

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

Wednesday, February 26, 2025

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. HARASSMENT POLICY REVIEW

3

The Administration will review policies 411, 411 Rule, 411.1 with the committee.

VI. INFORMATIONAL UPDATES

23

Progress toward plan goals, including updates from our January PD day, our work with Center 4 All and the student action plan from the MSAN student group.

VII. FUTURE MEETINGS

VIII. 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.”

STUDENT NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITIES

Waunakee Community School District

Policy 411

Page 1 of 5

The right of students to be admitted to school and to participate fully in curricular, co-curricular, recreational, student services, or other programs or activities shall not be unlawfully abridged or impaired because of a student's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Accordingly, the School Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected status or classification that serves as the basis for any prohibited discriminatory conduct, policy, or practice. When based upon a legally-protected status or classification, examples of unlawful and discriminatory acts can include:

1. The denial of admission to any public school;
2. The denial of participation in, equal access to, or the benefits of any curricular, extracurricular, student services, recreational, or other program/activity, including the District's career and technical education opportunities;
3. The discriminatory and inequitable provision of resources among comparable curricular or extracurricular programs; or
4. Any action, policy, or practice, including segregation, bias, stereotyping, or student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on a legally-protected classification or characteristic.

As further required by the Board's policies and/or applicable law:

- The District shall provide all appropriate and legally-required accommodations, educational services, and/or programs for students who have been identified as having a qualifying disability, regardless of the nature or severity of the disability and regardless of whether the student qualifies for the District's special education program. Facilities modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.
- Among other accommodations for a student's religious beliefs that may be required under state or federal law, the District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. If any such need is not adequately resolved by the application of regular classroom procedures, a student or the student's parent/guardian may submit a written (including via email) request for such an accommodation to the principal of the student's school. Access to and disclosure of such requests is limited as provided under the District's student records policies. The school principal or his/her designee shall approve or deny each such request. Potential accommodations may include, but are not necessarily limited to, being excused from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodation granted under this paragraph shall be provided to the student without prejudicial effect.
- Children of homeless individuals and unaccompanied youth (youth not in the custody of a

STUDENT NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITIES

Waunakee Community School District

Policy 411

Page 2 of 5

parent or guardian) as identified under federal law shall have equal access to the same free, appropriate public education, including comparable services, as those provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

This policy shall not be interpreted to prohibit the District from (1) providing special programs or services based on student need, such as gifted and talented programming, special education, school-age parents, bilingual-bicultural programs or services, at risk or alternative programs, and other special programs or services; or (2) placing a student in a school, program, class, or activity based on objective standards of individual need or performance.

Complaints alleging a violation of any aspect of this policy may be filed and shall be processed in accordance with the District's student discrimination complaint procedures, as adopted in connection with Board Policy 413/513 and this policy. The Special Education Director is authorized to receive any student discrimination complaint, including any complaint arising under Chapter PI 9 (student nondiscrimination under state law) or Chapter PI 41 (accommodation of students' religious beliefs) of the Wisconsin Administrative Code.

Any person who is determined to be responsible for any form of unlawful discrimination, any act of prohibited retaliation, or other violation of a District nondiscrimination policy, including this policy, is subject to appropriate disciplinary action and/or other appropriate consequences that are within the District's lawful authority.

Policy Provisions Incorporated by Reference. The following provisions of Board Policy 413/513, which addresses the District's commitment to nondiscrimination across all aspects of the District's programs, activities, and operations, are applicable to this student-focused policy and are incorporated by reference:

- The designation of nondiscrimination coordinators, including the District's Title IX Coordinator(s). [*Board Policy 113*] provides the direct contact information for the District's nondiscrimination coordinators.
- Notice that the prohibitions against sex discrimination established by Title IX of the federal Education Amendments of 1972 ("Title IX") and by the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations") apply to the District. Title IX protects students, employees, and others from various forms of prohibited sex discrimination.
- Procedures under which any person (including a person who is not claiming to have been personally harmed/victimized by the alleged conduct or challenged policy) may report information about or, if eligible, submit a complaint alleging possible prohibited discrimination or prohibited retaliation. This includes procedures and conditions under which an individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX "complainant") may file a "formal complaint" of "sexual harassment," as those terms are defined in federal regulations for purposes of Title IX.
- The prohibition that no official, employee, or agent of the District or any other person

STUDENT NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITIES

Waunakee Community School District

Policy 411

Page 3 of 5

(including a student) may intimidate, threaten, coerce, or unlawfully discriminate against any individual (1) for the purpose of interfering with any right or privilege secured by any nondiscrimination statute or related regulation, or (2) because the individual has made a report or complaint, or testified, assisted, participated, or exercised a protected legal right (if any such right is applicable) to refuse to participate in any manner in an investigation or proceeding conducted under any District nondiscrimination policy.

- The limitations on the extent to which the District can provide or assure confidentiality, but also the commitment to observe any specific confidentiality requirements established by state or federal law.
- The prohibition against bad faith conduct and abuse of process in connection with any report or complaint of possible discrimination or retaliation.

External Complaints and Proceedings. By following the procedures and timelines established by the applicable non-District entity, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction. Each such external entity independently determines whether a given complaint falls within the entity's scope of authority.

Notices and Published Nondiscrimination Statements. The District Administrator and the District's designated nondiscrimination coordinators shall ensure that notice of this policy and its accompanying complaint procedures is published at the beginning of each school year as a Class 1 legal notice. In addition:

1. A student nondiscrimination statement shall be included in the District's student and employee handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities;
2. The District's student nondiscrimination complaint procedure shall be included in the District's student and employee handbooks; and
3. The District shall also provide the notices required under applicable federal nondiscrimination laws that apply to students (e.g., Title IX, Section 504, etc.).

Evaluation and Reports. The District Administrator and the District's designated nondiscrimination coordinators shall ensure that the District annually prepares a summary compliance report regarding student nondiscrimination and that the District completes an evaluation of the status of nondiscrimination and equality of educational opportunity in the District at least once every five years, as further specified under the regulations of the Department of Public Instruction.

Legal References:

Wisconsin Statutes

[Section 118.13](#)

[student nondiscrimination; policy/procedures required]

Wisconsin Administrative Code

STUDENT NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITIES

Waunakee Community School District

Policy 411

Page 4 of 5

[PI 9](#)
[PI 41](#)

[student nondiscrimination; policy/procedure/notice required]
[accommodating student religious beliefs; policy required]

Federal Laws

[20 U.S.C. §1681 et seq.](#)

[Title IX of the Education Amendments of 1972, as amended, prohibiting sex discrimination in federally-supported educational programs; implementing regulations at [34 C.F.R. Part 106](#)]

[20 U.S.C. §6312\(e\)\(3\)\(D\)](#)

[nondiscrimination in admission on the basis of surname or language-minority status]

[29 U.S.C. §794 et seq.](#)

[Section 504 of the Rehabilitation Act of 1973, as amended, prohibiting discrimination based on a qualifying disability; implementing regulations at [34 C.F.R. Part 104](#) and [28 C.F.R. Part 42, Subpart G](#)]

[42 U.S.C. §12131 et seq.](#)

[The Americans with Disabilities Act, Title II, as amended, nondiscrimination based on disability by state and local governments; implementing regulations at [28 C.F.R. Part 35](#)]

[42 U.S.C. §6101 et seq.](#)

[Age Discrimination Act of 1975, as amended, prohibiting age discrimination, with relevant exceptions, in programs or activities receiving Federal financial assistance]

[42 U.S.C. §2000c et seq.](#)

[Title IV of the Civil Rights Act of 1964, as amended, prohibiting certain equal protection violations relating to the assignment of students to public schools and within such schools based on sex, religion, race, color, or national origin]

[42 U.S.C. §2000d et seq.](#)

[Title VI of the Civil Rights Act of 1964, as amended, prohibiting discrimination on the basis of race, color, or national origin in any program or activity that receives federal funds; implementing regulations at [28 C.F.R. Part 42, Subpart C](#)]

[42 U.S.C. §11431 et seq.](#)

[the McKinney-Vento Homeless Assistance Act; equal access for homeless students; required policies to remove barriers]

[34 C.F.R. Part 100, App. B](#)

[this appendix requires school districts to provide a notice that all vocational opportunities will be offered without regard to race, color, national origin, sex, or disability]

Cross References:

WASB PRG 411 Sample Policy 3

342.1, Programs for Students with Disabilities

411-Rule (1), Student Discrimination/Harassment Complaint Procedures

411.1, Student Harassment

413/513, Nondiscrimination in District Programs, Activities and Operations

512, Sexual Harassment

Special Education Handbook

Adoption Date: March 1994

Revised: September 1995
March 2002

STUDENT NONDISCRIMINATION AND EQUAL EDUCATIONAL OPPORTUNITIES

Waunakee Community School District

Policy 411

Page **5** of **5**

May 2005
May 2016
September 2024
XXXX, 2025

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 1 of 10

If any person believes that the Waunakee Community School District has inadequately complied with section 118.13 of the state statutes and the statute's implementing regulations or any of the federal nondiscrimination laws (including but not limited to Title VI, Title IX, Section 504, and Title II of the Americans with Disabilities Act), or if any person believes that a student has in some other way been unlawfully discriminated against on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, parental or marital status, any physical, learning, mental or emotional disability, or any other legally-protected status or classification, then the person may attempt to resolve his/her concern by reporting the relevant information to an appropriate District official and/or, to the extent eligible, by submitting a complaint that serves to initiate the District's formal complaint procedures, as established in this Rule. As further explained below, the District may redirect certain complaints to be processed under different procedures.

The complaint procedures defined below may also be used to address other types of student-related complaints and other types of non-student-related discrimination complaints to the extent authorized or directed by any Board policy or District rule/procedure. However, an appeal to the Department of Public Instruction (DPI) may not always be available when the complaint procedures are used for such other purposes.

Any person participating in the resolution of a report or complaint of possible prohibited discrimination who has concerns about safety, the availability and maintenance of an appropriate school-related environment, or retaliation should discuss those concerns with a District-designated nondiscrimination coordinator as early as possible in the process. Such concerns may be raised even prior to initiating the complaint procedure.

When a District nondiscrimination coordinator or an authorized designee is notified of any report or complaint of alleged discrimination under these procedures (including a report or complaint of retaliation prohibited by a nondiscrimination law and/or District policy), the District shall consider (and any person involved in the matter may affirmatively request consideration of) any interim measures that should be taken while the report or complaint is being resolved. Such interim measures may include, for example, safety planning or other steps that might be taken to protect any person and to ensure equal access to the District's education programs and activities.

Within these procedures, a report to an appropriate District official of conduct that reasonably may constitute prohibited student discrimination (or retaliation) will be treated as a "complaint" when an eligible person has made an oral or written request to an appropriate District official that objectively can be understood as a request for the District to investigate and make a determination about the alleged discrimination or retaliation. The procedures below further address the filing and processing of complaints. (Note: The District requires an oral complaint to be documented in writing as a condition of starting a formal investigation and determination of the allegations under these complaint procedures.)

It is also permissible to report a concern about possible discrimination to an appropriate District official that is not intended as a "complaint," but that is intended (1) to notify appropriate District officials of information about possible student discrimination, (2) to seek assistance related to possible discrimination for one or more persons, and/or (3) to request that the District consider a particular change or other response to the concern. The District's expectation is that, upon

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 2 of 10

receiving any such report, the District's designated nondiscrimination coordinators and other administrative officials will appropriately respond to the report, with the goals of preventing, identifying, and preventing the recurrence of any prohibited discrimination.

A. COORDINATION WITH THE DISTRICT'S TITLE IX GRIEVANCE PROCESS FOR ALLEGATIONS OF TITLE IX SEXUAL HARASSMENT

As required by the federal Title IX regulations, the District will use its separately-adopted Title IX "grievance process" to address "formal complaints" of "sexual harassment," as those terms are defined in the federal regulations (see 34 C.F.R. §106.30). The District's Title IX grievance process is documented in 413/513 Rule 1, and it is available on the District's website. Regarding the Title IX grievance process:

1. If a complaint or other report of possible sex-based **harassment** could have been pursued as a formal complaint of Title IX sexual harassment under the District's Title IX grievance process but the complaining party elects not to do so, then the District is not under any automatic obligation to process the report of sex-based harassment using the general nondiscrimination complaint procedures defined above. However, even if the District does not initiate the use of its Title IX grievance process or the general complaint procedures defined below, the District will still fulfill any applicable legal obligations to appropriately respond to the reported information.
2. The District is not required to use the general nondiscrimination complaint procedures defined below to further address any report, complaint, allegation, or basis for a finding of potential misconduct or liability that reaches a determination or that is otherwise resolved through the separate Title IX grievance process. However, such determination or resolution may be subject to an appeal to DPI by the complainant as the District's determination of the complaint for purposes of Chapter PI 9.

B. OPTIONS AND PROCEDURES FOR INFORMAL RESOLUTION

The District strongly encourages, but does not require, the informal resolution of complaints and concerns regarding the implementation and monitoring of the laws, regulations, and local policies that facilitate the provision of equal educational opportunities and that prohibit discrimination against students.

To pursue informal means of resolving a complaint or concern, a person may initially contact either the appropriate school principal or the District's nondiscrimination coordinator for student matters, whose full position title and contact information is provided below in Section C-1 of these procedures. Reports may also be made via an online reporting tool if available. If an individual initially contacts a school principal regarding informal resolution of a student discrimination matter, the school principal shall involve a District-designated nondiscrimination coordinator in determining the District's response.

In contacting the District to initiate an informal process, it will be very helpful if the individual contacting the District expressly states (1) that they would like to explore informal means of reporting possible discrimination or addressing a complaint or concern prior to initiating a formal complaint; and (2) that their report, complaint, or concern involves a potential violation of particular laws or District policies.

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 3 of 10

Informal methods for attempting to resolve a complaint or concern may include the scheduling of meetings among relevant parties; meetings or communications mediated by an administrator or other individual selected by the District who was not directly involved in the issue; or, following a presentation and initial assessment of the issue(s), the offering of one or more options for changes to be made in the relevant circumstances. If a report of possible student discrimination has been made by an individual (e.g., an uninvolved witness) who is not a person who would qualify as an actual, aggrieved party in interest to the alleged discrimination, then an option for informal resolution of the report may include a commitment by the District to attempt to contact the actual party in interest regarding the report and the available options for addressing the relevant circumstances.

C. FORMAL DISCRIMINATION COMPLAINT PROCEDURES

1. **Filing a Complaint.** A complaint arising under the state or federal laws identified in this rule, or under the Board's equal educational opportunities and student nondiscrimination policy, may be filed as provided in Board Policy 413/513. In addition, it is always sufficient to file a written complaint that concerns possible student discrimination directly with the office of the Special Education Director, who serves as a District-designated nondiscrimination coordinator for student matters. The same employee is also a District-designated coordinator for purposes of Title IX, Section 504, the Americans with Disabilities Act, and the Age Discrimination Act. The contact information for the student nondiscrimination coordinator (also referred to below as the "Compliance Officer") is as follows:

Special Education Director and Student Nondiscrimination Coordinator
Waunakee Community School District
905 Bethel Circle Waunakee, WI 53597
608-849-2000
tiffanyloken@waunakee.k12.wi.us

A District form that can be used to submit a complaint of student discrimination is available at <https://www.waunakee.k12.wi.us/board/policies> and can also be obtained upon request from the main administrative office in any District school.

2. **Formal Processing and Investigation of a Complaint under these Procedures to be Based on a Written Statement.** Although a complaint may initially be made orally, the formal complaint procedures listed below shall be initiated based on a written statement of the complaint that documents the relevant claims/allegations. The written statement may be a statement that was submitted by a complainant (or a complainant's legally-authorized representative, such as a parent) or a statement that is prepared by a District-designated nondiscrimination coordinator or a designee that documents an oral complaint. If necessary, the written statement may be amended during the process, or the District may otherwise inform the parties of any clarifications of or changes to the claims or allegations under investigation.

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 4 of 10

As needed, the Compliance Officer or a designee may, without bias or favoritism and without serving as an advocate, seek confirmation of what is being alleged or request additional details or clarifications.

3. **Initial Processing and Investigation.** Upon receiving or documenting a written statement of the complaint, the Compliance Officer shall initially issue an acknowledgement of receipt, determine whether the issues presented are properly amenable to resolution through the student discrimination complaint procedures, and, if so, undertake or arrange for an investigation of the issues raised by the complaint.
 - a. The Compliance Officer or a designee shall provide the person making the complaint with a written acknowledgement of receipt within 21 days of receiving or documenting the written statement of the complaint.
 - b. If the Compliance Officer determines, after obtaining the approval of the District Administrator, that the complaint (or a portion thereof) does not present an issue that can be addressed through this complaint procedure, then the District may re-direct the complaint to another internal procedure, to the extent applicable. Within ten (10) days of receiving notice of any decision that the complaint (or a portion thereof) is not amenable to an investigation and/or determination on the merits through these procedures (including a District-initiated dismissal of the complaint for a lawful reason), the complainant may request that the District Administrator reconsider that determination. Upon receiving any adverse response to the request for reconsideration that constitutes a final determination, the complainant may appeal the determination to the Department of Public Instruction within thirty (30) days, as further identified below.
 - c. Any investigation shall be conducted by a person who the District determines is not identified within the complaint as a party who is allegedly responsible for, or who was directly involved in, the underlying issue or incident(s).
 - d. In all cases that proceed to an investigation stage, either the Compliance Officer or an assigned investigator shall speak or correspond personally with the complainant in order to provide an opportunity for the complainant to provide such information and evidence as the complainant wishes to present. Prior to reaching a determination pursuant to an investigation conducted under these procedures that any known alleged responsible party personally engaged in discrimination, violated District policies or rules, or committed other misconduct related to the allegations, the investigator shall make reasonable efforts to provide such individual respondent(s) with an equivalent opportunity. This paragraph does not prohibit additional investigative interviews of the parties or other persons.
4. **Determination after an Investigation.** Following an investigation, either the investigator, the Compliance Officer, the District Administrator, or a separate designee approved by the District Administrator or School Board shall issue the initial administrative determination of the complaint and, in a manner consistent with applicable student records laws, issue a written determination to the complainant and any other appropriate parties indicating the extent to which the complaint was or was not substantiated and including such other information as may be appropriate under the

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 5 of 10

circumstances. Depending on factors such as the authority of the person assigned to make the initial determination of the complaint, the specific nature of the allegations, and the application of confidentiality laws, a determination that any allegation of discrimination, retaliation, or other misconduct or violation has been substantiated (in whole or in part) may or may not identify specific remedies for the aggrieved party, disciplinary sanctions, or other consequences (or recommendations for such actions). For example, it may be necessary or appropriate in some cases for the determination to include the conclusion that a person responsible for substantiated discrimination or any other misconduct or violation shall be referred to appropriate District officials for follow-up decisions based on the determination.

5. **Requests for Reconsideration, Final District Action, and Appeals to DPI.** If any actual party to the complaint is dissatisfied with the initial administrative determination of the complaint, he/she may file a request within ten (10) days of receipt of the determination asking the District Administrator to review the file and reconsider the determination.
 - a. If a party requests reconsideration, he/she shall identify the basis for the request with reasonably specificity. Subject to the overall time limitations described below, the District Administrator shall issue a decision on reconsideration within thirty (30) days of the District Administrator's receipt of the request. At the District's discretion, additional fact-finding may occur at this stage.
 - b. To the extent an actual party in interest to a complaint is notified of any specific remedies, sanctions, or consequences as part of the written determination received by that party, only the intended beneficiary of a remedy (or such person's representative) may request reconsideration through these procedures of the specific remedies applicable to that party. Similarly, only the person on whom a sanction or other consequence has been imposed (or such person's representative) may request reconsideration through these procedures that is based on a direct challenge to the specific type or severity of the sanction(s)/consequence(s).
 - c. A decision on reconsideration is a final District determination of the complaint. The decision will include appropriate information about a complainant's right under Chapter PI 9 to appeal an adverse determination to DPI.
 - i. Appeals to DPI may be mailed to the Department of Public Instruction, Pupil Nondiscrimination Program, P.O. Box 7841, Madison, WI 53707.
 - ii. Any appeal to DPI must be filed within thirty (30) days of the date of the school District's final action on the complaint.
6. **Timelines and Extensions.** Generally, the initial administrative determination following an investigation will be reported to the complainant and to other appropriate parties within approximately sixty (60) calendar days of the District's receipt of the complaint, and any decision on reconsideration will normally be issued within ninety (90) calendar days of the District's receipt of the complaint.

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 6 of 10

- a. The administrator who is managing the complaint process is encouraged to keep the actual parties of interest to the complaint (including any alleged victim/target or any alleged responsible party) apprised of the status of the complaint.
- b. The District and the parties involved may mutually agree to a further extension of the overall 90-day time period. If mutual agreement to extend the time period cannot be obtained and good cause for an extension exists, the District may contact DPI and request express permission to unilaterally extend the overall 90-day time period.
- c. A party may request a reasonable extension of a deadline that is applicable to the parties under these procedures, and the District may approve such requests, in whole or in part, upon a determination that there is good cause for the request and that extending the deadline will not be unduly prejudicial to the District or to the parties. The District does not have authority to extend regulatory deadlines for initiating an appeal to DPI.

D. DEADLINE FOR THE INITIAL FILING OF A COMPLAINT

There is no absolute deadline for the initial filing of a complaint under these procedures. The District always has an interest in being made aware of potential concerns with student discrimination and other student issues permitted to be raised through these complaint procedures. However, a person with a complaint or concern involving a student matter is encouraged to notify the District of the issue or to file a formal complaint as soon as reasonably possible after the occurrence of the relevant events. Any gap in filing or otherwise pursuing a complaint or concern can affect the extent to which it is practical to investigate the matter, and a delay may also limit the range of possible remedies and resolutions that are reasonably available. Notwithstanding the lack of a single, fixed deadline, the District Administrator shall have authority to determine that any complaint that is filed more than 300 days after the occurrence of the incident in question, or after the last occurrence of an ongoing/recurring incident of alleged discrimination, will not be processed through these procedures for lack of timeliness (although the District Administrator may follow-up on the issues presented through other means if appropriate). A decision that the complaint is untimely (or any other dismissal of a complaint prior to issuing the determination identified in Section C-4 above—such as dismissal for egregious abuse of process) is subject to the reconsideration and appeal steps identified in Section C-3(b) above.

Complainants should also be aware that courts and external agencies may have specific filing or notice deadlines that are tied to the date of the alleged violation, rather than the date that a party initiates or completes any District-established complaint process.

E. SPECIAL PROCEDURE FOR COMPLAINTS INVOLVING THE DESIGNATED FILING OFFICER

In the event that a complaint to be filed under these procedures concerns the actions of or decisions made directly by the filing officer designated in Section C-1 of the above-listed procedures, the complainant may instead file the complaint in writing at the District's main administrative office, directed to the attention of the District Administrator, who shall adjust the roles performed in the process so that the filing officer is neither managing, investigating, nor determining the District's administrative response to the complaint.

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 7 of 10

F. SPECIAL PROCEDURE FOR COMPLAINTS INVOLVING THE DISTRICT ADMINISTRATOR

In the event that a complaint to be filed under these procedures concerns the actions of or decisions made directly by the District Administrator, the complainant may file the complaint in writing at the District's main administrative office, directed to the attention of the Board President, who shall work with District legal counsel in order to process the complaint. If the Board President and District legal counsel determine that the District Administrator may not be sufficiently impartial, or that it is in the best interests of the District to avoid the appearance of any such partiality, then the Board President, with notice to the other members of the Board, shall designate District legal counsel or another non-employee investigator as the complaint manager for purposes of processing and investigating the complaint up to the point of reaching and issuing a resolution on the complaint. After completion of the investigation in such a case, the Board shall meet and assess the findings and outcome of the investigation, make and issue the resolution of the complaint, and perform the role of the District Administrator in [*steps 4 through 5 in Section C*], above.

G. SPECIAL PROCEDURES FOR COMPLAINTS WHERE A PROPOSED ADMINISTRATIVE RESOLUTION REQUIRES A CHANGE IN BOARD POLICY OR INVOLVES THE PAYMENT OF DISTRICT FUNDS

In the event that the District determines at any stage of processing the complaint that the most appropriate resolution of a complaint requires either a change in Board policy or any payment of District funds to a complainant or other aggrieved person, the District Administrator shall present the complaint, the investigative findings, and the proposed resolution to the Board. The Board shall then determine and issue the resolution that is required in [*Section C-4*] of the procedures listed above. To the extent the Board issues the resolution required in [*Section C-4*], the Board shall respond to any request for reconsideration of that resolution that may be submitted under [*Section C-5*].

H. VOLUNTARY WITHDRAWAL OF A COMPLAINT

Where the complainant voluntarily withdraws a complaint due to a satisfactory resolution of the issues, mootness, or any other reason, the District is not required to continue to process the complaint. However, in certain circumstances, the District may choose to continue to follow-up on issues or concerns identified in the withdrawn complaint through other means or processes.

I. FILING COMPLAINTS WITH THE OFFICE FOR CIVIL RIGHTS OF THE U.S. DEPARTMENT OF EDUCATION AND OTHER EXTERNAL AGENCIES OR THE COURTS

Nothing within these locally-established complaint resolution procedures shall preclude individuals from filing a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office of Civil Rights ("OCR"), as authorized by federal law. Such complaints may be filed with OCR as further described on the U.S. Department of Education's website. See <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. OCR complaints originating in Wisconsin are generally processed by OCR's regional office located in Chicago.

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 8 of 10

Office for Civil Rights
Chicago Office
U.S. Department of Education
John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604

Telephone: (312) 730-1560
Facsimile: (312) 730-1576; TDD: 800-877-8339
Email: OCR.Chicago@ed.gov }

A complaint or suit may also be filed with another external governmental agency or court. Such agencies and courts independently determine the timeliness of a complaint or suit and the extent to which any given complaint or suit falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

J. CONFIDENTIALITY

Complainants who have specific concerns about confidentiality in connection with a complaint should arrange to discuss those concerns at the time they file their complaint.

The District cannot assure complainants or other aggrieved parties or alleged victims that a complaint can be processed without disclosing the identity of persons involved in the events/issues to the extent reasonably necessary to investigate and process the complaint. For example, in most cases, it is not possible to fully process and investigate a complaint without revealing the identity of the person(s) who has filed the complaint to individuals being questioned about the issues/events identified in the complaint.

All complainants are given further notice by this section that, in some situations, the allegations of a complaint will compel an investigation or other follow-up activity by the District in a manner that necessitates the direct or indirect disclosure of the identity of a complainant against his/her wishes, even when the complainant seeks to "withdraw" the complaint.

At the same time, it would be wholly inappropriate for District employees who may be involved in the complaint resolution process to violate lawful confidentiality directives or any applicable confidentiality requirements established in state or federal law, such as by inappropriately disclosing information from student records when no lawful exception to confidentiality applies. District policy also prohibits District employees, other agents of the District, and students who are involved in the complaint resolution process from engaging in acts of harassment or retaliation against any aggrieved party, complainant, or other person involved in the complaint resolution process. Any violations of the District's conduct expectations related to the complaint resolution process subject the violator to appropriate disciplinary action.

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

411-Rule

Waunakee Community School District

Page 9 of 10

The District will also carefully assess its legal obligations under the public records law before the District would disclose any sensitive and personally-identifiable complaint-related information in response to a request for records.

An example of a complaint that may be able to be processed without regard to the identity of the complainant is a complaint that raises a question as to the legality of a District-wide or school-wide policy or practice of general applicability that affects many students, and that can be adequately assessed without reference to any particular student, family, or incident.

K. SEPARATE COMPLAINT PROCEDURE – SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Handbook, or as outlined in the District's Section 504 Handbook, as may be applicable.

L. Standard Behavior Reporting Procedures

District staff are expected to inform the appropriate administrator or the District's nondiscrimination coordinator for student matters as soon as they are aware of a concern.

Upon receiving a report, the District will promptly and thoroughly investigate the matter. The investigation will be conducted by designated administrators and will include interviews with the complainant, the alleged perpetrator, and any witnesses. If the District receives a report of harassment, the District will make an initial assessment of whether the allegations being made, if true, would constitute a violation of Policy 411 or 411.1. If the District determines that the allegations, even if true, are not 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 usable information and assist corrective and responsive actions to maintain a safe and positive environment in the school community.

At the conclusion of this process, the appropriate administrator will communicate to the reporter and/or victims the general outcome in writing or email consistent with protecting the rights of all parties.

Cross References: WASB PRG 411 Sample Rule 3

Adoption Date: March 1994

Revised: September 1995

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

Waunakee Community School District

411-Rule

Page **10** of **10**

April 1999
March 2002
February 2019
September 2024
XXXX, 2025

STUDENT HARASSMENT BASED ON A LEGALLY-PROTECTED STATUS

Policy 411.1

Waunakee Community School District

Page 1 of 5

This policy addresses prohibited harassment of students that is based on, or that occurs because of, a student's legally-protected status, including harassment that is based on a student's sex (including any non-conformance with sex-based or gender-based stereotypes), sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. The District prohibits and will intervene to respond to reports, complaints, or other sufficient notice of any such harassment not only because of the District's legal obligations, but also because such conduct is detrimental to the educational environment and to the well-being of students. This policy further addresses preventative education and instructional practices involving speech that creates an environment that is intimidating, hostile or offensive and related to harassment so that the District fosters a positive educational environment. Harassment normalizes discrimination by making prejudiced views seem acceptable. It harms relationships, unity, civil discourse and creates an intimidating, hostile and offensive environment. Clear standards, education, and fostering respectful norms are essential to protect individual dignity while supporting critical thinking and free expression.

Defining and Identifying Harassment Based on a Legally-Protected Status

Although different state and federal laws establish different standards to define conduct that does (or does not) constitute prohibited student harassment, prohibited harassment under this policy generally includes behavior (or any course of conduct) affecting one or more students that is based, in whole or in part, on a legally-protected status or classification and that:

1. Substantially interferes with a student's school performance;
2. Substantially interferes with a student's ability to participate in or benefit from any District activity or program; or
3. Creates an intimidating, hostile, or offensive environment within any District school, activity, or program.

As defined and prohibited under the federal Title IX regulations (see [34 C.F.R. §106.30](#)), sexual harassment of a student also expressly includes conduct on the basis of sex within a District program or activity that either (1) involves a District employee conditioning the provision of an aid, benefit, or service of the District on a student's participation in unwelcome sexual conduct; (2) is unwelcome and sufficiently severe, pervasive, and objectively offensive so as to effectively deny a student equal access to an education program or activity; **or** (3) constitutes sexual assault, stalking, dating violence, or domestic violence as those terms are further defined under the Title IX regulations.

In addition:

- The person responsible for the prohibited harassment may be another student, a District employee, a non-employee acting as an agent or contractor of the District, or another person who is present in, or who engages in conduct that sufficiently impacts, the educational environment or the applicable District program or activity.
- A student can be a victim of and adversely affected by harassing conduct even when he/she is not the direct target of the harassment.

STUDENT HARASSMENT BASED ON A LEGALLY-PROTECTED STATUS

Policy 411.1

Waunakee Community School District

Page 2 of 5

- Harassment is defined primarily by the characteristics and effects of the behavior, and such considerations can outweigh any asserted lack of specific intent to harass. The effects of the relevant conduct are normally evaluated from the perspective of a reasonable person in the position of the student victim.

Persons who engage in prohibited harassment in violation of this policy or in violation of the immediately preceding paragraph are subject to District-imposed discipline or other sanctions, and the District may provide victims of harassment with appropriate accommodations, other remedies or support.

Finally, conduct may occur (or be reported or alleged) that would constitute prohibited harassment under this policy except that the conduct lacked a sufficient connection to a District program or activity or otherwise occurred outside the scope of the District's rule-making, investigatory, or disciplinary authority. In such a situation, the District may still work with the victim (or alleged victim) to provide interventions or supports that address any school-connected consequences that relate to the conduct (or alleged conduct).

Examples of Prohibited Conduct

Some examples of prohibited conduct that could constitute unlawful harassment or directly contribute to the creation of an unlawful intimidating, hostile, or offensive educational environment under this policy include any of the following:

- Multiple, repeated, or severe verbal or written (including electronic) comments or gestures that insult, degrade, or stereotype a student or group of students because of any legally-protected status or classification. This might include the use of slurs, epithets, name calling, ridicule, mockery, insults, or put-downs.
- Conduct or communications that endanger a student's health, safety, or property, such as an assault, a threat, or attempted intimidation, that occurs because of a person's legally-protected status.
- Posting, displaying, or circulating any written or graphic materials, sound or video recordings, or any electronic or other materials, symbols, or objects that attack, mock, belittle, or show hostility toward a student or group of students based on a legally-protected status.

Additional examples of conduct that may constitute or directly contribute to a finding of unlawful sex-based harassment include, but are not limited to, the following: (1) unwelcome comments that are lewd or sexually-suggestive (including sexual innuendo or offensive language of a sexual nature); (2) unwelcome physical contact or other unwarranted intrusions within an individual's personal space that occur because of a person's sex; (3) persisting in romantic advances or making requests for romantic involvement after being informed that such attention is unwelcome; (4) the implicit or explicit making of any demands or any unwanted requests for sexual activity; (5) the display or distribution of sexually-explicit content that lacks a sufficiently legitimate purpose; or (6) any verbal, written, graphic, or physical conduct or communication that attacks, mocks, belittles, or shows hostility toward a student due to the student's sex, gender, sexual orientation, or lack of conformity to sex-based or gender-based stereotypes.

STUDENT HARASSMENT BASED ON A LEGALLY-PROTECTED STATUS

Policy 411.1

Waunakee Community School District

Page 3 of 5

Applicability of Nondiscrimination Policies; Reports and Complaints of Harassment

Unlawful harassment that is based on a legally-protected status is a form of discrimination. As a result, Board Policy 413/513 (Nondiscrimination in District Programs, Activities and Operations) and Board Policy 411 (Student Nondiscrimination and Equal Educational Opportunities) apply in full to this policy. In addition, the District's expectations for employees to intervene and appropriately report their knowledge of incidents or allegations of prohibited discrimination (including unlawful harassment) to an appropriate administrator apply to incidents/allegations of student harassment that are known to an employee.

Any person may report a concern or allegation of prohibited student harassment that is based on a legally-protected status to any of the District's nondiscrimination and equal opportunity coordinators. The report or complaint may be submitted to a designated coordinator (1) in person (whether verbally or in writing), (2) by U.S. mail, (3) by telephone, or (4) by electronic mail. Other methods that result in the coordinator actually receiving the report or complaint are also acceptable. Board Policy 413/513 identifies and provides contact information for designated coordinators, including identifying the primary coordinator for any student discrimination matter. To this end, any individual who believes they have been subjected to harassment, or who witnesses or becomes aware of harassment, is encouraged to report the incident immediately to a school administrator, counselor, or any trusted staff member so that this is brought to the attention of the District's nondiscrimination and equal opportunity coordinators. 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 rights of all parties.

Reports and complaints of possible student harassment under this policy will be processed and resolved as set forth in the rules and procedures adopted under Board Policy 413/513 and Board Policy 411.

Instructional Materials and Texts

The District recognized there are educational materials or lessons that are used by the District, or its staff, in good faith that could be considered hostile, offensive or intimidating. As a matter of policy, the District will not allow students or staff to read aloud slurs related to a legally protected status that may appear in texts that we teach out loud. 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 should review district guidance on sensitive topics and speak to building administrators and/or the Directors of Curriculum and Instruction for their grade span.

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

STUDENT HARASSMENT BASED ON A LEGALLY-PROTECTED STATUS

Policy 411.1

Waunakee Community School District

Page 4 of 5

the impact of harassment and language that can be intimidating, hostile or offensive to ensure a positive educational experience for all students.

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-harassment policy and practices to ensure effectiveness and compliance with state and federal laws.

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.

Compliance

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

Legal References:

Wisconsin Statutes

[Section 118.13](#) [student nondiscrimination]

[Section 947.013](#) [harassment prohibited]

Wisconsin Administrative Code

[PI 9](#) [student nondiscrimination; policy/procedure/notice required]

Federal Laws

See the federal references for Policy 411-Student Nondiscrimination and Equal Educational Opportunity

Cross References:

WASB PRG 411.1 Sample Policy 2

411, Student Nondiscrimination and Equal Educational Opportunity 411-Rule (1), Student Discrimination/Harassment Complaint Procedure

413/513, Nondiscrimination in District Programs, Activities and Operations 447.3, Student Suspension

447.4, Student Expulsion

447.5, Student Discipline Suspension/Expulsion of Students with Disabilities 454, Child Abuse and Neglect

STUDENT HARASSMENT BASED ON A LEGALLY-PROTECTED STATUS

Policy 411.1

Waunakee Community School District

Page 5 of 5

Adoption Date: September 2024

Revised Date: XXXX, 2025



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

Table of Contents

- 3** Introduction
- 4** DEI Goals
- 5** DEI Steering Committee Members
- 6** Year 1: Comprehensive DEI Plan (2024-2025)
- 7** Year 1: Comprehensive DEI Plan (2024-2025) *Continued*
- 8** Year 2: Comprehensive DEI Plan (2025-2026)
- 9** Year 2: Comprehensive DEI Plan (2025-2026) *Continued*
- 10** Year 3: Comprehensive DEI Plan (2026-2027)
- 11** Year 3: Comprehensive DEI Plan (2026-2027) *Continued*



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 28 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 (Refresher for 7-12, add grades 4-6)	Fall 2025	Classroom Teachers
Teach all students in grades 4-12 about: (Refresher for 7-12, add grades 4-6) Inappropriate language Bullying 30 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



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

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