

Diversity, Equity and Inclusivity Committee Meeting

[WAPS Webpage for the DEI Committee](#)



Meeting Date:	Tuesday, May 28, 2024
Meeting Time:	6:00 P.M.
Meeting Location:	WSHS Learning Commons
Membership List:	<u>DEI Membership</u>
Members Present:	Marci Hitz, Maurella Cunningham, Heidi Monson, Michael Hanratty, Wendy Harward, Luke Madsen, Stephanie Smith, Adele Jacobsen, Brad Berzinski
Members Absent:	Kelly Fluharty, Pete Watkins, Mariyah Rumpca-Veronese
Other Attendees:	

<i>Our Vision:</i> A safe and inclusive community of compassionate, curious and resilient lifelong learners..	<i>Our Mission:</i> Inspire, curiosity, empower resilience, engage community.
<i>District Belief Statements:</i> • We believe that public schools should serve and engage students, families, staff and the community. • We believe learning and teaching is maximized in a safe, respectful and inclusive environment. • We believe every individual's diversity and experience is valued. • We believe healthy relationships are crucial for the success of our schools. • We believe that every student can achieve to the best of their ability. • We believe all decisions should be focused on students and their success.	<i>Core Values:</i> • Safety: Everyone's physical and emotional well-being is a priority. • Integrity: Everyone does the right thing and makes positive choices, even if it is difficult. • Inclusivity: Everyone belongs, is valued and is heard. • Equity: Everyone has the opportunities, access, information and support provided in the individual way they need it. • Respect: Everyone's differences are recognized, acknowledged and celebrated.

Committee Collective Commitments:

1. Raise hand for turn to speak.
2. Be comfortable with discomfort.
3. Receive the experiences of others and believe that it is true for them.
4. Regularly provide time to check in with members on what they are experiencing or have shared with them.
5. Free flow (no need for Robert's Rules)
6. Be specific in what you are speaking about in terms of identity, difference, and other terms/concepts; ask for clarification if you need it

<u>Agenda Item:</u>	<u>Type:</u> • Procedural, • Information, • Brainstorm, • Recommendation <u>(Minutes)</u>	<u>Discussion/Action:</u>
Call to Order	Procedural	Called to order by Michael Hanratty at 6:03PM Review Committee Collective Commitments: 1. Raise hand for turn to speak. 2. Be comfortable with discomfort. 3. Receive the experiences of others and believe that it is true for them. 4. Regularly provide time to check in with members on what they are experiencing or have shared with them. 5. Free flow (no need for Robert's Rules) 6. Be specific in what you are speaking about in terms of identity, difference, and other terms/concepts; ask for clarification if you need it. Committee Guidelines
Assign notetaker	Procedural	Maurella Cunningham assigned at previous meeting.
Public Comment	Information	Individuals interested in addressing the DEI School Board committee are allowed up to 3 minutes for their public comments. The following speech will not be allowed: slander, defamation, profanity, personal attacks, or revelations of private data.
DEI Committee Meeting Minutes	Procedural-Recommendation	DEI April 23 Agenda with Minutes

Data Review	Information	Special Education Overview-Wendy How is the district providing support to students? We provide equity-what students need. Brown v. Bd. of Ed sparked the start of Special Education Free and appropriate education for all students. Least restrictive environment. IDEA: We provide what students need IEP: • Outlines specific goals for educational needs • Parents are members of IEP Teams Handout: 13 categories of disabilities we serve Process for eligibility: • Child Find Process: Child identifies • Multidisciplinary team (medical, learning disability) • Eligibility determined • IEP created if child meets criteria • Service delivery model based on child's needs (Ex. OT, PT, Speech) ◦ WAPS has its own PT for first time in recent years ◦ WAPS has its own OT ◦ Just posted opening for Speech Language Pathologist ◦ Goal: Provide early intervention ◦ All in-person SPLs at early levels Students served: • Birth-22 (new last year) • Averages: 23.5% students served through Special Education (Higher than state average) Accomplishments • B-age 3 used EQUIP Model approach to early intervention (what parent believes child needs; teaching parent) • Restructured service delivery model at the HS ◦ Students should have access to general curriculum ◦ Some conflicts require replacement classes • Rebooted EBD programs ◦ Behavior & Emotional Success through teaching ■ RISE program at Jefferson ■ SOAR program at HS • Students accessing more of general ed curriculum
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		• Working in PLCs ◦ Safety Care training at elementary level to address behavior • SPED Teachers will train under READ ACT • Train general education teachers as well • Staffing: Moving away from 3rd party model ◦ Moving toward model where Instructional Coaches assist general education teachers ◦ Coaches support due process protocols and how to write reports ◦ UNIQUE curriculum to address mental & cognitive delays ◦ STAR • Wendy is the district 504 coordinator ◦ 504 Plan protects students with impairments that substantially limit major life activities ◦ Student must have demonstrated disability ◦ Accommodations & adaptations are made to support student Questions/Discussion Michael: How does the Special Education department account for the over-representation/over-referral of certain populations (ex. Students of color) Any evidence based processes to identify students Wendy: • MTSS process • Consistent interventions • Culturally relevant interventions (books that have students who look like students) • We are in year 2 of ◦ 3 Behavioral Educational Assistants (Tier I) ◦ We prepare them by sending them to training ■ De-escalation strategies ◦ Numbers coming down in elementary sections ◦ Early learning is exploding ■ Capturing children through screenings &/or physician referrals • Winona is unique: Students can go to Partners in Excellence Program Marci: District has a disproportionate number of young Black men in Special Education What will address cultural competence and [implicit bias] Wendy: • Need to take deeper dive into this area • We have several students with trauma in their background • How do we build pathways to support all people?
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		• It's not just Winona...kids can't learn if there are barriers. • Huge systemic issue Michael: What happens with students identified with ACES at the start? Wendy: • Use an equity lens. What does this student need? • Should see a decrease in services • Unique to Winona: Parents want children to be evaluated. We need to find out more about that story. Parents don't want their children dismissed from Special Education Michael: Examples of tiers? Wendy: Tier I: Check and connect. Programming runs with fidelity. Tier II: Targeted support MDE prescribes interventions (assessed every 6 weeks) Luke: • We are working from an "inclusion" perspective. • Focus on Tier I Instruction: Universal Instruction • We need an instructional framework in place where it's clear that we're trying to reach all students. Based in AVID framework Michael: Forced buy-in? Luke: Next year's PLCs will be devoted to implementing new instructional framework New teachers will have to use the framework; others will not be required to use it Stephanie: What happens when a student doesn't have something (an IEP) in place when they arrive at the HS? Luke: SST referrals are reviewed weekly to identify students who may have a need for Special Education services
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		Heidi: What percentage of special ed students are from WAPS? Wendy: 23.5%
Review Committee Guidelines	Discussion	Current Committee Guidelines District-wide, very few committees are full. Not sure about how to recruit. Word of mouth may be the best approach. Have to recruit students, staff, and community members. How are school board members added to committees? Every January at the Board's organizational meeting, members have an opportunity to choose to join a committee. Proposed Committee Guidelines Continuing terms: Members can stay 2 terms.; opt to stay on. Michael: Summer meetings. Should this be determined by the School Board or the committee? Changes needed in by-laws? Adele: Student participation: Students can report out on a particular topic. Students (in a Diversity Club) can keep in touch with this DEI Committee. Students can rotate out. Discussion about the future of the DEI Committee: should it remain a School Board Committee? Stephanie: Wanted policy to be fluid in the context of growth. Michael: Rules of order: Continue to have no less than 3 for a quorum.

Assign future notetaker	Procedural	Brad Berzinski
Future Agenda Items (including items from public comment)	Information	Next Meeting: 1. June 25th, 2024
Adjournment	Procedural	Adjourned at 7:46pm