

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

Monday, January 26, 2026

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. YOU BELONG COMMITMENTS - PROCESS** 3
- VI. RESTORATIVE PRACTICES OVERVIEW** 4
- VII. BELONGING AND ENGAGEMENT WALKS (WASB)** 15
- CONVENTION PRESENTATION OVERVIEW**
- VIII. REVIEW OF REVISED 3 YEAR COMPREHENSIVE PLAN** 31
- IX. OTHER ITEMS FOR DISCUSSION**
- X. FUTURE MEETINGS**
- XI. 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.”

You Belong Commitments - Example

You Belong Example (Platteville School District)



YOU BELONG *P*

 <p>We will ensure all spaces are welcoming, safe, and accessible.</p>	<p>We will create inclusive environments which represent & celebrate the diversity of our community.</p> 
 <p>We will be a district in which everyone feels physically and psychologically supported and safe.</p>	<p>We will provide intentional social emotional learning & support for all students and staff.</p> 
 <p>We will provide and utilize materials and resources that authentically represent diverse perspectives & backgrounds.</p>	<p>We will provide equitable access to technology, resources, and supplies that support learning.</p> 
 <p>We will support all students and staff to approach learning with a growth mindset.</p>	<p>We will collaborate and use strategies that promote engagement, voice & choice, equitable access, and meaningful feedback for students and staff.</p> 
 <p>We will engage students and families in partnerships built on trust.</p>	<p>We will create and nurture supportive and respectful relationships placing students at the forefront.</p> 

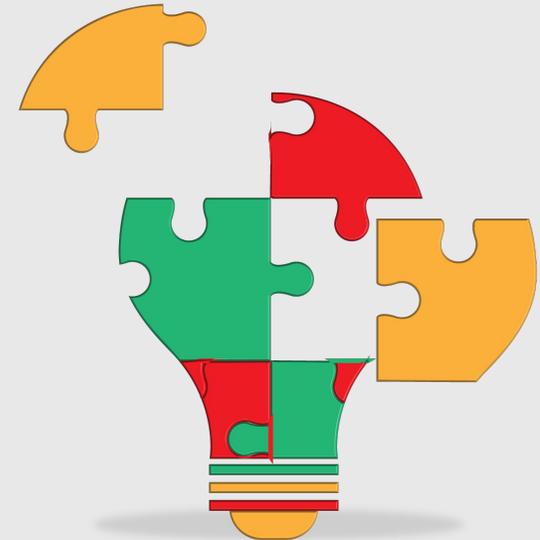
So that the Platteville School District can Ensure High Levels of Learning for ALL in a Safe, Inclusive Learning Community;
EVERY STUDENT, EVERY DAY.

Restorative Practices: Belonging, Engagement & Achievement



What conditions do students need to learn?

- A sense of belonging and safety
- Trusting relationships with adults
- Academic rigor
- Clear expectations, paired with support



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When students don't feel like they belong, they protect themselves. Sometimes that looks like shutting down. Sometimes it looks like acting out. Either way, learning suffers.

What are Restorative Practices?

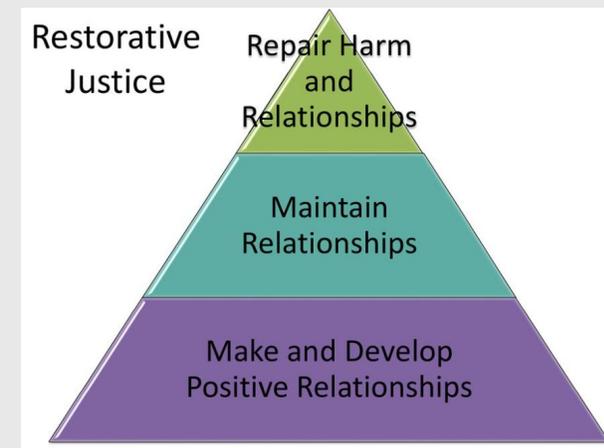
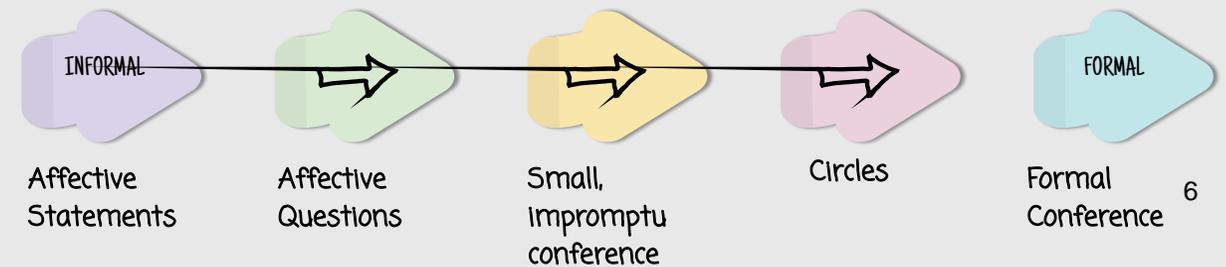
A Relationship-Centered Framework

- A proactive approach to building strong school communities
- Addresses challenges *with* students, not *to* them
- Accountability means understanding impact and repairing harm

80/20 Principle:

- 80% proactive: community, trust, belonging
- 20% reactive: repairing harm and restoring relationships

The Restorative Practices Continuum



Paradigm

Traditional Discipline

School and rules violated

Justice focuses on establishing guilt

Accountability = punishment

Justice directed at offender, while victim is ignored

Rules and intent outweigh whether outcome is positive/negative

No opportunity for remorse or amends

Restorative Practices

People and relationships violated

Justice identifies needs and obligations

Accountability = understanding impact, repairing harm

Offender, victim and school all have direct roles in justice process

Offender is responsible for harmful behavior, repairing harm and working toward positive outcome

Opportunity given for amends and expression of remorse

Affective Questions

Restorative Questions

1. What happened?

How were you feeling? What were you thinking?
Who was hurt by what happened?

2. What do you need?

How do you want things to change?
How do we fix the problem together?

3. What's the plan?

What needs to be done to make things right?
What is our agreement for the future?

Preparing for a Restorative Talk

1. Be calm
2. Be curious about the student's culture and perspective - Open Mind
3. Suspend judgement - Open Heart
4. Use active listening and supportive language
5. Offer time and personal space

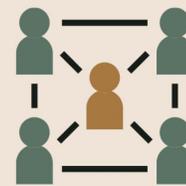
How Restorative Practices Build Belonging

Students experience belonging when they:

- Are heard and respected
- Maintain dignity after mistakes
- Remain part of the community

Restorative practices support this through:

- Affective communication
- Student voice and dialogue
- Reintegration after conflict



Relationship



Respect



Responsibility



Repair

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Restorative Practices

***Belonging is not the absence of accountability—it is the foundation for it**

Engagement Is the Bridge to Achievement

Research consistently shows:

- Strong relationships increase engagement
- Engaged students persist through challenge
- Persistence leads to academic growth

High-impact influences on learning:

- Teacher-student relationships
- Teacher credibility and expectations
- Collective teacher efficacy



Teacher - Student Relationship 0.72

Teacher Credibility - 0.9

Self-Efficacy - 0.92

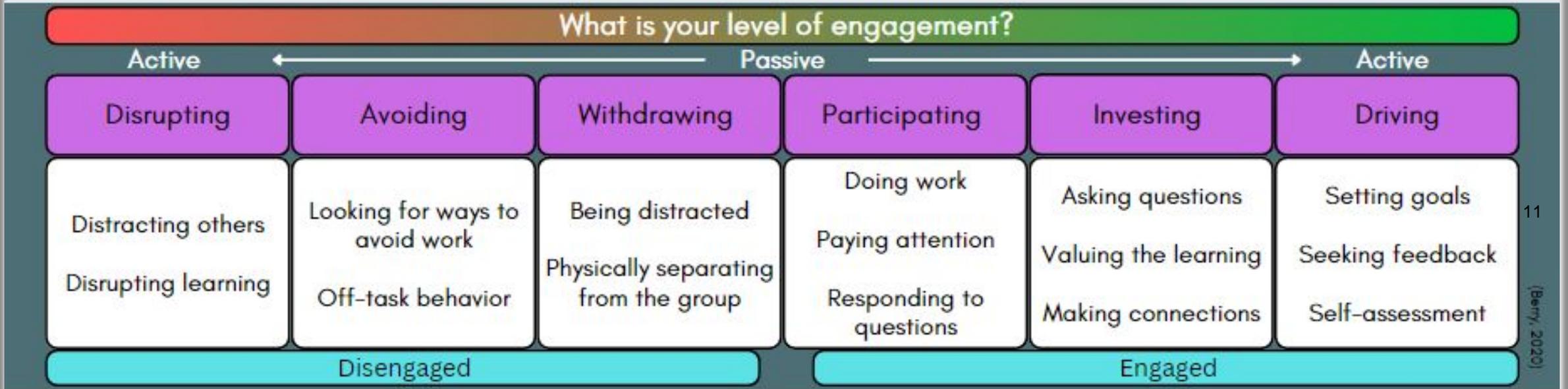
Teacher estimates of achievement - 1.29

Collective Teacher Efficacy - 1.57

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Hattie

Continuum of Engagement



Four Types Of Teachers

INTENTIONALLY UNINVITING TEACHERS

- Are **judgmental** and **belittling**
- Display **little care** or regard
- Are **uninterested** in the lives and feelings of students
- **Isolate** themselves from school life
- Seek **power over** students

INTENTIONALLY INVITING TEACHERS

- Are **consistent** and **steady** with students
- **Notice** learning and struggle
- Respond regularly with **feedback**
- Seek to **build, maintain, and repair** relationships

UNINTENTIONALLY UNINVITING TEACHERS

- **Distance** themselves from students
- Have **low expectations**
- Don't feel effective and **blame** students for **shortcomings**
- **Fail to notice** student learning or struggle
- Offer **little** feedback

UNINTENTIONALLY INVITING TEACHERS

- Are **eager but unreflective**
- Are **energetic but rigid** when facing problems
- Are **unaware** of what works in their practice and why
- Have **fewer means** for responding when student learning is resistant to their usual methods

Why This Matters for WCSD

Restorative practices:

- Support academic achievement by increasing engagement
- Reduce exclusionary discipline by strengthening connection
- Increases staff engagement and job satisfaction
- Align with MTSS, SEL, and equity goals



Credits.

Presentation Template:
SlidesMania

Images: Unsplash

Fonts used in this presentation: Coming
Soon and *Just another Hand*





EVERYONE is
WELCOME!

WAUNAKEE

COMMUNITY SCHOOL DISTRICT

2026 WI State Education Convention

If Walls Could Talk, What Would Your Students Say About Belonging?

January 21, 2026

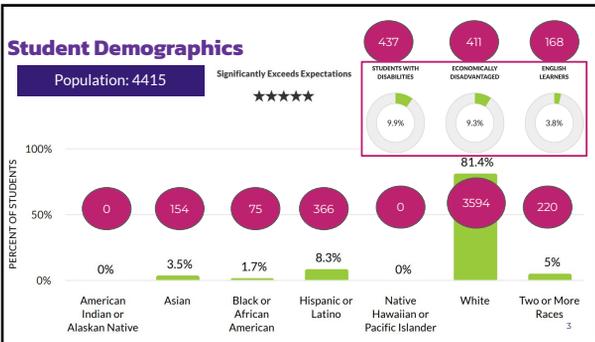




Kim Walters Tiffany Loken Laurice Snyder











What thoughts or questions did this video prompt for you?



03:00



What the Research Says

Belonging is a Protective Factor

- ✓ Improves mental and physical health
- ✓ Less emotional distress and suicidality
- ✓ Less likely to misuse substances
- ✓ Helps to build trusting relationships
- ✓ Improves academic outcomes
- ✓ Higher income after graduation



Why Belonging Matters



Belonging Trends



Data Highlights

<https://children.wi.gov/Pages/ResearchData/AnnualReport.aspx>



What the Research Says

*Students' sense of belonging is linked to positive academic outcomes (Osterman, 2000), including **higher grades, higher student engagement** (Furrer & Skinner, 2003), **self-confidence** (Pittman & Richmond, 2007), and **acceptance** (Freeman, Anderman, & Jensen, 2007). Students with a stronger sense of belonging, and connectedness to their school community, tend to have **better academic and wellbeing outcomes** than their peers with a less strong sense of belonging (Hagerty, Williams, Coyne, & Early, 1996).*



What the Research Says

Belonging interventions show the largest positive impact on Black students, significantly improving identity, engagement and long-term outcomes.

(Corbin-Thaddies, 2022)



What the Research Says

Students who feel a strong sense of belonging are 2.2 times more likely to be engaged in their learning.

(OECD PISA Student Well-Being Report)



What the Research Says

Belonging boosts employee performance and retention. Employees with a strong sense of belonging show a 56% increase in job performance, a 50% drop in turnover risk, and 75% fewer sick days. (Harvard Business Review, 2019)



What the Research Says

Staff who feel connected contribute more and stay longer. Educators who report high levels of belonging are 2X more likely to stay in their role the following year.

- Gallup Education Workforce Report, 2023



Findings: District Average: Environment

Indicator 1.6: Teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important	2.63
Indicator 1.5: Teacher uses proximity with all students equitably	2.45
Indicator 1.7: Student work samples are displayed emphasizing effort.	2.12
Indicator 1.1: Bulletin boards, displays, instructional materials, and other visuals in the classroom positively reflect the racial, ethnic, and cultural backgrounds represented by students and the community.	2.04
Indicator 1.3: Teacher instructs and models a growth mindset and emphasizes effort.	1.94
Overall Average Rating	2.20



Findings: School #1 Average - Environment

Indicator 1.6: Teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important	2.61
Indicator 1.5: Teacher uses proximity with all students equitably	2.54
Indicator 1.3: Teacher instructs and models a growth mindset and emphasizes effort.	2.11
Indicator 1.1: Bulletin boards, displays, instructional materials, and other visuals in the classroom positively reflect the racial, ethnic, and cultural backgrounds represented by students and the community.	2.05
Indicator 1.7: Student work samples are displayed emphasizing effort.	1.97
Overall Average Rating	2.22



Findings: School #2 - Environment

Indicator 1.6: Teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important	2.19
Indicator 1.5: Teacher uses proximity with all students equitably	2.09
Indicator 1.7: Student work samples are displayed emphasizing effort.	1.92
Indicator 1.3: Teacher instructs and models a growth mindset and emphasizes effort.	1.77
Indicator 1.1: Bulletin boards, displays, instructional materials, and other visuals in the classroom positively reflect the racial, ethnic, and cultural backgrounds represented by students and the community.	1.64
Overall Average Rating	1.89



Findings: District Average - Relationships

Indicator 2.3: Teacher provides equitable opportunities for support and participation	2.54
Indicator 2.7: Teacher allows students to know them as a person in meaningful ways.	2.25
Indicator 2.8: Students are heard taking intellectual risks, and validating and affirming each other's learning and thinking.	2.21
Indicator 2.14: Teacher inquires about life beyond the school environment to connect with students' funds of knowledge	2.00
Indicator 2.9: Teacher welcomes students by name or nickname as they enter the classroom or building.	1.98
Overall Average Rating	2.37



Findings: School #1 Average - Relationships

Indicator 2.3: Teacher provides equitable opportunities for support and participation	2.72
Indicator 2.8: Students are heard taking intellectual risks, and validating and affirming each other's learning and thinking.	2.57
Indicator 2.7: Teacher allows students to know them as a person in meaningful ways.	2.45
Indicator 2.14: Teacher inquires about life beyond the school environment to connect with students' funds of knowledge	2.15
Indicator 2.9: Teacher welcomes students by name or nickname as they enter the classroom or building.	2.00
Overall Average Rating	2.52

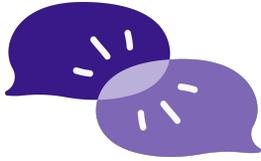


Findings: School #2 - Relationships

Indicator 2.3: Teacher provides equitable opportunities for support and participation	2.31
Indicator 2.7: Teacher allows students to know them as a person in meaningful ways.	2.04
Indicator 2.8: Students are heard taking intellectual risks, and validating and affirming each other's learning and thinking.	1.83
Indicator 2.14: Teacher inquires about life beyond the school environment to connect with students' funds of knowledge	1.69
Indicator 2.9: Teacher welcomes students by name or nickname as they enter the classroom or building.	1.54
Overall Average Rating	1.98

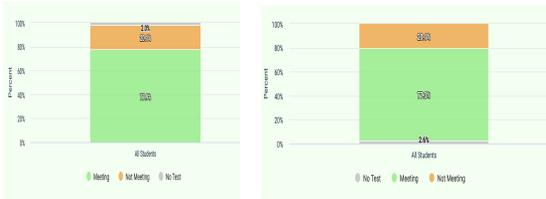


Which school is higher performing academically?



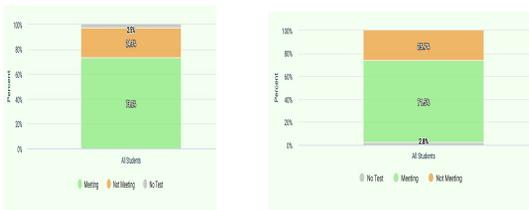


School #1: Forward Exam - Math & Reading





School #2: Forward Exam - Math & Reading





Belonging & Engagement Walks

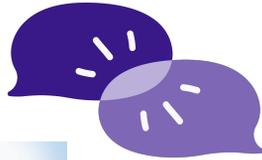
- Our data show that not all of our students feel they belong in our schools (71% of white students report feeling a sense of belonging in their school and 55% of students who identify as being of multiple races feel the same.) *Dane County Youth Assessment: Grades 7-12*
- Provide baseline data for the district Disproportionality Plan and reflection opportunities within site/district teams

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What does belonging look like in your school?

What does it feel like when it is present—or when it is missing?



03:00



Belonging & Engagement Walk Process



- 2 consultants & 3 school/district personnel
- Baseline themes
- Up to 10 indicators
 - Relationships
 - Environment
 - Instructional Strategy
 - School Culture
 - Curriculum & Resources
 - Facilities



Examples of Indicators

Environment	Relationships
<p>1.1 Bulletin boards, displays, instructional materials, and other visuals in the classroom positively reflect the racial, ethnic, and cultural backgrounds represented by students and the community.</p> <ul style="list-style-type: none"> • Posters - real people, not cartoons • Represents a variety of cultures, races, nationalities, abilities, family structures • Students and/or families represented with photos or self-portraits • Teacher is intentional and exerts purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspectives. 	<p>2.9 Teacher welcomes students by name or nickname as they enter the classroom or building.</p> <ul style="list-style-type: none"> • "Good morning, good afternoon ___!" • "Welcome back ___!" • "___, are you feeling better?" • Hug, handshake, high five (with name)



Belonging & Engagement Walks - Environment Indicators

- **Indicator 1.1:** Bulletin boards, displays, instructional materials, and other visuals in the classroom positively reflect the racial, ethnic, and cultural backgrounds represented by students and the community
- **Indicator 1.3:** Teacher instructs and models a growth mindset and emphasizes effort
- **Indicator 1.5:** Teacher uses proximity with all students equitably
- **Indicator 1.6:** Teacher uses body language, gestures, and expressions to convey a message that all student's questions and opinions are important.
- **Indicator 1.7:** Student work samples are displayed



Indicator 1.1: Bulletin boards, displays, instructional materials, and other visuals in the classroom positively reflect the racial, ethnic, and cultural backgrounds represented by students and the community.





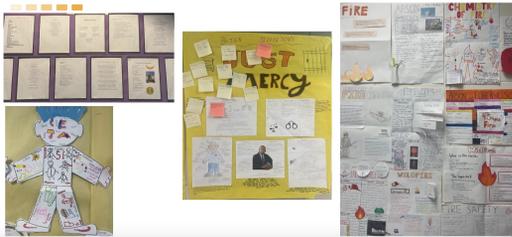
Indicator 1.3: Teacher instructs and models a growth mindset and emphasizes effort



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Indicator 1.7: Student work samples are displayed



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Belonging & Engagement Walks - Relationship Indicators

- **Indicator 2.3:** Teacher provides equitable opportunities for support and participation
- **Indicator 2.7:** Teacher allows students to know them as a person in meaningful ways.
- **Indicator 2.8:** Students are heard taking intellectual risks, validating and affirming each other's learning and thinking.
- **Indicator 2.9:** Teacher welcomes students by name or nickname as they enter the classroom or building.
- **Indicator 2.14:** Teacher inquires about life beyond the school environment to connect with students' funds of knowledge

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Indicator 2.3: Teacher provides equitable opportunities for support and participation



31



Indicator 2.7: Teacher allows students to know them as a person in meaningful ways.



32



Indicator 2.14: Teacher inquires about life beyond the school environment to connect with students' funds of knowledge



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Celebrations



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"The Belonging Walk was one of my best days as an administrator in several years. I had the opportunity to take the time to see all of the great things that are occurring in our classrooms. It was awesome to be able to work closely with my colleagues on something that truly matters. I hope to have the opportunity to do it again as it helps to remind me why we do what we do."

Brian Borowski, Principal at Waunakee Community High School



Parent Voices: Impact of When Students Don't Belong





- Continu

How are we evaluating progress?



District Continuous Improvement Goals

Goal #1 Student Learning, Supports, & Experiences	Goal #2 Staff Learning, Supports, & Experiences	Goal #3 Budget, Facility, Safety, & Technology	Goal #4 Communications & Stakeholder Engagement
By June 2029, all Waunakee Community School District Schools will significantly exceed expectations on the Wisconsin State Accountability Report Card.	Prioritize efforts to enhance staff recruitment and retention.	Establish a budget reflective of district priorities and school board budget parameters and maintain facilities and learning environments that are safe and meet the growing needs of the district and community.	Continue with the implementation and enhancement of the Communication and Engagement Plan.



New Building Level Goals: Belonging & Engagement

Goal: 100% of teaching staff will implement school-wide routines and explicitly teach self-management skills

- Progress monitored by student survey scores based on their understanding of behavior expectations and their self-management skills



New Building Level Goals: Belonging & Engagement

Highlights (Strengths from Student Survey):

- 97% of students know the **Speak Up at School** strategies and are aware of the SUSO online tool
- 96% of students agree that **classroom agreements** help them understand what the learning environment should look and sound like
- 91% of students feel **they belong** here when they walk around the classroom/village



New Building Level Goals: Belonging & Engagement

Next Steps (Areas of improvement from Student Survey):

- 18% of students feel **adults are not using common language** when addressing concerns
- Promoting **mindfulness** during the school day



New Building Goals: Belonging & Engagement

Target: At the conclusion of the 2025-26 school year, school wide student attendance will increase to 96% and chronic absenteeism will decrease to 6%.

Progress:

- Family contact
- Second Step Bullying Prevention Unit
- Tucker Tuesday's

Next Steps:

- Belonging and Engagement Walk data collection- welcoming students



Next Steps.....

- Replicate the work of our highest performing buildings
- Repeat Belonging & Engagement Walks - Spring of 2026
- Monitor progress of school improvement goals
- Continue our work with Kim & Laurice



Materials & Resources

The collage includes several documents:

- Understanding the Belonging & Engagement Walk Process:** A detailed document explaining the purpose and structure of the walks.
- Increase Student Engagement:** A document with a blue header and a photo of students, focusing on strategies to boost engagement.
- Belonging & Engagement Walks:** A document with a blue header and a photo of a group of people, detailing the walk process.
- Checklist:** A table with columns for 'Item', 'Status', and 'Date'.



Lightbulb Moments?





THANK YOU



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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³¹
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:**
 - » **2023-2024:** 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.
 - » **2024-2025:** While 84% of white students report feeling a sense of belonging in their school, only 71% of students who identify as being Black/African American or 2 or more races, identify as feeling like they belong in their school.
- » **Behavior Incidents:**
 - » **2023-2024:** 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.
 - » **2024-2025:** African American students continue to be twice as likely as their white peers to have a behavior incident that requires intervention from administrative or student services staff.
- » **Academic Performance:**
 - » **Historical Data:** The lowest scoring demographic group on average between 2017 and 2022 has been African American students.
 - » **2025-2026:** According to the District's State Report Card based on data from the Spring of 2025, our Black/African American students are still scoring below their white counterparts in both reading and math on the Forward Exam. However, our "value added" scores indicate that our Black/African American students are growing at a higher than average rate. *(A value-added score is a statistical measure used to isolate how much growth students made relative to expectations – after accounting for where they started academically and other background factors. It's not a raw test score, but rather an estimate of how much academic progress schools helped students make over the year.)*

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 following 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 2026, 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 2026, 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 2026, 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
- » Implement Belonging and Engagement Walks to assess the implementation of culturally responsive practices.
- » 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
Sarah Koppes	Teacher	Intermediate School
Nicholas Saeger	Teacher	Intermediate School
Jonathon Wild	Social Worker	Middle School
Jessica Hickey	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
Courtney Stephens	Teacher	High School
Jaclyn Subkoviak	Parent	Multiple Schools
Brandon Strand	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 36 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: Revised Harassment Policy	August/September 2025	Tiffany Loken Principals
Refresher Training: SUSO Reporting Tool	August/September 2025	Tim Schell Principals
Refresher Training: Addressing Controversial Issues in the Classroom	September 2025	Tim Schell Principals
Expand Restorative Practices Training to All Staff	Fall 2025 & Spring 2026	Lisa Jondle
Belonging & Engagement Walks: Environment and Relationships	Ongoing	Tiffany Loken
Equal Opportunity Schools Training for High School Staff	Fall 2025	Tim Schell
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
Restorative Practices Training for all staff (2.5 hour foundational training)	January 2026	Amy Johnson/Lisa Jondle
Create district-wide "You Belong" statements	January 2026	Tiffany Loken

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
Develop lessons for grades K-4 in appropriate language at school	Fall 2025 & Spring 2026	Tiffany Loken/Lisa Jondle

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
Provide transportation to whole school family events as requested and available	Ongoing	Principals/Student Services Teams
Provide interpretation services for all family events	Ongoing	Lisa Jondle/Jose Velarde Aguilar
Actively involve students and parents in the hiring process for administrative and teaching positions.	2025-2026	Brian Grabarski
Refresher training for families on how to use the SUSO online reporting tool.	Fall 2025	Tiffany Loken
Gather stakeholder data annually (Satisfaction Survey)	Spring 2026	Anne Blackburn
Provide clear communication about family engagement opportunities in multiple languages.	Ongoing	Principals
Conduct a Focus Group for Parents of Students with Disabilities	Fall 2025	Tiffany Loken
Conduct a Spring Parent Learning Night	Spring 2026	Tiffany Loken
Add Parent Square software to allow texting with parents and caregivers	Spring 2026	Rick Franz and Anne Blackburn

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: Revised Harassment Policy	August/September 2026	Tiffany Loken Principals
Refresher Training: SUSO Reporting Tool	August/September 2026	Tim Schell Principals
Refresher Training: Addressing Controversial Issues in the Classroom	September 2026	Tim Schell Principals
Continue Restorative Practices Training for All Staff	Fall 2026 & Spring 2027	Lisa Jondle
Belonging & Engagement Walks: Instructional Strategies and Culture/Climate	Ongoing	Tiffany Loken
Equal Opportunity Schools Training for High School Staff	Fall 2025	Tim Schell
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
Advanced Restorative Practices Training for All Staff	January 2026	Amy Johnson/Lisa Jondle
Culturally Responsive Practices in Behavior Management	January 2026	Tiffany Loken

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 (<i>Refresher</i>)	Fall 2026	Classroom Teachers
Teach all students in grades 4-12 about: (<i>Refresher</i>) Inappropriate language Bullying Microaggressions Harassment Hate speech	Spring 2027	Classroom Teachers
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Edit/Revise lessons for grades K-4 in appropriate language at school	Fall 2025 & Spring 2026	Tiffany Loken/Lisa Jondle

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
Provide transportation to whole school family events as requested and available	Ongoing	Principals/Student Services Teams
Provide interpretation services for 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.	2026-2027	Brian Grabarski
Refresher training for families on how to use the SUSO online reporting tool.	Fall 2026	Tiffany Loken
Gather stakeholder data annually (Satisfaction Survey)	Spring 2027	Anne Blackburn
Provide clear communication about family engagement opportunities in multiple languages.	Ongoing	Principals
Conduct a Focus Group with Parents of Hispanic Students	Fall 2026	Tiffany Loken
Conduct a Spring Parent Learning Night	Spring 2027	Tiffany Loken
Continue Implementation of Parent Square	Spring 2026	Rick Franz and Anne Blackburn

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"> • Messaging to staff • Messaging to families • Messaging on social media • Focus for daily announcements • Recognize staff with the same cultural background • Visuals/Bulletin Boards • Library display • Information in school newsletters • Classroom learning conversations 	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