratio of behavior incidents for African American students from 1:9 to 1:5, based on building level behavior incident data.

Implementation Plan

- » Create a DEI Steering Committee to lead the DEI work across the District
- » Create Sub Committees of the DEI Steering Committee to address hate speech, special cultural observances, and culturally responsive practices.
- » Provide professional development for staff on implicit bias
- » Provide professional development for staff on culturally responsive practices
- » Create a walkthrough tool to assess the implementation of culturally responsive practices across the District.
- » Establish partnerships with outside organizations that can help achieve our DEI goals.

DEI Steering Committee Members

Name	Role	Building
Tiffany Loken	Director of Special Education	District Office
Tim Schell	Director of Secondary Curriculum & Instruction	District Office
Lisa Jondle	Director of Student Services	District Office
Amy Johnson	Director of Elementary Curriculum & Instruction	District Office
Steve Hernandez	Associate Principal	High School
Danielle Dawson	Associate Principal	Heritage Elementary School
Sarah Koppes	Teacher	Intermediate School
Nicholas Saeger	Teacher	Intermediate School
Jonathon Wild	Social Worker	Middle School
Jessica Moehn	Social Worker	High School
Elizabeth Mcleod	Counselor	Prairie Elementary School
Kristin Meyer	Social Worker	Heritage Elementary School
Hailey Bond	Teacher	Middle School
Janae Grunow	Counselor	Intermediate School
Pam Emmerich	EL Teacher	Intermediate School
Sarah Israel	Teacher	Heritage Elementary School
Makenzie Lutz	Social Worker	Arboretum Elementary School
Gina Pagel	World Language Teacher	Arboretum Elementary
Christine Leising	PE Teacher	Prairie Elementary School
Andrew West	Teacher	High School
Courtney Stephens	Teacher	High School
Anne Sparks	Family Engagement Specialist	Heritage Elementary School
Xavier Gousman	Student	High School
Jaclyn Subkoviak	Parent	Multiple Schools

Comprehensive DEI Plan Waunakee Community School District 2024-2025

Professional Development - Year 1

Goal 1: Embed differentiated DEI PD throughout the school year:

Action Step	Timeline	Person Responsible
Speak Up Training	August/September & December 2024	Lisa Jondle Speak Up Training Team
All Staff Training: Anti-Hate Speech Policy	August/September 2024	Tiffany Loken Principals
All Staff Training: Reporting Tool	August/September 2024	Tim Schell Principals
All Staff Training: Title IX	August 2024	Brian Grabarski
All Teacher Training: Addressing Controversial Issues in the Classroom	September 2024	Tim Schell Principals
Expand Restorative Practices Training to all principals, Ed Services and student services staff	Fall 2024 & Spring 2025	Lisa Jondle
Develop a work group to analyze the District's Multi-Tiered Systems of Support (MTSS) as it relates to both academics and behavior.	Fall 2024 & Spring 2025	Ed Services Team

Goal 2: Focus the January PD day on DEI:

Action Step	Timeline	Person Responsible
<i>All Staff Training: How to educate students on: Inappropriate Language (Hate speech, microaggressions, bullying, harassment)</i>	January 2025	Outside Facilitator
<i>Culturally Responsive Practices: Optimal Learning Environment & Ready for Rigor Framework</i>	January 2025	Amy Johnson/Lisa Jondle
<i>Using Inclusive Language</i>	January 2025	Outside Facilitator
<i>Recognizing and responding to microaggressions</i>	January 2025	Outside Facilitator

Goal 3: Continue partnership with the Multicultural Student Achievement Network (MSAN) to access PD for both students and staff

Action Step	Timeline	Person Responsible
Send a team of students to the national MSAN student conference	November 2024	Tim Schell/Tiffany Loken
Send a team of staff to the national MSAN teacher conference	April 2025	Tim Schell/Tiffany Loken
Recognize MSAN as a formal high school organization	August 2024	Tiffany Loken

Goal 4: Use the Elevate Survey process to inform PD so that all high school staff have participated in an Elevate Survey cycle by the end of the 25-26 school year.

Action Step	Timeline	Person Responsible
Recruit staff to participate in Elevate feedback circles	Ongoing throughout the 24-25 year	Tim Schell

Universal Instruction for Students - Year 1

Goal 1: Train students in strategies to eliminate hate speech

Action Step	Timeline	Person Responsible
One person from each school is trained to deliver the Speak Up training	Fall 2024	Lisa Jondle
Teach students in grades 7-12 Speak Up strategies	Fall 2024	Classroom Teachers
Add visual representations of Speak Up strategies in every classroom and hallway at the middle and high schools	Fall 2024	Lisa Jondle SEL Coaches
Teach all students in grades 7-12 about: Inappropriate language Bullying 8 Microaggressions Harassment Hate speech	Spring 2025	Classroom Teachers

Comprehensive DEI Plan Waunakee Community School District 2024-2025

Universal Instruction for Students - Year 1 (Continued)

Goal 2: Implement lessons addressing special observances

Action Step	Timeline	Person Responsible
Develop lessons for 5 special observance months.	Ongoing throughout the year	DEI Steering Committee Teams

Family Engagement & Stakeholder Communication - Year 1

Goal 1: Increase parent/family engagement

Action Step	Timeline	Person Responsible
Communicate/message to parents on how to talk to children about hate speech	Fall & Spring Semesters	Principals
Communicate/message to parents about our DEI work	Quarterly	Tiffany Loken
Provide transportation to whole school family events as requested and available	Ongoing	Principals/Student Services Teams
Provide interpretation services at all family events	Ongoing	Lisa Jondle/Jose Velarde Aguilar
Develop a protocol for involving students and parents in the hiring process for administrative and teaching positions.	Fall & Spring Semesters	Brian Grabarski
Expand modes of communication with families to include text messaging	Spring 2025	Rick Franz
Train families on how to use the Online Reporting Tool	Fall 2024	Tim Schell
Gather stakeholder data annually (Satisfaction Survey)	Spring 2025	Anne Blackburn
Provide clear communication about family engagement opportunities in multiple languages.	Ongoing	Principals

Policies/Procedures - Year 1

Goal 1: Develop policies and procedures to prevent and eliminate hate speech

Action Step	Timeline	Person Responsible
Develop an anti-hate speech policy	Fall 2024	Tiffany Loken
Develop a protocol for addressing identity harm	Fall 2024	Educational Services Team

Goal 2: Develop a protocol for special observances

Action Step	Timeline	Person Responsible
Create a protocol for all buildings to follow for each special observance month. <ul style="list-style-type: none"> • <i>Messaging to staff</i> • <i>Messaging to families</i> • <i>Messaging on social media</i> • <i>Focus for daily announcements</i> • <i>Recognize staff with the same cultural background</i> • <i>Visuals/Bulletin Boards</i> • <i>Library display</i> • <i>Information in school newsletters</i> • <i>Classroom learning conversations</i> 	Implemented throughout the 24-25 year	DEI Steering Committee

Comprehensive DEI Plan Waunakee Community School District 2025-2026

Professional Development - Year 2

Goal 1: Embed differentiated DEI PD throughout the school year:

Action Step	Timeline	Person Responsible
Speak Up Training	August/September & December 2025	Lisa Jondle Speak Up Training Team
Refresher Training: Anti-Hate Speech Policy	August/September 2025	Tiffany Loken Principals
Refresher Training:: Reporting Tool	August/September 2025	Tim Schell Principals
Refresher Training:: Title IX	August/September 2025	Brian Grabarski
Refresher Training: Addressing Controversial Issues in the Classroom	September 2025	Tim Schell Principals
Expand Restorative Practices Training to special education staff.	Fall 2025 & Spring 2026	Lisa Jondle
Ongoing Learning : Optimal Learning Environment	Ongoing	Amy Johnson Principals
Publish an MTSS Guide that outlines consistent practices across the District for placing students in academic and behavioral interventions.	Fall 2025 & Spring 2026	Ed Services Team

Goal 2: Focus the January PD day on DEI:

Action Step	Timeline	Person Responsible
<i>Refresher Training: How to educate students on: Inappropriate Language (Hate speech, microaggressions, bullying, harassment)</i>	January 2026	Lisa Jondle/Tiffany Loken
Culturally Responsive Practices: Optimal Learning Environment & Ready for Rigor Framework	January 2026	Amy Johnson/Lisa Jondle

Goal 3: Continue partnership with the Multicultural Student Achievement Network (MSAN) to access PD for both students and staff

Action Step	Timeline	Person Responsible
Send a team of students to the national MSAN student conference	November 2025	Tim Schell/Tiffany Loken
Send a team of staff to the national MSAN teacher conference	April 2026	Tim Schell/Tiffany Loken

Goal 4: Use the Elevate Survey process to inform PD so that all high school staff have participated in an Elevate Survey cycle by the end of the 25-26 school year.

Action Step	Timeline	Person Responsible
Recruit staff to participate in Elevate feedback cycles	Ongoing throughout the 25-26 year	Tim Schell

Universal Instruction for Students - Year 2

Goal 1: Train students in strategies to eliminate hate speech

Action Step	Timeline	Person Responsible
Teach students in grades 4-12 Speak Up strategies <i>(Refresher for 7-12, add grades 4-6)</i>	Fall 2025	Classroom Teachers
Teach all students in grades 4-12 about: <i>(Refresher for 7-12, add grades 4-6)</i> Inappropriate language Bullying Microaggressions Harassment Hate speech	Spring 2026	Classroom Teachers

Comprehensive DEI Plan Waunakee Community School District 2025-2026

Universal Instruction for Students - Year 2 (Continued)

Goal 2: Implement lessons addressing special observances

Action Step	Timeline	Person Responsible
Develop lessons for 5 special observance months.	Ongoing throughout the year	DEI Steering Committee Teams

Family Engagement & Stakeholder Communication - Year 2

Goal 1: Increase parent/family engagement

Action Step	Timeline	Person Responsible
Communicate/message to parents on how to talk to children about hate speech	Fall & Spring Semesters	Principals
Communicate/message to parents about our DEI work	Quarterly	Tiffany Loken
Provide transportation to whole school family events as requested and available	Ongoing	Principals/Student Services Teams
Provide interpretation services to all family events	Ongoing	Lisa Jondle/Jose Velarde Aguilar
Actively involve students and parents in the hiring process for administrative and teaching positions.	Starting in the Fall of 2025	Brian Grabarski
Refresher training for families on how to use the Online Reporting Tool	Fall 2025	Tim Schell
Gather stakeholder data annually (Satisfaction Survey)	Spring 2026	Anne Blackburn
Provide clear communication about family engagement opportunities in multiple languages.	Ongoing	Principals

Policies/Procedures - Year 2

Goal 1: Develop policies and procedures to prevent and eliminate hate speech

Action Step	Timeline	Person Responsible
Update policies based on feedback from the DEI Steering Committee	Fall 2025	Tiffany Loken

Goal 2: Implement protocol for special observances

Action Step	Timeline	Person Responsible
Implement protocol for all buildings to follow for each special observance month or day. <ul style="list-style-type: none"> • <i>Messaging to staff</i> • <i>Messaging to families</i> • <i>Messaging on social media</i> • <i>Focus for daily announcements</i> • <i>Recognize staff with the same cultural background</i> • <i>Visuals/Bulletin Boards</i> • <i>Library display</i> • <i>Information in school newsletters</i> • <i>Classroom learning conversations</i> 	Implemented throughout the 25-26 year	DEI Steering Committee

Comprehensive DEI Plan Waunakee Community School District 2026-2027

Professional Development - Year 3

Goal 1: Embed differentiated DEI PD throughout the school year:

Action Step	Timeline	Person Responsible
Speak Up Training	August/September & December 2026	Lisa Jondle Speak Up Training Team
Refresher Training: Anti-Hate Speech Policy	August/September 2026	Tiffany Loken Principals
Refresher Training:: Reporting Tool	August/September 2026	Tim Schell Principals
Refresher Training:: Title IX	August/September 2026	Brian Grabarski
Refresher Training: Addressing Controversial Issues in the Classroom	September 2026	Tim Schell Principals
Expand Restorative Practices Training to regular education staff by grade spans.	Fall 2026 & Spring 2027	Lisa Jondle
Ongoing Learning: Optimal Learning Environment & Ready for Rigor Framework	Ongoing	Amy Johnson Principals
Review Year 2 implementation and make needed revisions to the MTSS Guide.	Fall 2026 & Spring 2027	Ed Services Team

Goal 2: Focus the January PD day on DEI:

Action Step	Timeline	Person Responsible
<i>Refresher Training: How to educate students on: Inappropriate Language (Hate speech, microaggressions, bullying, harassment)</i>	January 2026	Lisa Jondle/Tiffany Loken
<i>Culturally Responsive Practices: Optimal Learning Environment (OLE) & Ready for Rigor Framework</i>	January 2026	Amy Johnson/Lisa Jondle

Goal 3: Continue partnership with the Multicultural Student Achievement Network (MSAN) to access PD for both students and staff

Action Step	Timeline	Person Responsible
Send a team of students to the national MSAN student conference	November 2026	Tim Schell/Tiffany Loken
Send a team of staff to the national MSAN teacher conference	April 2027	Tim Schell/Tiffany Loken

Goal 4: Use the Elevate Survey process to inform PD so that all high school staff have participated in an Elevate Survey cycle by the end of the 25-26 school year.

Action Step	Timeline	Person Responsible
Recruit staff to participate in Elevate feedback cycles, expand participate to all middle school staff	Ongoing throughout the 26-27 year	Tim Schell

Universal Instruction for Students - Year 3

Goal 1: Train students in strategies to eliminate hate speech

Action Step	Timeline	Person Responsible
Teach students in grades 4-12 Speak Up strategies (Refresher)	Fall 2026	Classroom Teachers
Teach all students in grades 4-12 about: (Refresher) Inappropriate language Bullying Microaggressions Harassment Hate speech	Spring 2027	Classroom Teachers

Comprehensive DEI Plan Waunakee Community School District 2026-2027

Universal Instruction for Students - Year 3 (Continued)

Goal 2: Implement lessons addressing special observances

Action Step	Timeline	Person Responsible
Review and revise lessons for all special observance months as needed.	2026-2027	DEI Steering Committee Teams

Family Engagement & Stakeholder Communication - Year 3

Goal 1: Increase parent/family engagement

Action Step	Timeline	Person Responsible
Communicate/message to parents on how to talk to children about hate speech	Fall & Spring Semesters	Principals
Communicate/message to parents about our DEI work	Quarterly	Tiffany Loken
Provide transportation to whole school family events as requested and available	Ongoing	Principals/Student Services Teams
Provide interpretation services at all family events	Ongoing	Lisa Jondle/Jose Velarde Aguilar
Continue to actively involve students and parents in the hiring process for administrative and teaching positions.	Ongoing	Brian Grabarski
Refresher training for families on how to use the Online Reporting Tool	Fall 2026	Tim Schell
Gather stakeholder data annually (Satisfaction Survey)	Spring 2027	Anne Blackburn
Provide clear communication about family engagement opportunities in multiple languages.	Ongoing	Principals

Policies/Procedures - Year 3

Goal 1: Develop policies and procedures to prevent and eliminate hate speech

Action Step	Timeline	Person Responsible
Update policies based on feedback from the DEI Steering Committee	Fall 2026	Tiffany Loken

Goal 2: Implement protocol for special observances

Action Step	Timeline	Person Responsible
Continue to Implement protocol for all buildings to follow for each special observance month or day. <ul style="list-style-type: none"> • <i>Messaging to staff</i> • <i>Messaging to families</i> • <i>Messaging on social media</i> • <i>Focus for daily announcements</i> • <i>Recognize staff with the same cultural background</i> • <i>Visuals/Bulletin Boards</i> • <i>Library display</i> • <i>Information in school newsletters</i> • <i>Classroom learning conversations</i> 	Implemented throughout the 26-27 year	DEI Steering Committee



MISSION STATEMENT

"Committed to Children...Committed to Community...Committed to Excellence"

VISION STATEMENT

The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research based best practices, and engagement with students to be active partners in their learning.

DISTRICT WEBSITE

www.waunakee.k12.wi.us

Waunakee Community School District
Anti-Hate Speech/Expression Policy (DRAFT)
November 2024

I. Purpose

The Waunakee Community School District has a proud tradition of deliberate reflection on how we educate our students, the opportunities we offer to learners of all ages, and what a meaningful education looks, sounds and feels like. We recognize that providing a strong and equitable learning environment requires a continuous process of self-evaluation, sifting and winnowing. Our learning environment must reflect the Board's and District's educational mission and values, including being safe, positive, welcoming, inclusive and respectful of others, while respecting the civil rights of all staff and students. The District's equity statement is representative of the District's beliefs:

Equity Statement:

The Waunakee Community School District embraces the differences among our students, staff, and families. We work to provide a safe environment with access to resources, opportunities, and instruction for all students to reach their full potential in the classroom and beyond. We strive to create a culture of dialogue, acceptance, and inclusion. We are committed to engaging all students so that they may thrive academically, socially, and emotionally in an ever-changing, multicultural society.

The District aspires to providing an educational experience that helps all learners reach their full potential, regardless of race, family income, language, background, personal characteristics, and ability. We must identify and address personal and institutional biases that may exist within our learning environment to help ensure that our learners have what they need to develop their potential. Our learning community is stronger for its greater diversity and prepares our students to live and work in a diverse world.

The District will provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds and in school buses, and at school-sponsored activities to the fullest extent permitted by law. Hate speech is harmful and imposes a social, physical, psychological and academic impact on our school community. The District will not tolerate any form of hate speech, and will consistently and vigorously seek to eliminate it.

Providing an equitable learning environment requires the support of our community as a whole; however, all students, administrators, teachers and staff share responsibility for preserving and strengthening that environment. School staff are expected to immediately intervene when observing any circumstance contrary to this policy, and promptly report any potential violations of this policy to a school administrator so that it can be properly addressed through appropriate education and/or disciplinary actions.

II. Definition

Hate speech is defined as any communication or form of expression that attacks, threatens, degrades or insults a person or group based on their race, color, national origin, ancestry, creed, age, gender, disability, sexual orientation, gender variance or any other group protected by board policy 411.

Hate speech does not include educational materials or lessons that are used by the District, or its staff, in good faith. As a matter of policy, the District will not allow students to read slurs that may appear in texts that we teach out loud. By prohibiting the oral use of slurs, even when a text is read out loud in class, we demonstrate

to our students that words can and do have power, and can be objectively and culturally hurtful and offensive. Although textual integrity is important, we believe that:

- Granting permission or giving a “pass” to say a slur merely because it is in a text, ignores the degrading effects of slurs in our lexicon and reinforces the privilege of majority groups.
- Reading a slur out loud ignores the experiences, perspectives, and consequences for people who have had to live with its dehumanizing effects.
- Using a slur can affect individuals’ ability to learn by invoking stereotypes and stereotype threats.

In addition to not reading the word aloud, staff members are expected to acknowledge to students that while this word/phrase exists in a particular text and may be seen as having artistic or literary value, or may be essential to understanding the prevailing culture at the time the piece was written, the words will not be read out loud or spoken in class. The staff member will explain why the words are not being used, referencing the reasons identified above. Staff members with questions/concerns about this position are encouraged to speak to building administrators and/or the Directors of Curriculum and Instruction for their grade span.

III. Prohibited Conduct

- A. The use of hate speech by students, staff, or any individual on district property, during school-sponsored activities, or in the school environment is strictly prohibited. No student shall engage in hate speech while on school property, at a school sponsored event, on school provided transportation or while under the supervision of a school authority. No employee shall engage in hate speech while engaged in the performance of their job duties, while representing the District in an official capacity, or while off-duty. Any action related to hate speech that causes a substantial disruption to the educational environment or that collides with the rights of others, including but not limited to, bullying or harassment targeting particular individuals based on their membership in a protected classification, or threats aimed at school staff or other students.
- B. Prohibited conduct includes, but is not limited to:
 - a. Derogatory or offensive language or slurs.
 - b. Threats, intimidation, or harassment based on protected characteristics.
 - c. The display of symbols or images, or making gestures associated with hate or discrimination.
 - d. The dissemination of materials that promote hate or discrimination.
 - e. Cyberbullying or any form of electronic communication or expression that constitutes hate speech.
- C. Retaliation against a victim, good faith reporter, or a witness to hate speech is prohibited. Individuals reporting hate speech or discrimination are essential to having a working procedure(s) for policing and remedying instances of discriminatory behavior. Accordingly, any District employee or student who engage in retaliation shall be disciplined in accordance with District policies and building procedures, up to and including recommendation for expulsion or termination.
- D. Any person violating this policy will be subject to disciplinary action consistent with applicable federal and state laws and regulations, the employee handbook, the applicable student handbook, the co-curricular handbook and/or other board policies. If a violation of this policy is not found, the behavior may still be subject to other District policies, handbooks, or procedures such as Policy XXX (Non Discrimination/Harassment/Bullying).

IV. Reporting Procedures

- A. Any individual who believes they have been subjected to hate speech, or who witnesses or becomes aware of hate speech, is encouraged to report the incident immediately to a school administrator, counselor, or any trusted staff member. Students who wish to remain anonymous may also access the reporting tool on the District website.

- B. Reports may be made orally or in writing. The District will provide reporting forms in multiple languages and accessible formats as needed.

The District will maintain confidentiality to the extent possible, consistent with the need to investigate and address the reported conduct, while protecting the interests of the victim.

V. Investigation and Response

- A. Upon receiving a report of hate speech, the District will promptly and thoroughly investigate the matter. The investigation will be conducted by trained personnel and will include interviews with the complainant, the alleged perpetrator, and any witnesses. If the District receives a report of hate speech or discrimination more generally, the District will make an initial assessment of whether the allegations being made, if true, would constitute a violation of this policy. If the District determines that the allegations, even if true, do not make out a violation of District policy, or state or federal law, the District will determine whether additional investigation is reasonably likely to generate additional information supporting the charge being made, and will proceed accordingly. The purpose of this procedure is not to disqualify complaints but, instead, is meant to encourage meaningful reporting of useable information and assist complainants with reporting relevant events to investigate complaints.
- B. The District will take appropriate action to address and remedy any verified incidents of hate speech. Disciplinary actions may include, but are not limited to:
 - a. Warnings or reprimands.
 - b. Counseling or educational programs.
 - c. Suspension or expulsion of students.
 - d. Termination of employment for staff.
 - e. Other, appropriate legal action, if necessary.
- C. The District will provide support services to individuals affected by hate speech, including counseling and resources for coping and healing.

VI. Prevention and Education

- A. The District will implement ongoing training and education programs for students, staff, and the community to promote understanding, respect, and inclusivity. These programs will address the impact of hate speech and the importance of standing against discrimination and hostility.
- B. The District will provide training in recognizing and responding to microaggressions, which are statements, actions or incidents regarded as manifesting unintentional or inchoate discrimination against protected classes of individuals.
- C. The District will regularly review and update its anti-hate speech policy and practices to ensure effectiveness and compliance with state and federal laws.

VII. Policy Dissemination

- A. This policy will be distributed annually to students, staff, and parents/guardians through handbooks, newsletters, registration and/or enrollment materials, and the District website.
- B. The District will display information about this policy and reporting procedures prominently in all school buildings.

VIII. Monitoring and Evaluation

- A. The District DEI Steering Committee will monitor and evaluate the effectiveness of this policy and related practices. The Committee will include representatives from the student body, staff, administration, and the community.

B. The Committee will review incident data, feedback from stakeholders, and best practices to make recommendations for improvement.

IX. Compliance

This policy complies with all applicable federal and state laws, including Title VI and Title IX of the Civil Rights Act, the Americans with Disabilities Act, Section 504, and Wisconsin state statutes.

HISPANIC HERITAGE MONTH CONTENT

September 15 - October 15, 2024

Principals & Student Services Staff:

We had an amazing team of educators work this summer on putting together some content to celebrate Hispanic Heritage Month! Our goal as a DEI Steering Committee is to be more consistent across all of our buildings when we are celebrating a variety of cultures throughout the school year.

Our team has provided daily announcements for Hispanic Heritage month, but we understand that some buildings may not use all of them. Our goal is to have each school use at least one announcement per week related to Hispanic Heritage Month, which runs from September 15 - October 15, 2024. If the first one could be read on Monday, September 16, 2024 that would be great since that will kick off our celebration month. The announcements are in a slide deck format in case your building wants to use them during advisory. They could also be read aloud in the morning if that is your building's preference.

[K-12 Announcements](#)

Our team also put together some bulletin board ideas that could be used as a display near the office, in a hallway or in the library.

[Bulletin Board Ideas](#)

Since we are too late for the September newsletters in each building, we would love to have this article included in the October school newsletter. Next year we'll be ahead of the game and get this information to the buildings before school starts.

[Newsletter Article](#)

In previous years, our student services teams have sent information out to staff about Hispanic Heritage Month, so we put together a weekly message for staff that could be included in your weekly staff communication.

[Staff Messaging](#)