

McFarland School District
Equity Update School Board Report
June 21, 2021

Principles Guiding This Work

1. Accepting institutional responsibility for diversity, equity, and inclusion

- 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.

Focus Area	Updates and Next Steps
Communication	<ul style="list-style-type: none"> ● Creation of a webpage on our district website highlighting our equity work (LINK) ● District Equity Snapshot summarizing key efforts related to creating a more equitable school environment and system was published on our website and shared with the School Board and K-8 Parent Teacher Organization (LINK)
Partnerships	<ul style="list-style-type: none"> ● Natural Circles of Support ● McFarland Equity Project: Education Subgroup presented to the School Board about their work and future goals (LINK) <ul style="list-style-type: none"> ○ Next step: MEP ongoing collaboration with administration/School Board ● McFarland Village Board <ul style="list-style-type: none"> ○ Next step: Joint Village Board and School Board meeting June 28, 2021. ● Dane County Equity Consortium ● The Center for Culturally Responsive Teaching and Learning ● Wisconsin RtI Center: K-12 Representatives attended a 5 day series of workshops called “Building Culturally Responsive Systems” provided by the Wisconsin RTI Network to build our knowledge, examine our systems, and develop an implementation plan (LINK) ● We Are Many United Against Hate: MHS became a charter member of this organization

Focus Area	Updates and Next Steps
Examining Our System's Impact on Student's and Families	<ul style="list-style-type: none"> ● Annual data review process that includes a quarterly data disaggregation ● Ongoing collaboration and mentorship through Natural Circles of Support <ul style="list-style-type: none"> ○ Next step: Expand Natural Circles of Support to K-12 ○ Next step: Connect the high school Black Student Union with IMMS circles ● Next steps: Creation of staff/student climate surveys and a Parent Equity Council
Coordination	<ul style="list-style-type: none"> ● Created equity positions: Equity Coordinator, K-5 and 6-12 Teacher Equity Leaders ● Creation of building level equity teams <ul style="list-style-type: none"> ○ Next step: Creation of a K-12 equity team to share across buildings ○ Next step: Coordination and planning with Natural Circles of Support with administration and building equity representatives this summer. ● Established definitions of “educational equity” and “culturally responsive practices”
Policies	<ul style="list-style-type: none"> ● Family Handbooks: Response to hate speech or incidences of hate/bias added to the district family handbooks for the 2021-22 school year (LINK) <ul style="list-style-type: none"> ○ Next step: Implementation of Hate Speech protocols in building ○ Next Step: Gather feedback from students and families on the policies in the family handbook ● Policy 2210: Curriculum Development updated to include “by including student voices in both the development of new curricula and the evaluation of existing curricula, and an emphasis on critical thinking skills, especially in the history curriculum.” ● Policy 2105.01: Adopted District Resolution in Support of Diversity and Equity.
Staff Professional Development	<ul style="list-style-type: none"> ● Multiple professional development opportunities including 80 district staff members who participated in a book study of <i>How To Be an Antiracist</i> by Dr. Ibram X. Kendi ● Identified professional development at each building for teachers, implementation varies by building and may or may not include support staff. Due to COVID-19 this PD ranged from 1-4 hours with focus on identity development ● Developed a comprehensive plan for all staff for the 2021-22 school year regarding culturally responsive practices (using Dr. Sharroky Hollie’s text) with mixed K-12 learning groups <ul style="list-style-type: none"> ○ Next steps: Implement K-12 book study and develop an ongoing professional development for future years.
Curriculum	<ul style="list-style-type: none"> ● Social Studies Curriculum Review Cycle included an analysis of a student survey (grades 9-12) reflecting on the inclusiveness of the curriculum 6-12 (note: students provided feedback on the survey prior to implementation) <ul style="list-style-type: none"> ○ Next steps: Student feedback on ELA Curriculum during 2021-22, and subsequent areas as curriculum review cycle progresses. ● Curriculum review process includes assessment of the inclusivity of the curriculum as a part of the process ● Inclusive Curriculum Statements is a regular part of curriculum meetings. ● Teams are expected to review literature choices and to make revisions to be more inclusive with support from the library media specialist and literacy coordinators. ● Bystander training provided to all students K-8 as part of the Second Step Curriculum. <ul style="list-style-type: none"> ○ Next Steps: Develop a K-12 scope and sequence to ensure the K-8 Second Step and 9-12 Curriculum to ensure it is specific to racial anti-bias, microaggression, and implicit bias education as directed by the School Board Anti-Racist Resolution. ● Next step: Explore what is meant by “Diversity days” in the Anti-Racism Resolution and develop plans for implementation.