



A hallway display at Flynn Elementary School (2021)

Equity, Diversity, and Inclusion in the Eau Claire Area School District

2022 Annual Report

September 19, 2022

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Translation in Hmong & Spanish

If you would like assistance in the translation of this report or if you have questions about this report, please call Blia Schwahn for Hmong translation at 715-852-6764 and Kresly Rodriguez Martinez at 715-225-3333.

Yog koj xav tau tus neeg Hmoob txhais tsab ntawv no ua lus Hmoob rau koj los yog koj muaj lus nug txog dlam ntawv qhia no, hu rau Blia Schwahn 715-852-6850.

Si desea que una persona hispana le traduzca esta carta en español o si tiene preguntas sobre esta reporte, llame a Kresly Rodriguez Martinez al 715-225-3333.

Non-Discrimination Statement

Eau Claire Area School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, immigration status, creed, pregnancy, marital or parental status, sexual orientation, gender identity or gender expression, or physical, mental, emotional or learning disability.

From the Superintendent



Michael Johnson,
Superintendent of Schools

ECASD Students, Families, Staff, and Community Members,

We are very pleased to present our first annual Equity Report in the ECASD. We plan on utilizing this as a communication tool and learning document that will evolve over time. The ECASD is committed to increasing equity among students, staff, and the community through anti-racist and anti-bias policy, practice, and procedures. This commitment will be the lens through which the School Board and District's Results and Operational Expectations policies are viewed.

We are using data-driven practices to inform how we intentionally engage our educational systems of support to impact all students' academic, social, and emotional needs. Equity work is not simply to benefit our historically underrepresented populations; it is something we all must do to welcome each student and family, where all experiences are honored and valued.

Our professional development model is geared to meet staff where they are, reflect upon their learning, and grow to improve all outcomes for our students, families, and staff. While I have been an educator for thirty years, I am reminded of my own equity journey--when we know better, we do better for each student.

In partnership,

Michael Johnson
Superintendent

Report Author

- Dang Yang, Director of Equity, Diversity, and Inclusion

Acknowledgements (alphabetical order)

- Alicia Kirkman, Principal-Sherman Elementary
- Amber Schoeder, Student Success Advocate-North High School
- Blia Schwahn, School/Community Liaison
- Brandon Wick, Human Resources Manager
- Christina Watkinson, Director of Special Education
- Danielle Graham, Homeless/Homebound Coordinator
- Danielle Stanley, Reading Teacher-South Middle School
- Elissa Knight, Literacy Coach-Putnam Heights Elementary
- Heather Grant, Director of Academic Services
- Hmong Parent Teacher Association (PTA) Executive Board Leaders
- James Schmitt, Principal-Flynn Elementary
- Joshua Guckenberger, Director of Food & Nutrition
- Kathryn Schiefelbein, Principal-Meadowview Elementary
- Kay Marks, Executive Director of Human Resources
- Dr. Kaying Xiong, Executive Director of Student Services
- Kelsey Tichey, Director of Special Education
- Kresly Rodriguez Martinez, Bilingual Education Assistant & District Hispanic Resource
- Lauri Malnory, Special Education Parent Facilitator
- Mandy VanVleet, Executive Director of Academic Services
- Megan Zich, Information Analyst
- Michael Johnson, Superintendent of Schools
- Michelle Radtke, Director of Assessment & Director of Academic Services
- Teri Piper Thompson, Communications Manager
- Timothy Skutley, Principal-Northstar Middle School
- Trevor Kohlhepp, Principal-South Middle School

District Executive Team

- Michael Johnson, Superintendent of Schools
- Kim Koller, Executive Director of Administration
- Kay Marks, Executive Director of Human Resources
- Abigail Johnson, Executive Director of Business Services
- Dr. Kaying Xiong, Executive Director of Student Services
- Mandy VanVleet, Executive Director of Academic Services



A dual-immersion classroom at Longfellow Elementary (2019)

Our Mission

To inspire and prepare our students to live creative, fulfilling, and responsible lives.

Our Vision

We challenge minds, build relationships, and nurture individual growth to prepare all students for post-secondary success.

Introduction

The value and importance of equity, diversity, and inclusion (EDI)

Equity, diversity, and inclusion (EDI) in our district means every learner has access to the resources and rigor they need at the right moment in their education, regardless of their background and life circumstances (Wisconsin DPI, 2022). The changing demographics of our students and the diversity of experiences that they bring to our classrooms speak to this imperative.

As our district and our schools engage in continual improvement, using EDI as a foundation in how we operate gives us a way to be intentional in meeting the needs of **all** our students, especially those who come from historically underserved and underrepresented backgrounds based on sex, race, color, religion, national origin, ancestry, immigration status, creed, pregnancy, marital or parental status, sexual orientation, gender identity or gender expression, or physical, mental, emotional or learning disability. The EDI efforts we undertake to address the patterns of academic disparities that we've seen in student outcomes requires intentionality and courage, and schools are uniquely situated as places that can transform lives. Above all else, the success of **all** of our students is our goal.

The EDI efforts we undertake...require intentionality and courage, and schools are uniquely situated as places that can transform lives.

Purpose of this Equity Annual Report

The Eau Claire Area School District is committed to increasing equity among students, staff, and the community through anti-racist and anti-bias policy, practice, and procedures. This commitment will be the lens through which the District's Results and Operational Expectations policies are viewed (Eau Claire School Board, 2022). This annual report meets the Eau Claire School Boards "Operational Expectation-Equity Commitment" to publish for the community an annual update as to the achievement of goals in the equity work plan. In addition, this annual report is in alignment with the [ECASD's Equity Statement](#) (Eau Claire Area School District, 2022), adopted in March 2021.

More importantly, this annual report serves to inform our stakeholders including students, families, community members, and staff about the intentional efforts made by the district to address systemic inequities, which have often disproportionately impacted students from historically underserved and underrepresented populations. The purpose behind these EDI efforts has always been to create the best learning environment for all our students so that they are successful. We acknowledge that there is also a lot of effort from each of our 21 schools throughout the district to address their unique populations and needs, as well, and we recognize and honor the dedication of our teachers and staff members in these efforts.

In the district's planning, the 2020-21 academic year serves as a benchmark for our current EDI efforts. In Fall 2020, our commitment to take action led our district to put together a 3-year plan with seven (7) [Action Steps](#) to serve as a starting point for our intentional efforts. We recognize the limitations of the current 3-year plan and know that there is continued need to act in many other areas of the district.

Part 1. District Data Highlights

Explanation and Overview of this Report

This first equity report will provide updates regarding our district-wide efforts in equity, diversity, and inclusion. Moving forward, future annual equity reports will build upon this document to highlight updates from the prior year. The data sets in the next section are included to provide context and rationale as to the urgency of the efforts necessary to meet the educational needs of **all** our students.

Student Demographic Data	WISEdash Secure, Wisconsin Department of Public Instruction https://wisedash.dpi.wi.gov/ 2021-22 Student Ethnic Report, https://www.ecasd.us/ECASD/media/District-Site/2021-22-3rd-FRIDAY-SEPTEMBER-ETHNICITY-COUNT.pdf ECASD Data Warehouse, https://www.ecasd.us/District/Departments/Assessment
Staff Demographic Data	Equal Opportunity Commission Staff Information Report (2020). ECASD Human Resources Office, https://www.ecasd.us/District/Departments/Human-Resources
Student Outcomes	Wisconsin Department of Public Instructions (DPI) District Report Card, https://dpi.wi.gov/accountability/report-cards
Climate Data	District Student Survey, ECASD Assessment Office, https://www.ecasd.us/District/Departments/Assessment , Spring 2022 Instructional Staff Survey, ECASD Assessment Office, https://www.ecasd.us/District/Departments/Assessment , Spring 2022 District Family Survey, ECASD Assessment Office, https://www.ecasd.us/District/Departments/Assessment , Spring 2022
Organizational Data	Tiered Fidelity Inventory-TFI (Algonzzine, et. Al, 2019)

Select Definition of Terms (in alphabetical order)

Diversity – There are many kinds of diversity, based on race, gender, sexual orientation, class, age, country of origin, education, religion, geography, physical, or cognitive abilities. Valuing diversity means recognizing differences between people, acknowledging that these differences are a valued asset, and striving for diverse representation as a critical step towards equity. (National Education Association, 2021)

Equity – Educational equity means 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. (Wisconsin DPI, 2022)

Equity Lens – The intentional way in which information is organized, understood, and used in order to be deliberately inclusive of the unique history, needs, and perspectives of populations that have been historically excluded and/or marginalized.

Ethnicity – A socially constructed grouping of people based on culture, tribe, language, national heritage, and/or religion. It is often used interchangeably with race and/or national origin, but should be instead considered as an overlapping, rather than identical, category. (National Education Association, 2021)

Framework – A visual representation of an abstract concept, which shows how different ideas are interconnected and related. Frameworks are often used to help guide the way an organization operates or functions.

Identity or Social Identity – All aspects that make a person who they are including, but not limited to: race, ethnicity, gender, sexual identity, gender identity, socioeconomic status, ability status, language, religion, and marital status. Aspects of culture combine to provide a sense of identity, a history of how a person or group experience interactions with society. (Wisconsin DPI, 2022)

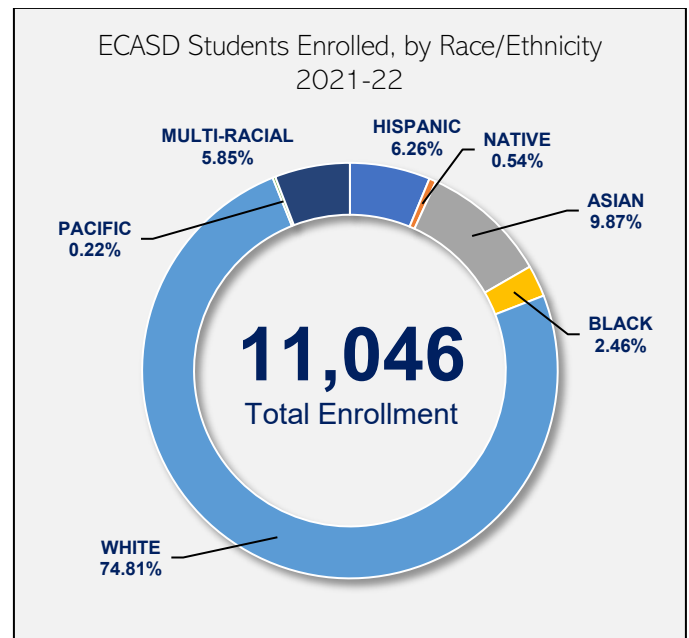
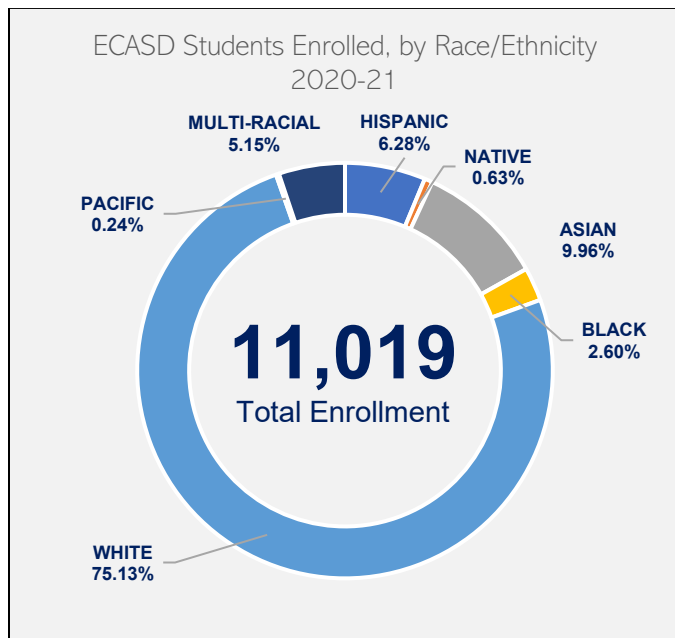
Inclusion – Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities. (National Education Association, 2021)

Individual Education Program (IEP) – A written statement and plan for a student with a disability that is developed, reviewed, and revised by a team of people, including the student's family, that outlines an educational plan for the student (Wisconsin DPI, 2022)

Race – A socially constructed grouping of people based on physical characteristics and variation. (National Education Association, 2021)

By the Numbers: Demographics & Data

Student Demographics: At-a-Glance



2020-21 Student Enrollment by Race & Ethnicity		2021-22 Student Enrollment by Race & Ethnicity	
Asian	9.96%	Asian	9.87%
Black	2.60%	Black	2.46%
Hispanic	6.28%	Hispanic	6.26%
Multi-Racial	5.15%	Multi-Racial	5.85%
Native/American Indian	0.63%	Native/American Indian	0.54%
Pacific Islander	0.24%	Pacific Islander	0.22%
White	75.13%	White	74.81%

Source: 2021-22 Student Ethnic Report

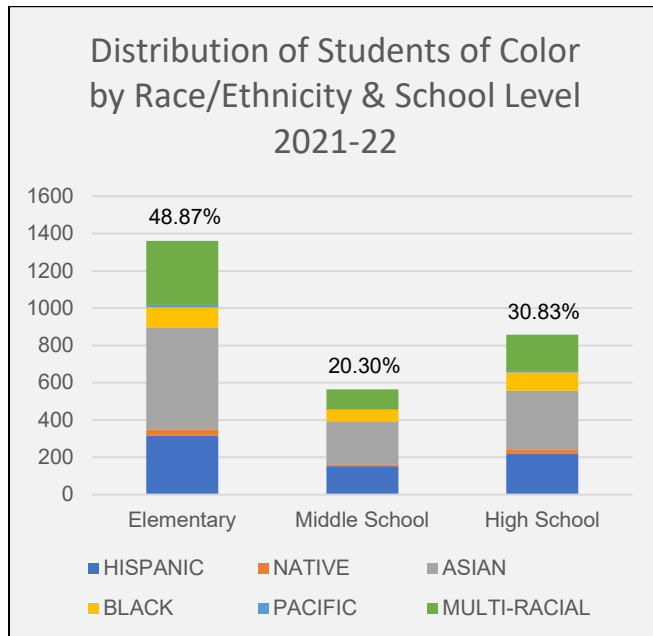
Student Demographic Trends Over Time (5-year period, by school year)

Student Race/Ethnicity <i>% of all ECASD students who self-identified as a race/ethnicity other than only White</i>		Students with Disabilities & Special Education <i>% of all ECASD students eligible for Special Education Services through an Individual Education Program (IEP) Plan</i>		English Language Learners (ELL) <i>% of all ECASD students eligible for ELL services and resources, based on primary language spoken at home and limited English proficiency (LEP)</i>		Economically Disadvantaged <i>% of all ECASD students eligible for Free/Reduced lunch based on Family Household Income</i>	
2017-18:	23.20%	2017-18:	14.64%	2017-18:	3.41%	2017-18:	40.03%
2018-19:	23.70%	2018-19:	14.71%	2018-19:	3.56%	2018-19:	39.85%
2019-20:	24.46%	2019-20:	15.38%	2019-20:	4.09%	2019-20:	39.11%
2020-21:	24.87%	2020-21:	16.64%	2020-21:	4.26%	2020-21:	40.70%
2021-22:	25.19%	2021-22:	17.07%	2021-22:	4.38%	2021-22:	41.60%

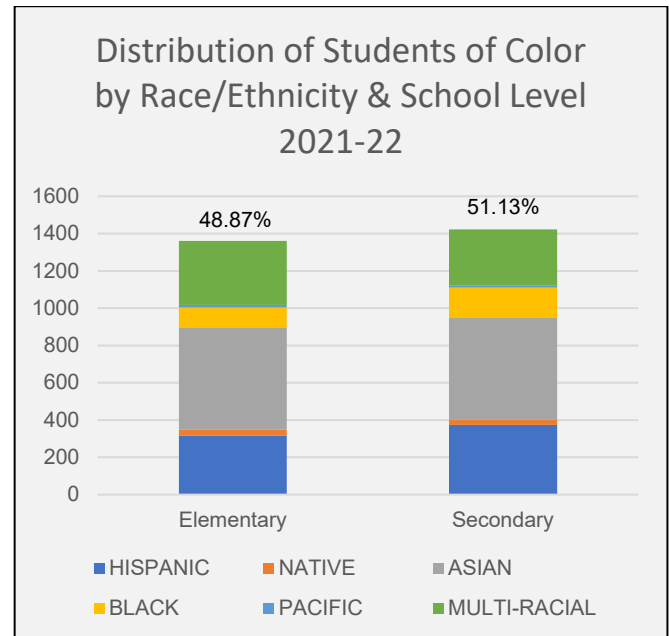
Sources: WISEdash Secure. (2022, Sept) Department of Public Instructions (DPI) & 2021-22 Student Ethnic Report

Student Demographics: In Detail

Students of Color, Distributed by School Level (Elementary/Middle/High & Elementary/Secondary)

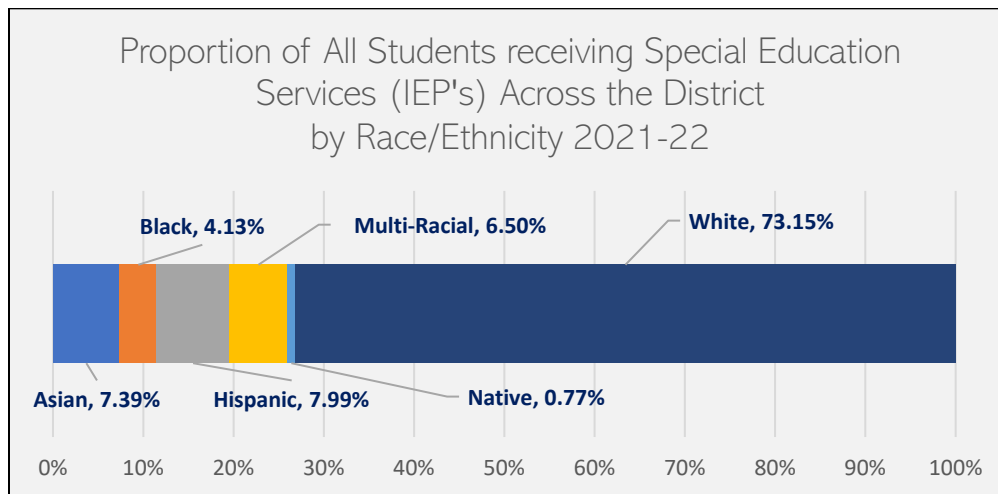


Source: 2021-22 Student Ethnic Report



Source: 2021-22 Student Ethnic Report

Special Education, Disaggregated by Race/Ethnicity (2021-22)



Source: WISEdash Secure. (2022, Sept) Department of Public Instructions (DPI).

1,814
(16.42%)

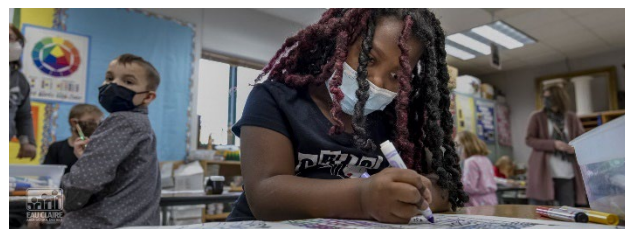
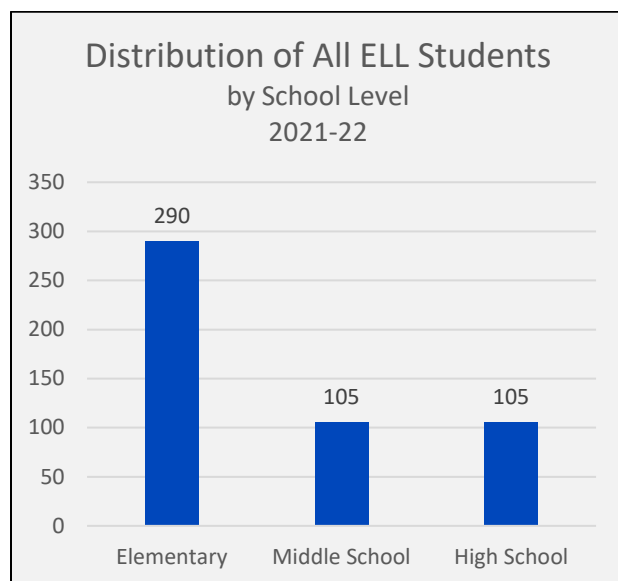
Total # and % of students eligible for Special Education (IEP) services across the district in **2021-22**

Special Education, Intersections with ELL services by Primary Language Spoken at Home (2021-22)

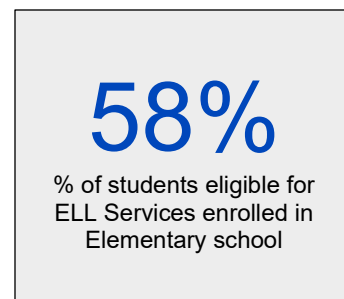
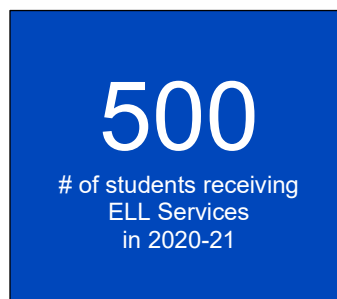
Total count of students receiving BOTH Special Education AND ELL services In 2021-22	Amharic	Bulgarian	English	Hmong	Korean	Spanish	Vietnamese
81	1	1	2	48	1	25	3
	1.23%	1.23%	2.47%	59.26%	1.23%	30.86%	3.70%

Source: WISEdash Secure. (2022, Sept) Department of Public Instructions (DPI).

English Language Learners (2021-22)



A classroom at Northwoods Elementary (2021)



Source: WISEdash Secure. (2022, Sept) Department of Public Instructions (DPI).

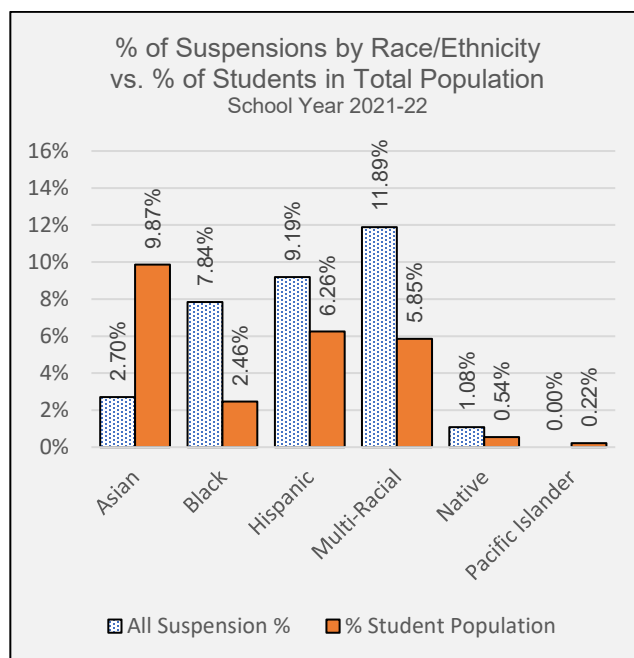
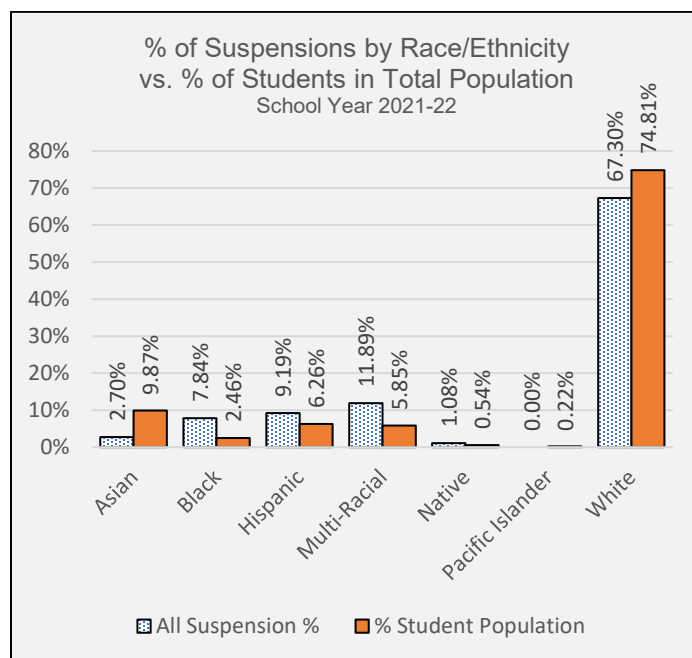
Economically Disadvantaged – # and % Free/Reduced Lunch Eligibility, by year (2020-21 & 2021-22)

	Reduced Lunch Eligible		Free Lunch Eligible		Total Free & Reduced	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
2020-21	683	6.6%	3548	34.1%	4231	40.7%
2021-22	693	6.8%	3558	34.8%	4251	41.6%

Source: WISEdash Secure. (2022, Sept) Department of Public Instructions (DPI) and ECASD Food & Nutrition department.

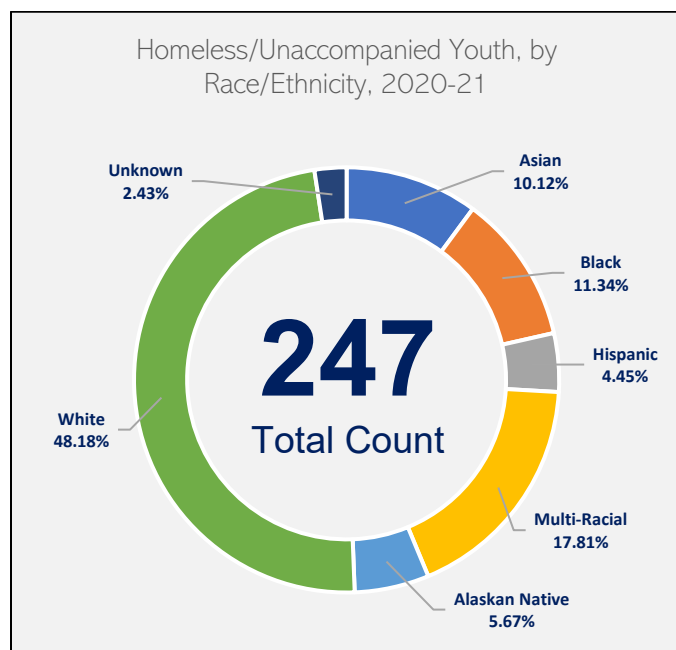
Suspensions (In-School & Out-of-School Combined), by Race/Ethnicity (2020-21)

These following charts provide a comparison between the proportion of students suspended disaggregated by race/ethnicity compared to their respective proportion in the ECASD student population. For example, students who identify a race/ethnicity as Multi-Racial account for 11.89% of all suspensions during the 2020-21 school year, while accounting for only 5.85% of the total ECASD student population that year. Please note, for ease of reading and viewing, the second chart removes “White.”



Source: WISEdash Secure. (2022, Sept) Department of Public Instructions (DPI).

Homeless & Unaccompanied Youth



Source: WISEdash Secure. (2022, Sept) Department of Public Instructions (DPI) & ECASD Family Services department.

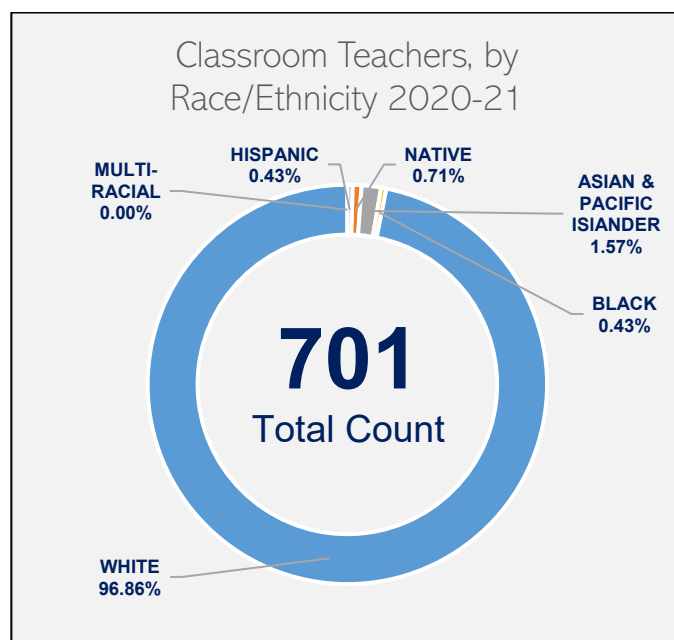
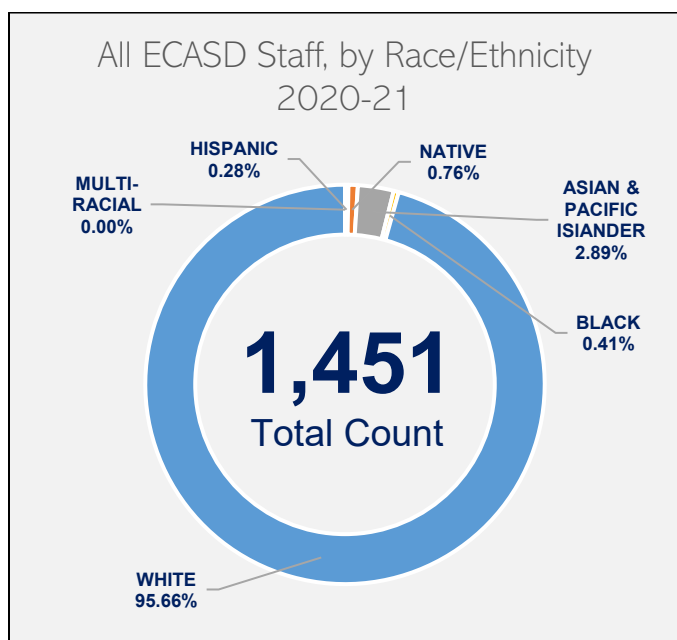
29%

Percentage of Homeless & Unaccompanied Youth with a Special Education IEP during the 2020-21 school year



A PE classroom at Sherman Elementary (2021)

Staff Demographics: At-a-Glance



All ECASD Staff, By Race/Ethnicity (2020-21) Self-Reported Demographics by Race & Ethnicity

Asian & Pacific Islander	2.89%
Black/African American	0.41%
Hispanic	0.28%
Multi-Racial	0.00%
Native/American Indian	0.76%
White	95.66%

Classroom Teachers, by Race/Ethnicity (2020-21) Self-Reported Demographics by Race & Ethnicity

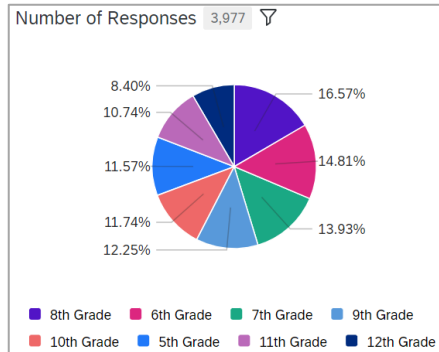
Asian & Pacific Islander	1.57%
Black/African American	0.43%
Hispanic	0.43%
Multi-Racial	0.00%
Native/American Indian	0.71%
White	96.86%

Source: EEOC Staff Information Report (2020-21), ECASD Human Resources Dept.

District Survey Data – Highlights

The district distributes three (3) survey questionnaires near the end of each spring term to get feedback on how the district is doing in a number of key areas. These surveys including 1) a District Student Survey, 2) a District Family Survey, and 3) an Instructional Staff survey. The data tables below reflect self-reported responses and provide disaggregated results for a select number of questions from the District Student Survey and the District Family Survey. The selected questions below relate to issues of representation, belonging, and social identities.

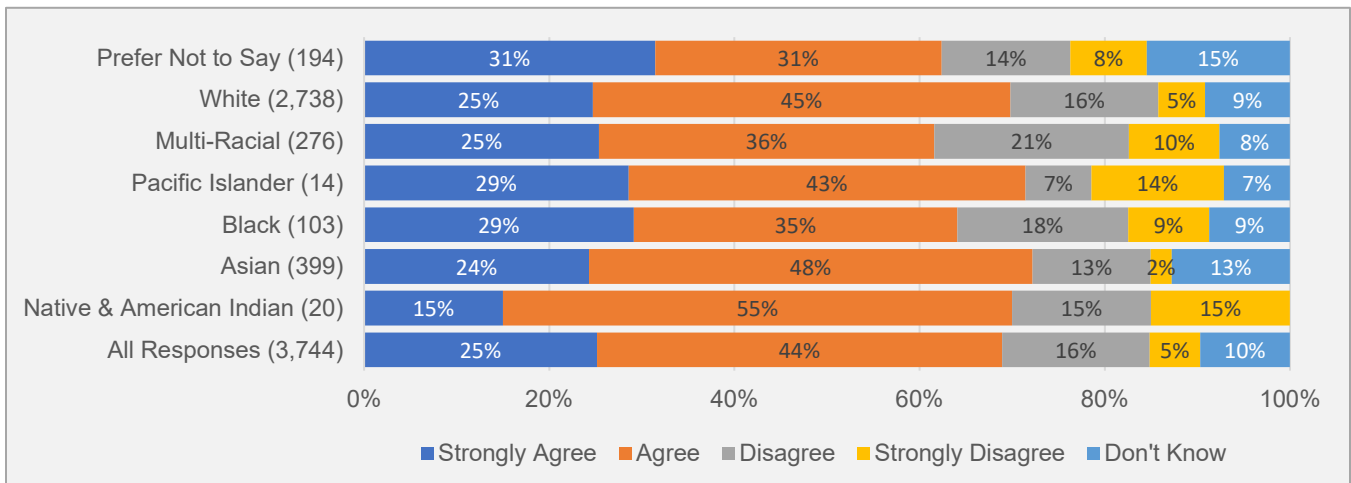
District Student Survey – At a Glance



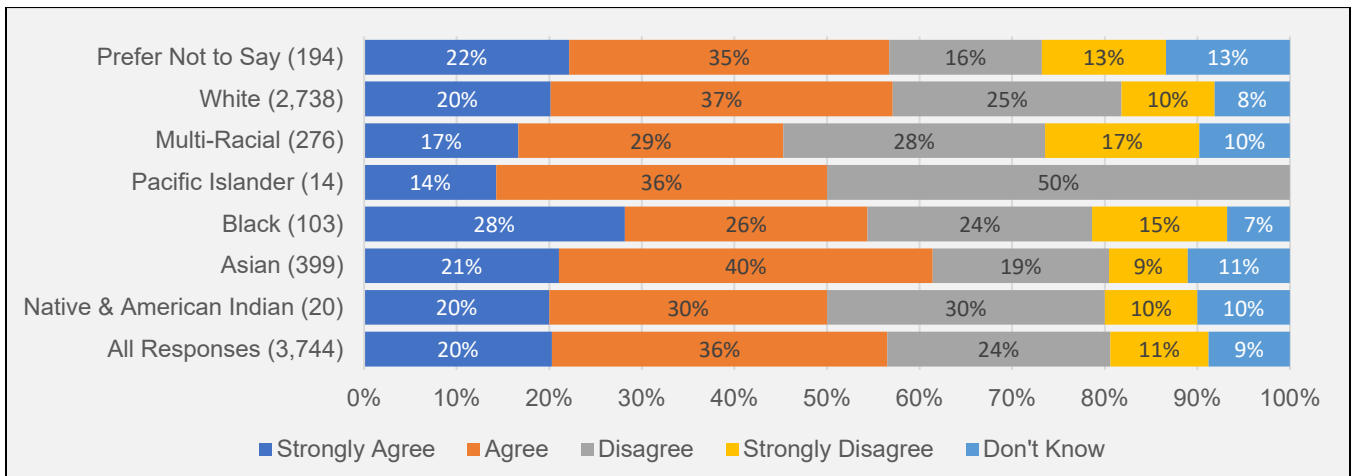
A total of 3,977 students across grades 5-12 responded to the District Student Survey (2022). This survey included 63 questions. Response rates by grade include the following:

- 5th Grade: 460 (11.57%)
- 6th Grade: 589 (14.81%)
- 7th Grade: 554 (13.93%)
- 8th Grade: 659 (16.57%)
- 9th Grade: 487 (12.25%)
- 10th Grade: 467 (11.74%)
- 11th Grade: 427 (10.74%)
- 12th Grade: 334 (8.40%)

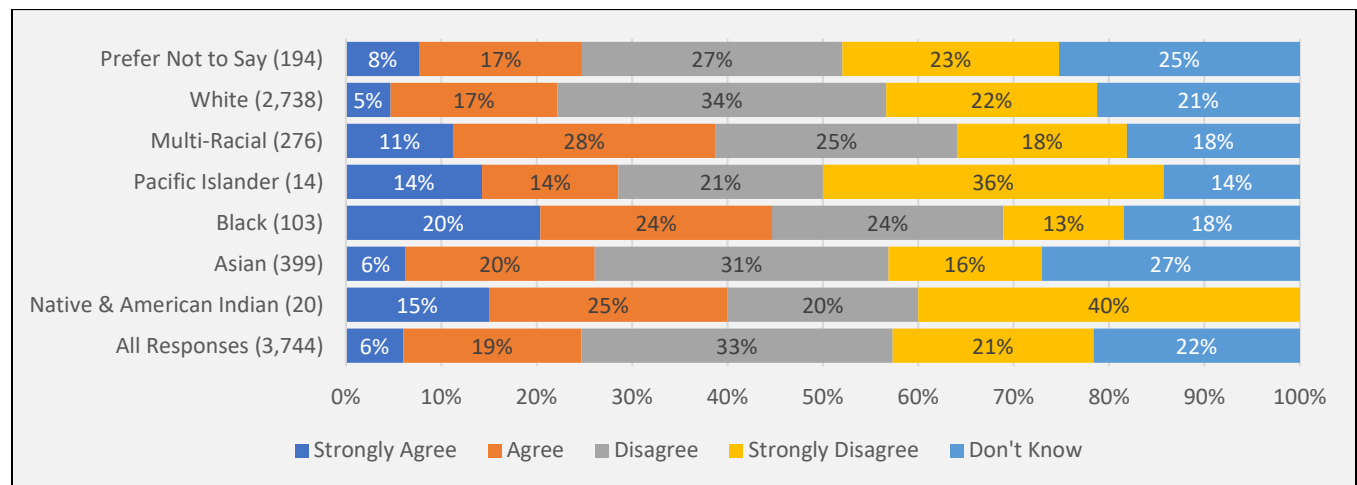
Survey Question: All students are treated the same, regardless of whether their parents are rich or poor.



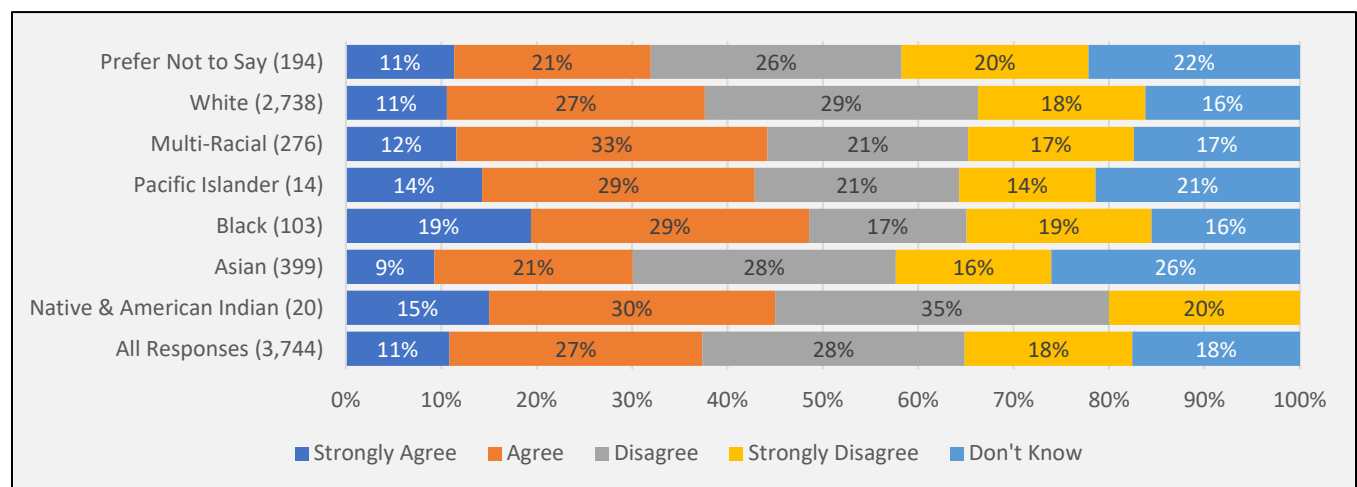
Survey Question: Students are treated equally well no matter their sex, race, religion, color, national origin, ancestry, immigration status, creed, pregnancy, marital or parental status, physical, mental, emotional or learning disability, sexual orientation, gender identity, or gender expression.



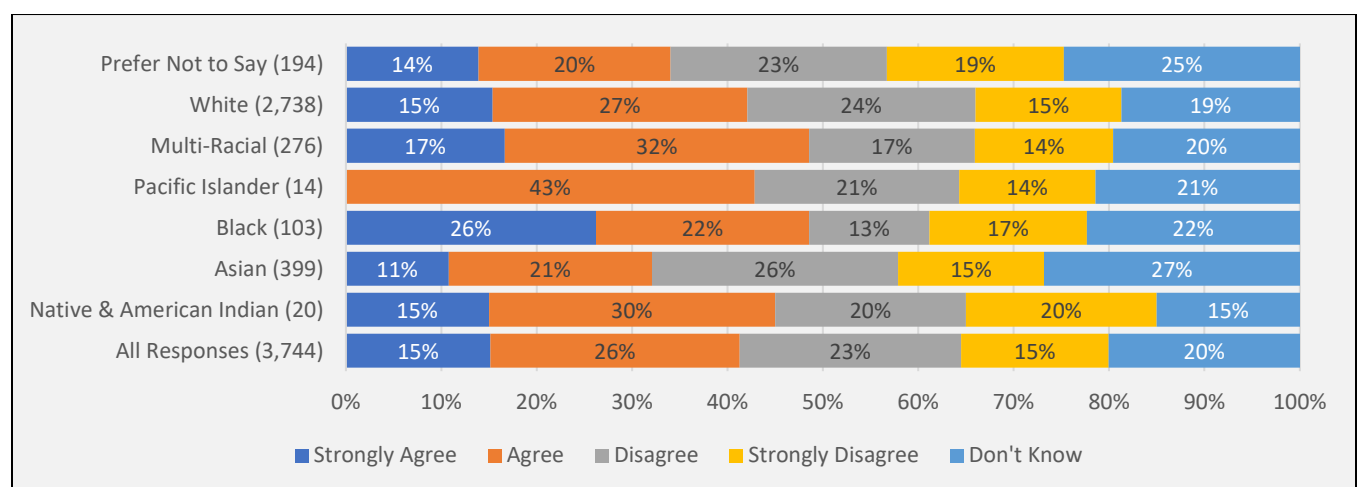
Survey Question: Students at this school are teased or picked on about their race or ethnicity.



Survey Question: Students at this school are teased or picked on about their physical and mental disability.



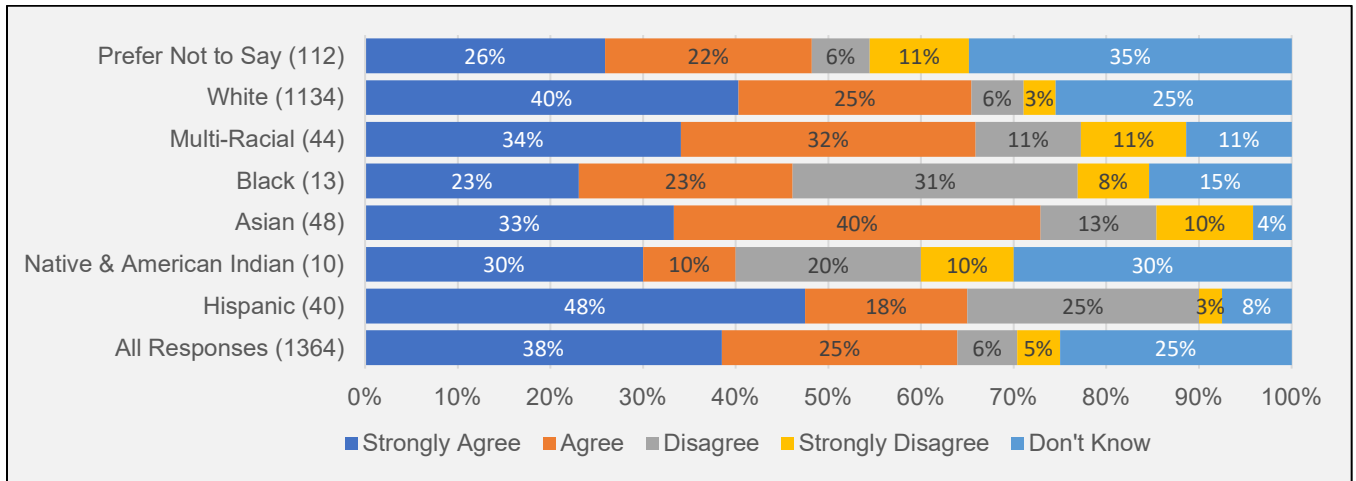
Survey Question: Students at this school are teased or picked on about their real or perceived sexual orientation.



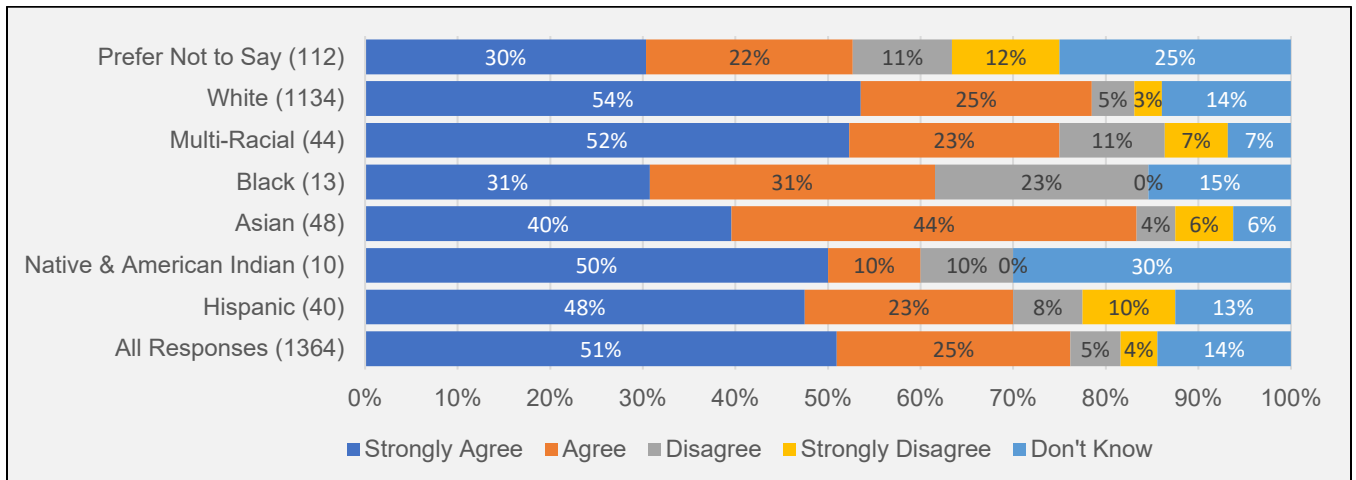
District Family Survey – At a Glance

A total of 1,697 responses were completed in the District Family Survey. This survey included 42 questions.

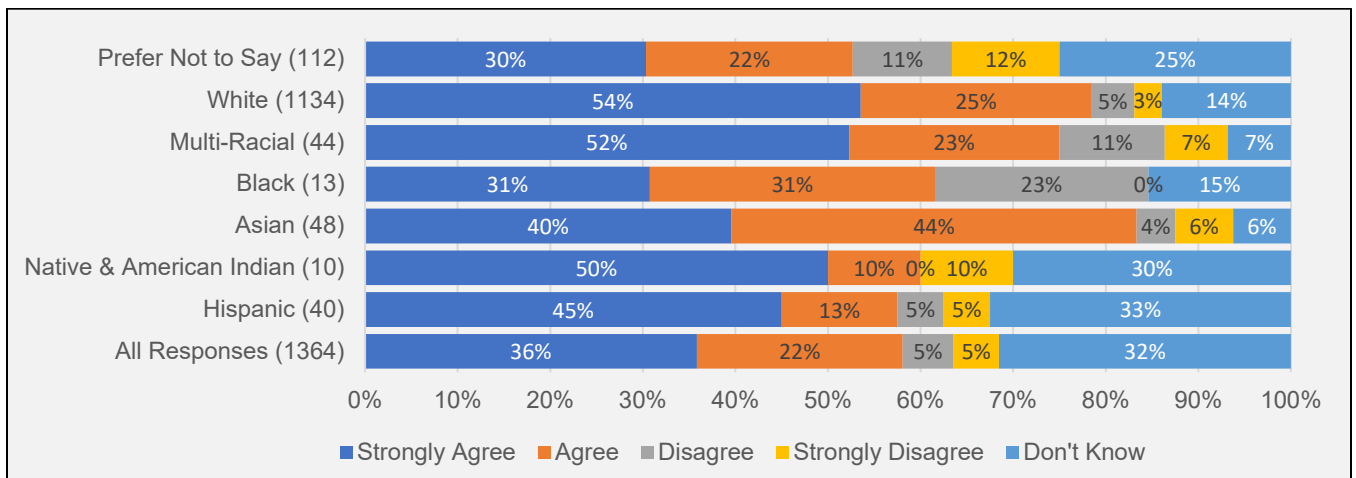
Survey Question: This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.



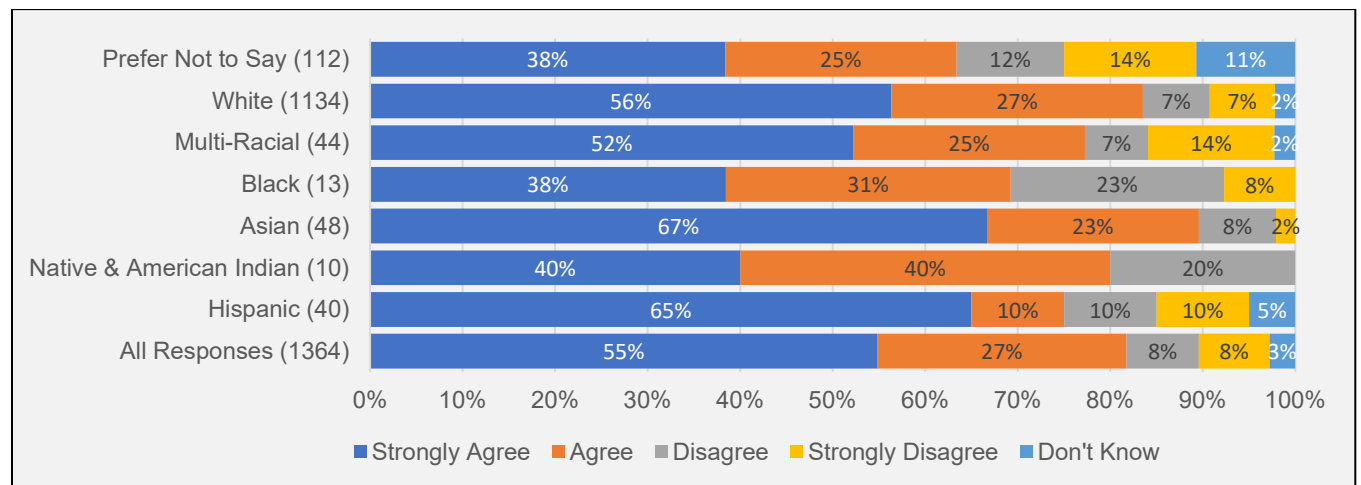
Survey Question: This school communicates how important it is to respect the practices of all cultures.



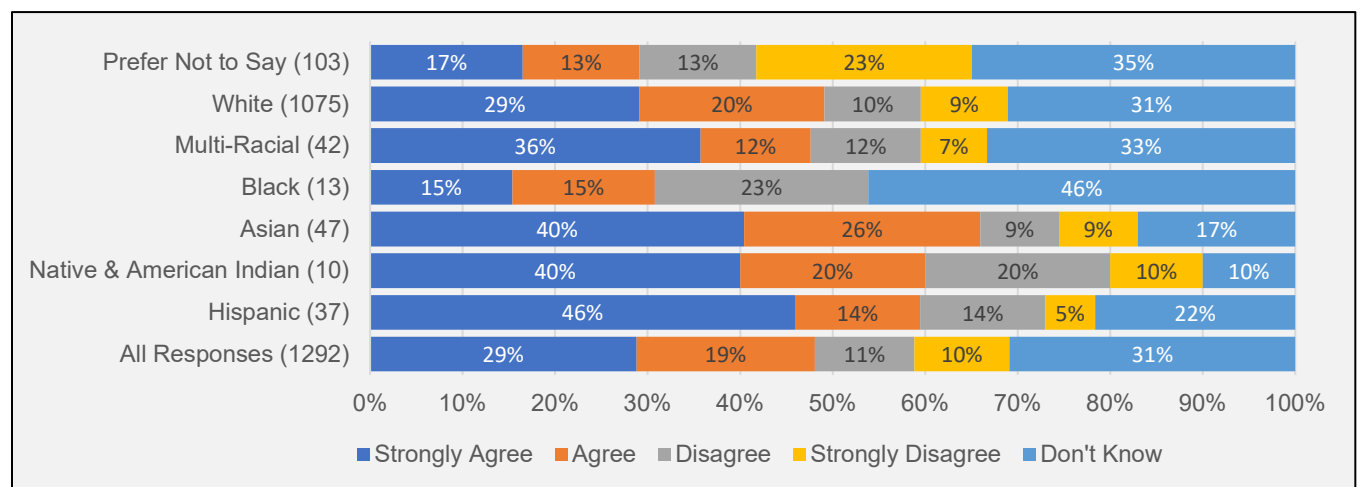
Survey Question: This school communicates how important it is to respect students of all sexual orientations.



Survey Question: At this school, my child feels they belong.



Survey Question: Discipline is fair.



Part 2. Our Equity Framework

Our Foundation: Systems & Frameworks

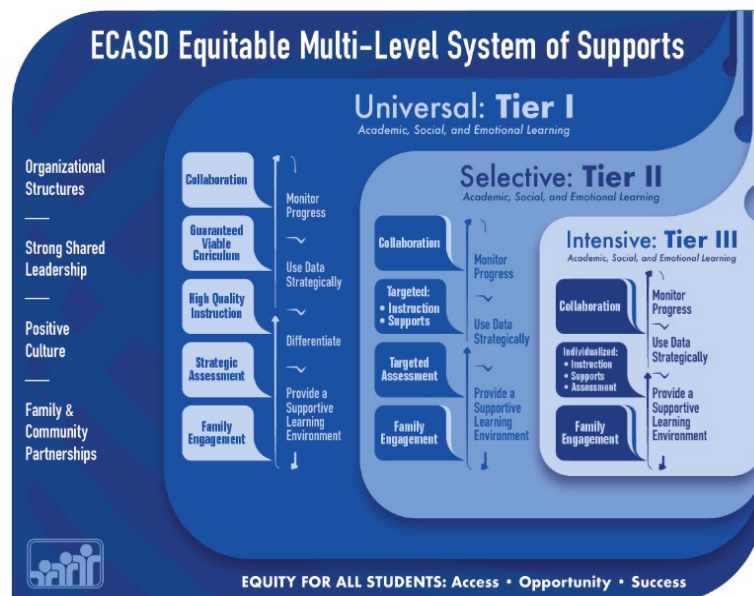
Our district's commitment to equity, diversity, and inclusion explicitly recognizes, examines, and addresses the systemic manifestations of oppression and racism in our district, as well as in all aspects of our governance policies, processes, practices, and outcomes. We recognize that the success of our district's EDI efforts relies on the degree to which EDI is formally embedded throughout our district. To that end, we have intentionally sought ways to design equity into our systems and daily practice. The following systemic practices, which include the design and implementation of our Equitable Multi-Level Systems of Support (E-MLSS), our Instructional Framework, and Positive Behavioral Interventions and Supports (PBIS).

Equitable Multi-Level Systems of Support

The ECASD Equitable Multi-Level Systems of Support (E-MLSS) framework serves as a comprehensive framework that informs the work of all ECASD teachers and staff members, and it sets forth a holistic vision of an integrated and coherent system of academic, behavioral, social, and emotional supports to ensure equitable success for **every** learner. In short, E-MLSS is a systemic equity framework (Wisconsin DPI, 2022).

At the core of E-MLSS, **equity** for all students serves as the foundation of the framework in order to meet the **diverse** and unique academic needs of our students. With elements such as a strong universal level of support in the use of a guaranteed viable curriculum, high-quality instruction, strategic use of data, collaboration among stakeholders, and engagement with our families, we can ensure that **inclusion** is attainable for all students to be successful in our schools.

While the district has been working on the initial implementation of the Equitable Multi-Level Systems of Support framework since 2018, the current 2022-23 school year serves as the first year of intentional, district-wide implementation of this framework.



ECASD Equitable Multi-Level Systems of Support Framework (2022)

Instructional Framework

How we teach in the Eau Claire Area School District is just as important as **what** we teach. Informed by the ECASD Teaching & Learning Strategic Plan and completed in August 2022 with implementation taking place across the district during the Fall 2022 term, the instructional framework serves as an interrelated set of systems that when implemented with fidelity provides high quality instruction within a supportive learning environment across all classrooms and schools.

In alignment with the E-MLSS, the instructional framework was designed with equity, diversity, and inclusion from the start and these systems include expectations for:

- what students will learn
- instructional strategies and practices to guide student learning and assessment, and
- professional learning to address identified needs

Positive Behavior Interventions and Supports (PBIS)



Students at Delong Middle School (2022)

Creating safe, predictable, and equitable learning environments is at the core of academic success for our students. PBIS serves as a systemic framework that informs behavior intervention practices that are culturally responsive and culturally appropriate for **all** our students.

Implementing the PBIS is really important, and it takes time to do it well. Our district uses a tool called the Tiered Fidelity Inventory-TFI (Algozzine, et. Al, 2019), which uses a series of rubrics to measure how schools are implementing the core features of this framework. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features). Generally, any tier

scored at 70% or higher will start to produce positive outcomes for students. When a school reaches 70% or higher at a given tier, they are considered "at fidelity." The tables below provide our latest self-reported scores from each ECASD school regarding their current progress toward full implementation throughout the three tiers of PBIS.

ECASD Elementary School(s) TFI Tier I & Tier II) Scale Score

School Name	Tier 1 Percentage Implemented	Tier 2 Percentage Implemented	Tier 3 Percentage Implemented
CV Montessori Charter School	80%	96%	N/A
Flynn Elementary School	83%	63%	N/A
Lakeshore Elementary School	83%	88%	N/A
Locust Lane Elementary School	83%	92%	37%
Longfellow Elementary School	87%	88%	N/A
Manz Elementary School	87%	96%	N/A
Meadowview Elementary School	87%	81%	N/A
Northwoods Elementary School	73%	96%	N/A
Putnam Heights Elementary School	87%	54%	N/A
Robbins Elementary School	83%	81%	76%
Roosevelt Elementary School	93%	88%	N/A
Sam Davey Elementary School	90%	100%	N/A
Sherman Elementary School	77%	96%	N/A

ECASD Middle School(s) TFI Tier I & Tier II) Scale Score

School Name	Tier 1 Percentage Implemented	Tier 2 Percentage Implemented	Tier 3 Percentage Implemented
Delong Middle School	50%	19%	N/A
Northstar Middle School	60%	62%	N/A
South Middle School	87%	37%	N/A

ECASD High School(s) TFI Tier I & Tier II) Scale Score

School Name	Tier 1 Percentage Implemented	Tier 2 Percentage Implemented	Tier 3 Percentage Implemented
McKinley Charter School	57%	N/A	N/A
Memorial High School	77%	N/A	N/A
North High School	47%	N/A	N/A

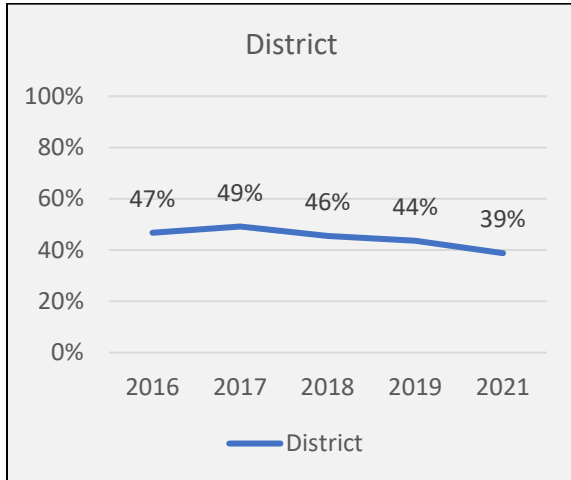
Better Student Outcomes Because of Better Systems

In the end, our goal is to create systems and environments that will lead to our students being successful. We envision that as these systems and frameworks are initiated toward full implementation, we will see increased student academic success. Our ten-year academic target is to see student outcomes reach at least 80% proficiency in key academic metrics, using the Forward Exam, ACT Aspire, and ACT.

On the following pages, the historical data graphs on the left illustrate a trend line that shows the percentage of all test takers who received a score at or above “Proficient” on the respective exam/test from the most recent available years. Please note, no test scores are available for the 2019-20 school year due to the COVID-19 pandemic. The charts on the right illustrate our projected, intended growth of total students who receive a score at or above “Proficient” on the respective exam/test. We refer to these future academic targets as “Stretch Goals.”

Forward Exam for Grades 3-8: English & Language Arts (ELA)

Historical Data

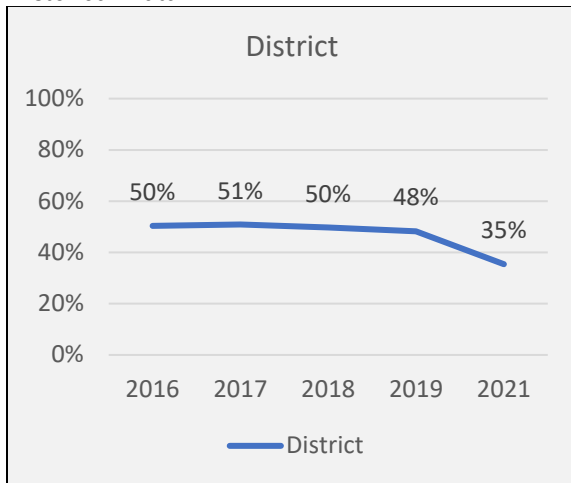


Target "Stretch Goal"

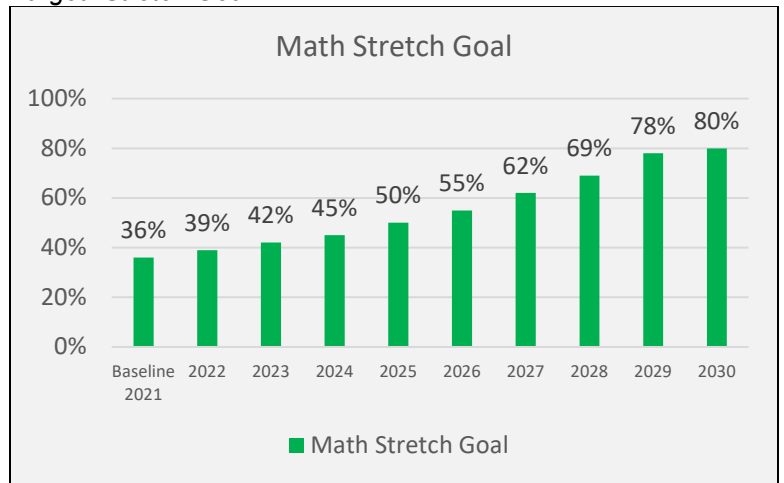


Forward Exam for Grades 3-8 – Math

Historical Data

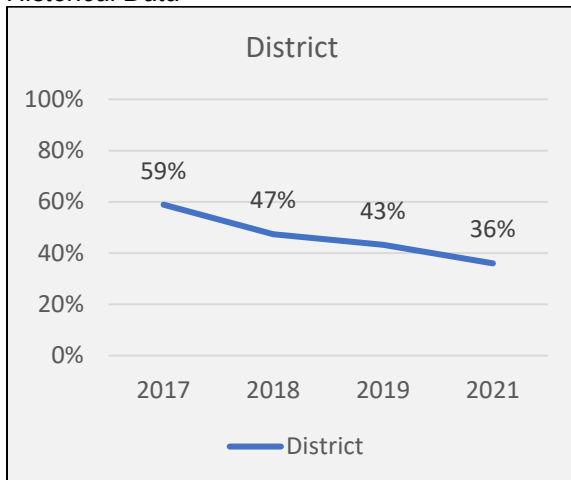


Target "Stretch Goal"



ACT ASPIRE for High School – English & Language Arts (ELA)

Historical Data

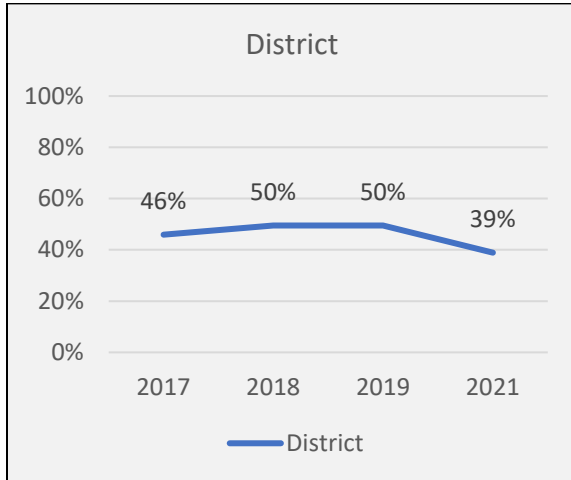


Target "Stretch Goal"

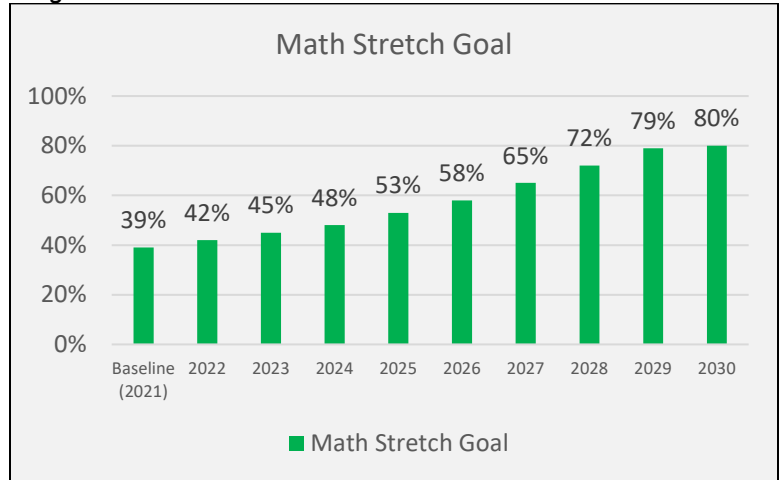


ACT ASPIRE – Math

Historical Data

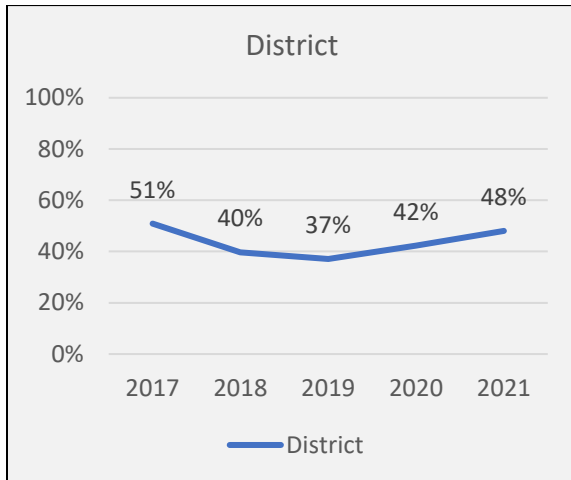


Target “Stretch Goal”



ACT – English & Language Arts (ELA)

Historical Data

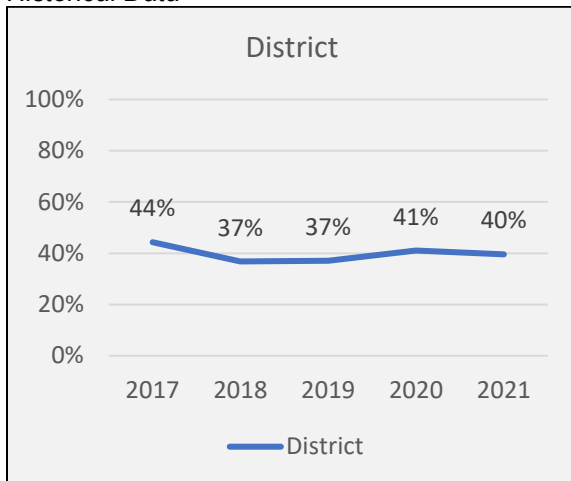


Target “Stretch Goal”

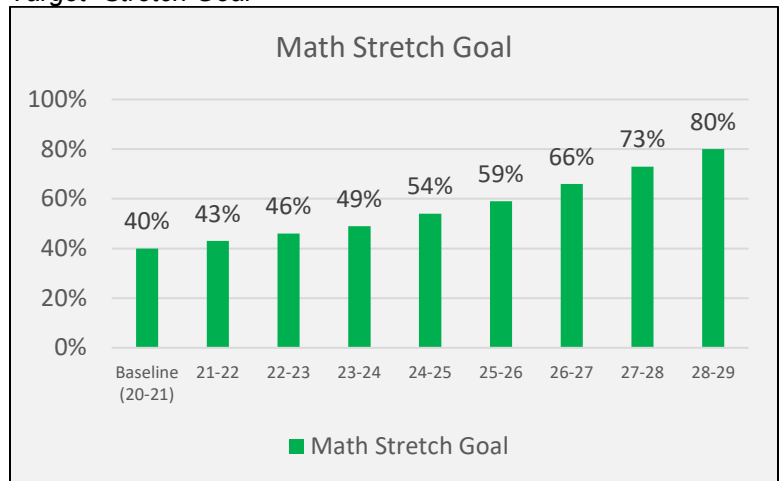


ACT – Math

Historical Data



Target “Stretch Goal”



Part 3. Equity Action Plan

**School Year 2020-21 –
School Year 2022-23**

Equity Action Plan

ECASD Equity/Culturally Responsiveness Plan

In Fall 2020, the ECASD created the “ECASD Equity/Culturally Responsiveness Plan,” which identified seven (7) priority *action steps* to guide our district-wide equity efforts over the next three years. According to this plan, the 2020-21 school year would serve as Year 1 and would conclude at the end of the 2022-23 school year.

In this plan, **Action Step 1** identifies the need to have dedicated staff that would support the implementation of the district’s equity framework and priorities. **Action Step 2** seeks to ensure that representative voices from throughout the district and community would guide our EDI initiatives. **Action Step 3** recognizes the need to build structures throughout our district that would sustain our EDI efforts. **Action Step 4** speaks to our awareness that EDI efforts required continual learning and re-learning. **Action Step 5** acknowledges that the strongest supporters of our students are their families and that their engagement will be a cornerstone of our success. **Action Step 6** recognizes that consistent and culturally relevant academic & social/emotional support systems are necessary to meet our EDI goals. **Action Step 7** addresses how our district is continuing to find intentional ways to embed equity, diversity, and inclusion as a standard of practice in and out of the classroom.

Action Steps & Highlighted Accomplishments

<p>Action Step 1</p> <p>Create an Equitable Multi-Level Systems of Support (E-MLSS) department staffed within the district organizational structure.</p>	<p>Highlighted Accomplishments of Action Step 1</p> <ul style="list-style-type: none"> • Summer 2020 <ul style="list-style-type: none"> ◦ Equity-Multi Level Systems of Support (E-MLSS) Administrator & Coordinator are appointed to the district. • School Years 2020-2023 <ul style="list-style-type: none"> ◦ Progress of the E-MLSS alignment through all PK-12 system toward meeting Operational Expectations and Results • Summer 2022 <ul style="list-style-type: none"> ◦ District-wide, intentional implementation of ECASD’s E-MLSS framework is initiated ◦ Director of Equity, Diversity, and Inclusion is hired
<p>Action Step 2</p> <p>Create an Equity Steering Committee at the district level consisting of representatives from marginalized populations and equity advocates to guide the goal setting and planning for this work.</p>	<p>Highlighted Accomplishments of Action Step 2</p> <ul style="list-style-type: none"> • Summer 2021 <ul style="list-style-type: none"> ◦ Community meeting on district efforts toward equity, diversity, and inclusion to support the success of all students • School Year 2021-22 <ul style="list-style-type: none"> ◦ A group of individuals comprised of marginalized populations, equity advocates, multiple staff positions, students, families, and community members. This group met monthly. ◦ The Equity Steering Committee met on a monthly basis through the 2021-22 school year. In its capacity, the committee reviewed board policies, discussed professional development efforts, and began its efforts in identifying priorities for the district. • School Year 2022-23 <ul style="list-style-type: none"> ◦ With the leadership of the Director of EDI, the Equity Steering Committee will focus on identifying district-wide priorities and action items to support students, families, and school staff.
<p>Action Step 3</p> <p>All principals, district administrators, and a team of Equity Teachers Leaders from each building trained in culturally responsible practices that create equitable access, opportunity, and success for all students.</p>	<p>Highlighted Accomplishments of Action Step 3</p> <ul style="list-style-type: none"> • Spring 2021 & Summer 2021 <ul style="list-style-type: none"> ◦ System leaders and building leaders engaged in a series of four, 2-hour EDI professional development sessions to increase their capacity to lead this work at their building, along with a group of teacher leaders, next year. ◦ District leaders attend <i>Building Culturally Responsive Systems</i> training provided by Wisconsin Rtl Center. <i>Funded through DPI Homeless grant.</i> ◦ District leaders supported the planning and attendance of “The Bias Inside Us” exhibit at the Science Museum of Minnesota in preparation for bringing this exhibit to the Eau Claire community Spring 2022. This community collaboration included the Smithsonian Institute, Pablo Center, UW-Eau Claire & ECASD) • School Year 2021-22 <ul style="list-style-type: none"> ◦ Teachers, staff, and district leaders attended “The Bias Inside Us” exhibit and keynote speaker, Dr. Calvin Lai, at the Pablo Center.

<p>Action Step 4</p> <p>All staff trained in culturally responsible practices that create equitable access, opportunity, and success for all students.</p>	<p>Highlighted Accomplishments of Action Step 4</p> <ul style="list-style-type: none"> • School Year 2021-22 <ul style="list-style-type: none"> ○ 1 to 3 volunteers from each school who served as “EDI Building Leaders” took part in the series of four, 2-hour EDI professional development sessions each month to increase their capacity to lead this work at their respective schools, along with their principal, next year. <i>Funded through DPI Homeless grant.</i> ○ EDI Building Leaders led a series of four, 2-hour EDI professional development sessions throughout their respective schools for all teachers and staff throughout the year. • Summer 2022 <ul style="list-style-type: none"> ○ All staff in Building & Grounds and Food & Nutrition departments receive EDI professional development
<p>Action Step 5</p> <p>Family and student voice embedded in all our work – with a focus on seeking out voices of marginalized populations.</p>	<p>Highlighted Accomplishments of Action Step 5</p> <ul style="list-style-type: none"> • School Year 2021-22 <ul style="list-style-type: none"> ○ Developed a plan for reaching out to marginalized populations (personal invitations to provide feedback and attend focus groups) ○ ECASD Hmong Parent Teacher Association is launched ○ A series of community listening sessions to gather feedback regarding the ESSER III underrepresented stakeholders’ involvement in budgetary input ○ focus groups with marginalized populations took place ○ drafted a plan to continue soliciting input/feedback ○ Continued focus and administrative presence in underrepresented stakeholders’ meeting structures ○ Family Services department increases services and resources for ECASD families <ul style="list-style-type: none"> ▪ Special Education Family Resources increase translation resources and support ▪ Family Services department launches the “ECASD Family First Podcast” which is broadcast in three languages (English, Spanish, & Hmong) ▪ Family Services department launches evening hour services for families during School Board meeting nights throughout the year • School Year 2022-23 <ul style="list-style-type: none"> ○ Superintendent Youth Advisory Committee (Grades 5-12) is formed to provide student voice
<p>Action Step 6</p> <p>Clearly identified systems of academic and behavior supports for all students in every school building with regular monitoring of data/outcomes.</p>	<p>Highlighted Accomplishments of Action Step 6</p> <ul style="list-style-type: none"> • School Year 2020-21 & School Year 2021-22 <ul style="list-style-type: none"> ○ Ongoing coaching and support offered to buildings to support implementation of the District Equitable Multi-Level Systems of Supports ○ District team (district and building administrators) continue to develop the ECASD Equitable Multi-Level Systems of Supports resources for teams. As resources are finalized, team shares these out with building leaders. ○ Continued PBIS Implementation • Summer 2022 <ul style="list-style-type: none"> ○ Increased staffing to support schools and students in areas that will support the full implementation of E-MLSS framework and increase systemic structures to support culturally responsive practices throughout the district <ul style="list-style-type: none"> ▪ Hiring 1.5 FTE Academic & Social/Emotional Learning Interventionists to support students in non-Title I schools ▪ Additional staffing, support, and resources for Special Education services <ul style="list-style-type: none"> • 2nd Director of Special Education hired • Increase of School Psychologists through the district from 12-16 with revised roles in the Special Education evaluation procedure to increase capacity and minimize bias in the assessment process ▪ When fully staffed, each elementary school will also have the following <ul style="list-style-type: none"> • Instructional & Social/Emotional Learning Coach • Literacy Social/Emotional Learning Coach • Instructional Interventionist • School Counselor staffing in alignment with the national ratio of 1:250 • Part Time Social Worker • Half time School Psychologist

Action Step 7	Highlighted Accomplishments of Action Step 7
<p>Ongoing work in all departments that impacts systems at the building level.</p>	<ul style="list-style-type: none"> • Ongoing (School Year 2020-21 & School Year 2021-22) <ul style="list-style-type: none"> ○ Support was provided to classrooms and libraries to purchase materials and curriculum with cultural responsiveness in mind (rubric/criteria) with a focus on Culturally Authentic Texts that match the identities of students and families throughout the community. ○ Throughout the district's continual improvement process, schools began to explore how cultural elements could inform our practices when addressing the social/emotional needs of our students. ○ Assessment practices have been explored to use anti-bias, non-discriminatory measures. ○ Recruitment, hiring, and retention practices for all positions with a focus on hiring a diverse and representative staff that matches ECASD student demographics. ○ All ongoing policy reviews are highlighting equity and impact as a means to determine necessary revisions ○ Budget decisions are made through the lens of equity with priorities focused on an equitable system of supports for all students ○ Starting in the 2021-22 school year, all schools included an equity focus and component in their respective School Improvement Plans (SIP). ○ The Teaching & Learning Strategic Plan was developed throughout the 2021-22 school year with a central focus on equity being a foundational element of its implementation.

Part 4. Highlighted Successes & Next Steps

Highlighted Successes and Ongoing Work

We recognize that while district-led efforts to infuse equity, diversity, and inclusion into our systems and practices is a vital and powerful way to infuse transformational change that is systemic, structural, and sustainable, we also know that each school is unique in its staff and student population. In consideration of that, we recognize and honor the efforts made by so many of our teachers, staff, and families to lead a variety of equity, diversity, and inclusion efforts that support our students at their respective schools. The following table below highlights some of the successes and ongoing efforts that our individual schools, teachers, parents, and families are doing together to initiate equity, diversity, and inclusion efforts. We acknowledge that this list of highlighted successes is not comprehensive of all the efforts taking place across the district.

<p>Equity Statement for the District</p>	<p>On March 2021, the Eau Claire School Board formally adopted a district-wide Equity Statement, which affirmed our commitment to supporting all students, families, and staff.</p> <p>This statement contextualized the historical and systemic mechanisms that have perpetuated oppressive outcomes among our historically underserved and underrepresented student populations, and it aligned our EDI efforts with our core values of honesty, respect, responsibility, compassion, courage, and justice.</p> <p>Moving forward, the commitments outlined in this statement call for increased engagement with families and community members from historically marginalized populations, to seek to make changes in the core organizational structures that will interrupt disproportionate outcomes for our students, to seek continual improvement and learning about our individual and systemic biases, to seek a staffing composition that looks more like our community, and to create welcoming school cultures and climates where discriminatory and oppressive behaviors are not tolerated.</p>
<p>Gender Support Plan</p>	<p>The purpose of a Gender Support Plan is to foster inclusive and welcoming environments that are free from discrimination, harassment, and bullying regardless of sex, sexual orientation, gender identity, or gender expression.</p> <p>During the 2021-22 school year, the Gender Support Plan was piloted, and in Fall 2022, wider implementation was initiated across the district. The Gender Support Plan provides guidance for district staff to better support the unique needs of each student undergoing a gender identity transition.</p>
<p>Hmong Parent Teacher Association (PTA)</p>	<p>The Hmong PTA is a 501c3 organization under the guidance of the Wisconsin Parent Teacher Association, whose mission is to collaboratively partner with the Eau Claire Area School District to advocate and create educational opportunities and resources to inclusively educate and develop the identities of Hmong learners because it is the responsibility of all to educate, nurture, and guide our next generation.</p> <p>Established in Spring 2020, the Hmong PTA began coordinating Welcome Back and End of the Year picnic events throughout the 2020-21 and 2021-22 school years to connect Hmong families with ECASD staff and administrators. Moreover, the Hmong PTA has provided guidance and engagement with the district's Family Advisory Committee, the Demographics & Trends Committee, and with the Equity Steering Committee. Moreover, the Hmong PTA was actively engaged with various ECASD community meetings, including ESSER III Stakeholder meetings and others.</p>
<p>Power of Perception</p>	<p>Power of Perception and the Eau Claire Area School District entered into a formal partnership in Spring 2020 for the purpose of increasing opportunities for Black and Bi-racial students to get connected to community agencies, community resources, and district support services. The mentoring program has served over 30 Black and Bi-racial students each year since the partnership began.</p> <p>During the 2021-22 school year, Power of Perception opened an additional chapter with DeLong Middle School.</p>

<p>Celebration of Diversity Monthly Themes & Use of Hallway Cultural Displays for Student Learning</p>	<p>During the 2021-22 school year, South Middle School made a commitment to be intentional about what is displayed around school to ensure that all of our students, despite their background, can feel welcome and connected. For example, for the Celebration of Diversity month that focused on Hispanic and Latinx American, two members of our Equity, Diversity, and Inclusion (EDI) team combined forces to create a scavenger hunt where South students used biographies of notable Hispanic and Latin Americans posted on the walls around school and locate the answer to various questions on their scavenger hunt sheet. The challenge was that all the biographies were in Spanish only. Students who are emerging bilingual students were empowered by the activity and non-Spanish speaking students gained a new perspective on the challenges faced when a person is trying to find answers in a language that is unfamiliar to them.</p> <p>Each month besides September marked a different focus and was organized by different members of the South EDI team. The following were the Celebration of Diversity themes listed in order of the month celebrated: Hispanic/Latin American Heritage, Native American/Indigenous Peoples Heritage, Women in Math and Science, Neurodiversity, African American heritage, Middle Eastern/Arab heritage, Asian and Pacific Islander, and finally a school-wide Celebration of Diversity.</p> <p>A small paragraph with this information was distributed to families through our Falcon Newsletter throughout the year and families were encouraged to inquire about what lessons and displays would be featured during each Celebration of Diversity month.</p>
<p>Intentionally Addressing Inequitable Student Outcomes Using an Equity Lens</p>	<p>Using an equity lens, Flynn Elementary School's leadership team reviewed their school student data and decided to increase their focus on the growth of each child.</p> <p>Students who have demonstrated proficiency are expected to earn one year's growth this coming year, and those who have not reached proficiency are to earn more than a year's growth to close the learning gap that exists. This gap is most prevalent in students from marginalized groups. To meet this goal to close the learning gap, our efforts will increase the focus on teaching to standards and increasing the communication between interventionists and the grade level classroom teachers.</p>
<p>Family Services Outreach Efforts</p>	<p>The Family Services department recognizes that families are a vital part of the support system for our students, and they have continually provided creative initiatives to support many of our district's historically marginalized family populations. This department is staffed by a School/Community Liaison, American Indian Education Coordinator, Homeless Program Coordinator, Special Education Parent Facilitator, and Academic and Social/Emotional Coordinator.</p> <p>Some of the ongoing services provided by this department have included the ECASD Closet, services for homeless and unaccompanied youth, Title VI Indian Education programming for eligible students, direct outreach to families and parents, translation support for Hmong, Spanish, and other non-English speaking families, and much more.</p> <p>Over the past two years, Family Services has also launched unique initiatives to engage more families from historically underserved and marginalized populations, including the ECASD Family First podcast, which is streamed in English, Spanish, and Hmong languages. In addition, the department continues to offer evening hour services for families during the nights of School Board meetings.</p>
<p>The Ojibwe Doodems Mural: Representing our Diverse Student Population in our School</p>	<p>In March 2022, Northstar Middle School unveiled the 'Ojibwe Doodems Mural,' located just inside the main entrance. The mural, which is a 4 foot x 6 foot painting that represents animals from all seven of the Ojibwe clans, was painted by Sam Zimmerman, an indigenous artist from Duluth, MN. In addition, the night sky in the painting contains 580 stars—one painted for every Northstar student and staff member during the 2021-22 school year.</p> <p>This teaching mural was made possible by a generous grant from the Eau Claire Public Schools Foundation's Equity Grant cycle during fall 2021.</p>

<p>Elevating Our Student Leaders</p>	<p>During the 2021-22 school year, framed photos of all our 5th grade students at Meadowview Elementary School were posted throughout our hallways, with information about their names and highlighted them as leaders. One of the purposes of this on-going project is for ALL students to be represented on the walls of our school, and therefore, identify themselves as both members and leaders of our school community. In seeing themselves this way, it creates a sense of belonging and affirms each student is an important member of our school community. Under each of the 5th graders photographs is a personal statement created by the student regarding how they will serve as leaders in our building.</p> <p>Another purpose of this project is for our school community to see and appreciate the diverse cultures represented in our school and see how each student will strive to lead in a way that continues to make Meadowview a great school! The impact of this project is continuous. The 5th grade students have taken immense pride in having their pictures displayed with their leadership goals. As Meadowview families and community members walk our hallways, positive comments can be heard regarding the students and their statements. Younger siblings of those displayed also take a lot of pride in their older siblings and make comments about what their statement will be when they grow up.</p> <p>Overall, this culturally responsive project has had a positive impact on our students by making them feel part of our school community as well as empowered leaders in our school. This project was made possible through an Equity, Diversity, and Inclusion (EDI) grant from the Eau Claire Public Schools Foundation.</p>
<p>Using Inclusive Language & Engaging in Purposeful and Reflective Equity Conversations</p>	<p>At Sherman Elementary School, we have consciously changed our language when talking to the students. For instance, we now have a school-wide practice of using gender neutral language to remove sexual identity out of the conversation. For example, instead of saying “boys and girls,” we would say “learners.” Moreover, we no longer reference tasks by “boys or girls,” instead we use strategies such as, “if you are wearing blue go get your whiteboard,” or things like that.</p> <p>Our staff have also continued to intentionally engage in purposeful conversations around equity. Our focus on “safe spaces” vs. “brave spaces” gave us an avenue to trust and open communication around our equity growth. We are very proud that we have become more honest and transparent about the inequities that surface from our school’s data and are working hard to determine how we are going to continue addressing them.</p>
<p>Empowering Student Leaders</p>	<p>At Memorial High School, school leaders and athletic department staff worked with student-athletes to set expectations about appropriate language and behavior. The emphasis of these proactive discussions was to empower student-athletes to serve as leaders and to take ownership to uphold a team environment that is welcoming, respectful, and empowering. A specific emphasis to proactively address homophobia, racism, and sexism was integrated into these proactive conversations.</p>
<p>Cultivating Courageous Conversations</p>	<p>Based on responses from student feedback, there has been a recent effort to ensure that there are opportunities and spaces where students can have authentic discussions about their experiences at North High School. Our goal through these safe spaces has been to ensure that all students who walk through our doors can feel like they belong in “Husky Nation” at North High.</p> <p>For instance, the <i>Hmong Peem Tsheej Club</i> has been a staple student organization for years at our school and has provided some of these opportunities for our students, but in the previous 2021-22 school year, new opportunities such as the <i>Open Doors</i> discussions and the new <i>Black Student Union</i> (BSU) was launched. The “Talking Circles” that take place in BSU has included students that don’t normally speak up very much in class and serve as opportunities for them to talk in judgement-free zones. Over the short amount of time that BSU has been doing “Talking Circles,” we’ve heard feedback from students that these spaces have fostered meaningful inclusivity and empathy. We really feel that in these spaces, we are making progress in honoring our different experience because all students have been welcome to participate and engage in these important discussions.</p>

<p>Black Student Excellence</p>	<p>South Middle School had a goal of ensuring a community where students who identify as Black, multiracial, and allies of these student populations were empowered to use their skills, talents, and voices while striving for academic and personal excellence.</p> <p>The notion of having a South Middle School chapter of Black Student Excellence (BSE) stemmed during one of the first meetings of South's Equity, Diversity, and Inclusion team meetings in 2019. The team saw a need to create a safe space for students who were Black, multiracial, and allies to build community and share their voices on a variety of topics. A South Middle School parent graciously accepted the role of facilitator and has continued to use their expertise as a professional curriculum developer to craft engaging lessons for each meeting.</p> <p>BSE at South has evolved each year because it is driven by student feedback and student voice. At the beginning of the 2021-22 school year, BSE students at each grade level were surveyed to see if they were interested in including allies at meetings. 7th grade BSE students overwhelmingly agreed that they wanted to invite allies to the meetings while the other grade levels were not yet as comfortable with the idea. At the end of the year, the same students were surveyed again, and the majority were interested in having BSE be open to all South students. As a results, beginning this school year (2022-23), Black Student Excellence is transforming into the EDI (Equity, Diversity, and Inclusion) Club based on student feedback. Over the past 3 years that South's chapter of BSE has been available to students, it has grown significantly with approximately 45 students attending most of the bi-weekly meetings throughout the prior year.</p>
<p>Diverse Artist Series</p>	<p>Partners from Putnam Heights Elementary, Delong Middle School, Longfellow Elementary, and the District Office engaged in a joint effort to increase diverse representation throughout the district. The purpose of this two-part project was to increase visual representation of diverse leaders and role models in each school. We wanted students to have windows and mirrors in terms of role models. A mirror allows students to see themselves reflected in the classrooms and halls throughout our district. A window allows students to see the leaders that do not look like them. The first part of this effort was launching a Diverse Artist Series that invited nine different authors, dancers, visual artists and musicians to present their work to the student body via online platforms from 2020-2022.</p> <p>These artists included: Ms. Kao Kalia Yang, Dr. Selika Ducksworth-Lawton, Mr. Duncan Tonatiuh, Mr. Wade Fernandez, Ms. Duachaka Her, Ms. Grace Lin, Mr. B. J. Hollars, Sista Strings and our very own Hmong Club Student Dancers.</p> <p>The second part of the effort was to photograph thirteen diverse local role models in order to produce posters with their pictures and links to short interviews. Eight schools throughout the district opted to write plans for how to use the posters, and now have them to display in their hallways.</p>
<p>Respecting Student Needs and Student Safety in Locker Rooms</p>	<p>Starting in the 2021-22 school year, Northstar Middle School repurposed an after-school athletics office into a changing room to serve our students who prefer a more private area for PE & athletics needs. The room features privacy dividers, secure lockers, and a swimsuit drying machine. This third space was created as a supplement to our girls and boys locker room facilities.</p>
<p>Multicultural Fair</p>	<p>The Equity Team at Putnam Heights Elementary School used responses from a school-wide equity audit to launch subcommittees dedicated to working on climate, representation, and professional development. Their work included everything from regular stories in the family newsletter about equity to voluntary book studies before school. In addition, during the 2021-22 school year, we were able to restart a <i>Multicultural Fair</i> that had been running for five consecutive years prior to the pandemic. This event is one of our most well attended family and community events. The opportunity for staff, students, and families to come together to celebrate our incredibly diverse community is a night not to be missed.</p>

Moving Forward

This Coming Year, 2022-23

Over the coming year, our first priority will be to engage with stakeholders, including the Equity Steering Committee, to identify a more comprehensive list of EDI priorities for the coming school year. As of the date of this report, these priorities have not been formally identified. However, the following action items below are **some** of the immediate priorities that we will consider.

Equity Audit. With the guidance of our Equity Steering Committee alongside the EDI teams at our schools, implementing a district-wide equity audit of our current efforts and an exploration of how we can sustain equitable practices will be an important priority. We envision that an equity audit will include intentional outreach and engagement to our students and their families in these important discussions with an emphasis on reaching out to many of the populations directly impacted by the data tables highlighted in this report. These outreach and engagement efforts to engage our diverse students and their families are in alignment with the implementation of our EMLSS framework, as well as our PBIS efforts.

EDI Plan. The current 2022-23 school year will serve as the final year in our current 3-year Equity/Culturally Responsiveness plan. Next year's equity report will summarize the actions and outcomes that were informed by the seven (7) priority action steps in the current plan. With the results from the Equity Audit, a revised 5-year Equity Action Plan will be developed to align with the Eau Claire School Board's "Operational Expectation 2-Equity," and will be effective September 2023 through June 2028.

Equity Data Dashboards. Equity efforts throughout the district will be informed by data driven practices. As such, in partnership with the Assessment department, more detailed and disaggregated dashboards will be developed to ensure that this data is readily available for use.

5-year Equity Plan & Goals

Upon completion of our current 3-year EDI plan ([ECASD Equity/Culturally Responsiveness Plan](#)), a new 5-year equity plan will be developed to build upon our district's progress. We envision that the specific goals identified in this 5-year equity plan will be informed by the Equity Audit, as well as the ongoing implementation of our EMLSS, our Instructional Framework, and PBIS.

10-year Equity Plan Vision & Goals

Student outcomes are our priority. As such, we set ourselves "stretch goals," which address student achievement goals. Namely, we envision that in ten years, our district will have made annual, incremental academic improvements to meet ELA and Math proficiency of *at least* 80% of all our students. However, academic goals are only part of the holistic vision. Our preliminary equity vision for our 10-year outlook may include goals such as making substantial progress in the implementation of culturally responsive practices in and out of the classroom, social/emotional support strategies that close the disproportionate suspension rates of our students of color, increased support services that meet the unique needs of students who occupy intersectional identities, and professional learning plans and priorities that support the continual learning needs of our district staff in order to meet the needs of our most marginalized student populations.

20-year Equity Plan Vision & Goals

In our vision for our 15-year EDI outlook, we envision that full implementation of E-MLSS, PBIS, and the Instructional Framework will have been completed to fidelity, which according to the literature (Wisconsin Rtl Center, 2017; Algozzine, et. Al, 2019), will create an environment that will foster equitable outcomes for our students.



A student at North High School (2022)

References & Resources

References

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