

McFarland School District: Equity Update School Board Report

January 8th, 2024

- Principles Guiding This Work**
1. **Accepting institutional responsibility for diversity, equity, inclusion, and belonging:**
 - a. As guided by the School Board priority to "embrace opportunities for diversity and address challenges of equity," as well as the Board-approved [Inclusive Curriculum Statement](#) and the [Anti-Racist Resolution](#) (policy 2105.01).
 2. **Examine the system's impact on families and students:**
 - a. Listen and believe: We must provide multiple ongoing opportunities for our students and families to share their experience and be involved in decision making. We must believe what they say, especially when it is hard to hear. We must connect what we learn to guide our strategic planning with ongoing feedback during implementation.
 - b. Data analysis: We must review our data on an ongoing basis to quantitatively assess the impact of our system on all students, especially marginalized students.
 3. **Stay focused and be strategic:**
 - a. Moving forward thoughtfully together: We will build a foundation with common definitions and a shared understanding of our current practices and their impact on students and families. We recognize that this is an ongoing process by prioritizing where to start and doing it well with clear goals, expectations, and support for all staff.
 - b. Actions address a variety of levels from schoolwide systems to individual student support and opportunities.

These principles are integrated into the [District Strategic Plan](#).

Educational equity means systems are set up so that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income. (WI DPI)

Highlighted Updates November 21, 2022	Highlighted Updates January 8, 2024
<p>District Equity Coordination and Leadership: The district created two-year equity leadership positions beginning in the 2021-22 school year including a Equity Coordinator role (in addition to an administrator's existing contract), and a K-5 and a 6-12 Equity Teacher Leadership positions (in addition to their full time role). Following the resignation of the Equity Coordinator, Melissa Pfohl (Director of Teaching and Learning) and Aaron Tarnutzer (Superintendent) have served in this role. The District continues to explore options for future equity leadership including, but not limited to, new full or part time positions or contracting with a consultant.</p>	<p>District Equity Coordination and Leadership: The district explored options and hired a Diversity, Equity, Inclusion, and Belonging Coordinator in the Summer of 2023. The position is responsible for assisting in the execution of short and long range equity goals and strategies supporting the district's strategic plan, mission, and vision. The position also collaborates and facilitates efforts and learning across the district and with the community to sustain a culture of equity, inclusion, and belonging. Next steps will include developing a professional development cycle aligned with the district strategic plan.</p>
<p>Student Voice/Leadership: In addition to providing a safe space through the many groups (NCOS mentoring circles in grades 3-12, IMMS People of Color Union, MHS Black Student Union, United</p>	<p>Student Voice/Leadership: MSD is proud to offer a wide range of inclusive student groups (NCOS mentoring circles in grades 3-12, IMMS People of Color Union, IMMS Alliance of Allies, MHS Black Student</p>

<p>Against Hate, Unified, Multicultural Club, IMMS and MHS GSA, MHS Girl Up), administration has collaborated with the MHS social justice clubs to develop a plan to address equity issues at MHS.</p>	<p>Union, United Against Hate, Unified, Multicultural Club, IMMS and MHS GSA, MHS Girl Up), with more being added this year. The DEIB Coordinator collaborated with the MHS equity clubs and advisors to create the first annual Equity Picnic. This event brought together over 70 students from MHS and IMMS to engage in community building, leadership development, goal setting, and action planning. High School students have been engaging across the building as well. They've attended events at CEPS, are planning to engage and help with the IMMS Courage Retreat, and will be embarking on a book tour for 4K-5. Looking ahead students will continue to be engaged in planning, thought partnership, and action with the DEIB Coordinator.</p>
<p>Addressing Hate Speech: Meraki Consulting (Percy Brown Jr. and Dr. Rainey Briggs) met with MHS students, provided training to MHS staff, and are scheduled to present to all MHS students information regarding the use of hate speech. We are looking to expand this work to IMMS. This work is the result of feedback from MHS students involved in the social justice clubs. These presentations are in addition to the building level bullying and harassment staff and student training that occur annually.</p>	<p>Addressing Harmful Language & Hate Speech: As a continuation to the work of Meraki Consulting (Percy Brown Jr. and Dr. Rainey Briggs) the DEIB Coordinator has implemented a district tool for interrupting all harmful language and provided training to all MSD staff. Next steps will include community learning, student learning, and an extension staff training in the spring.</p>
<p>Equity Leadership Training: Natural Circles of Support staff have provided two sessions of equity leadership training for building equity leaders. There is another training scheduled for February. The focus of these training is to build leadership skills in teacher equity leaders across the district and to plan for actions that will improve our systems and student's sense of belonging based on what our students are telling us.</p>	<p>Equity Leadership Training: Natural Circles of Support staff have provided three sessions of equity leadership training for building equity leaders. The focus of this training has been to build leadership skills in teacher equity across the district and to plan for actions that will improve our systems and sense of belonging with our students. All schools are currently working on systemic equity action plans. In the future, these specialized sessions will become part of the professional development cycle.</p>
<p>Staff professional development for culturally responsive instruction: In collaboration with the Center for Culturally and Linguistically Responsive Teaching and Learning, staff in grades K-2 are engaging in culturally behavioral tutorials, and staff in grades 3-12 are engaging in a binder study of culturally responsive instructional strategies. In addition, over 20 staff members are engaging in coaching regarding the use of these strategies. These</p>	<p>Staff professional development for culturally responsive instruction: Learning continues this year with staff in grades K-2 engaging in the binder study of culturally responsive instructional strategies while 3-12 staff are engaging with the cultural behavioral tutorials. These efforts represent the most coordinated intentional equity focused professional development that the District has engaged in as it involves the entire district. The next steps will include continuing with expanding culturally</p>

<p>efforts represent the most coordinated intentional equity focused professional development that the District has engaged in as it involves the entire district and has accounted for sustainability. In addition, a K-5 Teacher Study Group has been formed to study how to make our positive behavior intervention and support (PBIS) systems more culturally responsive.</p>	<p>responsive teaching as a foundational part of educational equity.</p>
<p>Welcoming Student Voices Teacher Study Group: This TSG is unique as the members include staff and students learning together. It is an opportunity for K12 staff to build on their knowledge of equity and diversity practices by collaborating with high school students. Students, staff, and NCOS leaders will work together to read excerpts from 3 books and discuss what our learning means for our schools and communities. The goal of the "Welcoming Student Voices" TSG is to end the year with tangible plans to improve our own professional practice and our students' experiences in our schools.</p>	<p>Extended Learning - Equity Conversations Teacher Study Group (TSG): A cross district opportunity for staff to engage in conversation while building and expanding their knowledge of equity and diversity practices. The TSG will result in tangible individual action plans to improve personal professional practice and student experiences in our schools.</p>
<p>Parent Equity Leadership: Planning continues for the formation of a parent equity council. Steps taken thus far include researching the structure of these groups and collaborating with local equity leaders. In December a planning session will be held with interested parents with a goal of having our first meeting in January of 2023.</p>	<p>Parent Equity Leadership: The Family Equity Council held its first official meeting on April 26, 2023, and continues to consistently meet each month. The structure of these meetings begins with co-created norms, district/community updates, and then information about the work happening within the district. Members provide feedback and suggestions making this a very collaborative group. Meetings will continue with a focus on growing our membership.</p>
	<p>Progressive Behavior Response Plan: As a response to staff and family surveys from 2023 the APs from each building have been working to create a plan and procedure for quick and equitable responses to behaviors. Communication and clarity with staff and families are the next steps before implementation fall of 2024.</p>