

PEOPLE ADVOCATING GREENDALE
EQUITY, 6743 Hill Park Court,
Greendale, WI 53129

DIANNIA MERRIETT, 6743 Hill Park
Court, Greendale, WI 53129; and

Case No:

CHANESE KNOX, 2014 S. 102nd Street,
Apt. 234, West Allis, WI 53227,

v.

Plaintiffs,

Case Class 30303

v.

GREENDALE SCHOOL DISTRICT, 6815
Southway, Greendale, WI 53129,

Defendant.

SUMMONS

THE STATE OF WISCONSIN

To each party named above as a defendant:

You are hereby notified that the plaintiffs named above have filed a lawsuit or other legal action against you. The complaint, which is attached, states the nature and basis of the legal action.

Within 20 days after receiving this summons, you must respond with a written answer, as that term is used in chapter 802 of the Wisconsin Statutes, to the complaint. The court may reject or disregard an answer that does not follow the requirements of the statutes. The answer must be sent or delivered to the court, whose address is 901 N. 9th St., Milwaukee, WI 53233, and to Plaintiffs' attorneys Elisabeth Lambert, Chris Donahoe,

and Timothy Muth, whose address is 207 E. Buffalo Ave., Ste 325, Milwaukee, WI, 53202. You may have an attorney help or represent you.

If you do not provide a proper answer within 20 days, the court may grant judgment against you for the award of money or other legal action requested in the complaint, and you may lose your right to object to anything that is or may be incorrect in the complaint. A judgment may be enforced as provided by law. A judgment awarding money may become a lien against any real estate you own now or in the future and also may be enforced by garnishment or seizure of property.

Dated this 31st day of March, 2023.

Respectfully submitted by:

electronically signed by Chris Donahoe

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**PEOPLE ADVOCATING
GREENDALE EQUITY, DIANNIA
MERRIETT, and CHANESE KNOX**

Plaintiffs,

Case No: 23-CV-_____

v.

Case Class 30303

GREENDALE SCHOOL DISTRICT,

Defendant.

COMPLAINT

Plaintiffs, Diannia Merriett, Chanese Knox, and People Advocating Greendale Equity, (together “Plaintiffs”), by their attorneys Christine Donahoe and R. Timothy Muth of the American Civil Liberties Union of Wisconsin Foundation and Elisabeth Lambert of the Wisconsin Education Law and Policy Hub, allege as follows:

INTRODUCTION

1. This is an action for breach of a settlement agreement between the Plaintiffs and the Greendale School District (the “District”). Despite having promised annual presentations to District students designed to address problems of racism in the schools experienced by Plaintiffs, the District has reversed course and failed to provide the presentations and disbanded the community initiative which could have helped ease a hostile racial environment which confronts many students of color in the District. Plaintiffs bring this action to require the District to honor its promises.

PARTIES

2. Plaintiff Diannia Merriett is an adult resident of Wisconsin and resides at 6743 Hill Park Court, Greendale, WI 53129.

3. Plaintiff Chanese Knox, the daughter of Diannia Merriett and a former student of the Greendale School District, is an adult resident of Wisconsin and resides at 2014 S. 102nd Street, Apt. 234, West Allis, WI 53227. Ms. Knox is Black.

4. Plaintiff People Advocating Greendale Equity (PAGE) is an unincorporated nonprofit association in accordance with Wis. Stat. § 184.01 comprised of, and representing the interests of, parents who have children of color attending Greendale schools.

5. The Defendant, the Greendale School District (“Defendant” or “District”), is a public-school district with offices located at 6815 Southway, Greendale, WI 53129, and is organized under Wis. Stat. Ch. 120 and operating under Wis. Stats. Chs. 115, 118 and 121.

FACTS

District Discrimination Complaint and Appeal to DPI

6. Plaintiff Chanese Knox was a Junior at Greendale High School, part of the Defendant District, during the 2018-19 school year.

7. On March 4, 2019, Ms. Knox and her mother, Plaintiff Diannia Merriett filed a complaint (“Initial Complaint,” attached as Exhibit A) with the District under Title VI of the Civil Rights Act of 1964, Wis. Stat. § 118.13, and the District’s pupil

nondiscrimination policy, alleging that the District had discriminated against Ms. Knox by failing to respond adequately to redress a known racially hostile environment.

8. The Initial Complaint alleged that, on multiple occasions during the 2018-19 school year, the District was put on notice of incidents of racial harassment of students of color including Ms. Knox by District students, including the use of racial slurs, circulation of racist videos and other materials, and racist graffiti on school property.

9. The Initial Complaint further alleged that the District had failed to reasonably respond to these incidents; that it had responded with defensiveness, minimization and delay; and that the District superintendent had retaliated against Ms. Knox and Ms. Merriett for their comments and actions regarding the racial climate in the district.

10. The District retained an investigator to investigate the Initial Complaint.

11. However, the District failed to provide a final written determination of the Initial Complaint to Ms. Knox and Ms. Merriett within the 90-day time frame required under Wis. Admin. Code § PI 9.04(2).

12. Therefore, on July 12, 2019, Ms. Knox and Ms. Merriett filed an appeal (“DPI Appeal,” attached as Exhibit B) with the Wisconsin Department of Public Instruction.

13. Ms. Knox and Ms. Merriett submitted a brief to DPI in support of the DPI Appeal on September 19, 2019.

14. Because of the racial incidents and retaliation she experienced, Ms. Knox transferred out of the Greendale School District to finish her senior year of high school.

Ms. Merriett continued to be involved with advocating for a racially inclusive atmosphere in Greendale schools.

Formation of Greendale Coalition for Diversity, Equity and Inclusion

15. In April 2019, shortly after Ms. Knox and Ms. Merriett had filed the Initial Complaint, District Superintendent Gary Kiltz invited Greendale Village Manager Todd Michaels and Ms. Merriett to form a community leadership group called the Greendale Coalition for Diversity, Equity and Inclusion (“the Coalition”), for the purpose of addressing racism in Greendale.

16. The Coalition designated a Steering Committee, whose co-chairs included Ms. Merriett, Superintendent Kiltz, and Greendale Village Manager Michaels.

17. The Steering Committee included several members of PAGE.

18. The Steering Committee developed a plan for a joint effort between the District, the Village and the Coalition to “create a more welcoming, kind, and inclusive community in Greendale” and “challeng[e] discrimination in all forms while focusing on race and racism.”

19. The Steering Committee memorialized its plan in a document entitled the Greendale Welcomes Diversity Action Plan (“Action Plan,” attached and incorporated by reference as Exhibit C.)

20. The Action Plan was reviewed and finalized at a Community Alignment Event in October, 2019.

21. The Action Plan stated:

This community-wide inclusion effort is led by the Greendale School District. It is supported and championed by 1) the Greendale School District, 2) the Village of Greendale, and 3) the Greendale Coalition for Diversity, Equity and Inclusion made up of residents, community leaders, employees of the School District, and the employees of the Village. The School District has committed \$25,000 per year for the project through its Community Service Fund (Fund 80). The School District has empowered the Steering Committee to develop a project Action Plan with community input, and to allocate funding to priority items in the Action Plan, provided that all action items are consistent with School District policies, procedures, practices and educational approach. The Village has committed \$10,000 per year. Todd Michaels, the Village Manager, will designate funding allocations based on village goals, policies and practices. Any suggested action items that involve questions about school district or village policies, practices, goals or philosophy will go to the School District Board or Village Board respectively for appeal.

22. The Action Plan identified goals and action steps towards its overall vision of challenging racial discrimination in Greendale, and assigned responsibility for specific tasks to individuals and groups from the District, the Village, and the Coalition.

23. The Action Plan specifically indicated that the District's Director of Pupil Services, would share responsibility for holding yearly assemblies in every school dedicated to anti-racism, with a budget of \$2000.

24. The Action Plan included the following bullet-point list of criteria that the yearly assemblies would meet:

- Including expert speaker
- "Dedicated" means anti-racism will be only topic
- Assemblies establish clear "red lines"

- HS & MS Student Equity Team provides input
- Consider survey to get input from all students
- Students will be educated on how to be upstanders and what to expect when reporting racist actions “know your rights”

25. On October 23, 2019, as part of the District’s response to the Plaintiffs’ appeal to DPI, the District’s attorney sent a letter to DPI and to Plaintiff’s counsel describing the District’s commitment to the Coalition, and specifically stating that the District “has committed \$25,000.00 annually towards the Action Plan.” (“October 23, 2019 Letter,” attached as Exhibit D).

26. At some point in October or November of 2019, Gary Kiltz resigned as District Superintendent, and Kim Amidzich, the District’s Director of Curriculum, assumed the role of Interim Superintendent.

27. On March 23, 2020, the District School Board voted to make Dr. Amidzich the District’s new permanent Superintendent.

Agreement to Resolve and Dismiss Plaintiffs’ DPI Appeal

28. On December 5, 2019, Ms. Knox, Ms. Merriett and the District executed an agreement (the “Settlement Agreement”, attached and incorporated by reference as Exhibit E) resolving the pending DPI Appeal.

29. Plaintiffs relied on the existence of the Coalition and the Action Plan and the District’s commitment to fund it annually with \$25,000, in making their decision to enter the Settlement Agreement.

30. Under the Settlement Agreement, the District committed to several actions, including a commitment to “hold annual school-wide events at Greendale Middle School and Greendale High School on culturally relevant topics. The District will determine an appropriate speaker each year in collaboration with the Coalition for Diversity, Equity and Inclusion.”

31. The District also agreed to “highlight the prohibition of harassment, bullying and hate speech when reviewing the handbook in classes during the first week of school annually.”

32. The Settlement Agreement was intended to benefit all of the students in the District, but, in particular, the students of color represented by PAGE, who had been suffering and continue to suffer from a racially hostile environment.

33. The Settlement Agreement was also intended to ensure that Ms. Merriett and other PAGE representatives who were members of the Coalition would have an ongoing opportunity to collaborate with the District to plan and implement annual diversity events at Greendale Middle School and Greendale High School.

34. As consideration for these commitments made by the District, Ms. Merriett and Ms. Knox agreed to withdraw and request dismissal of the DPI appeal.

35. On December 9, 2019, counsel for Ms. Knox and Ms. Merriett sent an email to DPI indicating that they had reached a settlement with the District, and withdrawing the appeal.

District Disbands Greendale Coalition for Diversity, Equity and Inclusion

36. The Coalition Steering Committee continued to meet regularly until July, 2021.

37. At the July, 2021 meeting, the Steering Committee discussed and made proposals for how to advance and sustain the committee's work.

38. However, instead of following through on the District's commitment to continue working with the Coalition and its Steering Committee under the Action Plan, the School Board began working to dismantle the committee and terminate the District's support.

39. At its December 20, 2021 meeting the School Board decided to stop the work of the Coalition Steering Committee.

40. The School Board also decided to reallocate the funds that had been allocated to the Coalition Action Plan to other District programs.

41. The Board attempted to justify this decision by saying that members of the District administration had assumed responsibility for the District's equity work and that District's equity work was now governed by the District's strategic plan.

District Fails to Perform Actions Required Under the Resolution Agreement

42. Despite its commitment in the Settlement Agreement to hold "annual school-wide events at Greendale Middle School and Greendale High School on culturally relevant topics," the District did not hold such events during the 2021-22 school year, nor during the 2022-23 school year so far.

43. In June, 2022, counsel for Ms. Merriett and Ms. Knox asked the District for information about the speakers it had provided during the 2021-22 school year pursuant to the settlement agreement.

44. Counsel for the District responded that “the Coalition was sunset and no longer functioning as it was in 2019,” and that the district’s student-led equity team was involved in planning student events. (“June 22, 2022 Email,” attached as Exhibit F).

45. Counsel for the District identified some events that the student equity team had provided during the 2021-22 school year; however, none of these were school-wide events, none involved an expert speaker, and none occurred at the middle school.

Racial Harassment and Hate Speech Continue in the District

46. Even as the District failed to honor its agreement with Ms. Knox and Ms. Merriett, the racial harassment that the agreement was intended to curtail continued in District schools.

47. In March, 2021, the District began publishing a quarterly equity report, which documented the number of reports of hate speech that the District received each school term. The District’s March, 2021 Equity Report documented two reports of hate speech in the second trimester of the 2021-22 school year.

48. In April, 2021, a multiracial student returned from vacation with a deep suntan, and a fellow student commented in the hallway that the multiracial student “did not know what race she wants to be, Hispanic or a nigger.”

49. The District's June, 2021 Equity Report documents two reports of hate speech in the final trimester of the 2021-22 school year.

50. On August 23, 2021, counsel for the District replied to a query about district compliance with the Settlement Agreement with an email indicating that the District had documented six incidents of hate speech and discriminatory harassment in its schools between February 5, 2021 and May 7, 2021 – two more incidents than the District had acknowledged in its quarterly Equity Reports. ("August 23, 2021 Email," attached as Exhibit G).

51. On September 1, 2021, a car was observed in the parking lot at College Park Elementary School with a sticker reading "ALL LIVES SPLATTER/NOBODY CARES ABOUT YOUR PROTEST."

52. On September 15, 2021, someone painted the walls near an entrance at Highland View Elementary School with red paint saying "I hate black people."

53. The District's September 24, 2021 Equity report documented four reports of hate speech in the first weeks of that school year.

54. On October 7, 2021, a member of the high school marching band told a Black student in the band, "I don't have to listen to you; if it was 200 years ago I would have owned you."

55. The District's December, 2021, Equity Report documented nine reports of hate speech since the beginning of the 2021-22 school year.

56. The District's April, 2022 equity report documented four reports of hate speech in the second trimester of the 2021-22 school year.

57. The District's June, 2022 equity report documented two incidents of hate speech in the final trimester of the 2021-22 school year.

58. The District's October 2022 Equity Report documented one incident of hate speech in the District in the first trimester of the 2022-23 school year.

59. The District's December 2022 Equity Report documented four incidents of hate speech in the second quarter of the 2022-23 school year.

60. The District's most recent Equity Report, dated March 2023, documents an additional instance of hate speech in the third quarter of the 2022-23 school year.

61. As a consequence of the District's failure to honor its commitments in the Settlement Agreement, students of color in the District, including those whose parents are members of PAGE, are seeing no improvement in a racially hostile and harassing environment prevailing in the Greendale schools.

CAUSE OF ACTION: BREACH OF CONTRACT

62. The plaintiffs repeat and re-allege each of the foregoing allegations.

63. The parties, for good and valuable consideration, entered into the Settlement Agreement with the District on December 5, 2019, for the District to provide annual school-wide anti-racist programming at both the middle school and the high school in collaboration with Coalition, in exchange for plaintiffs' dismissal of their discrimination complaint.

64. In breach of the Settlement Agreement, the District failed to provide such programming during the 2021-22 school year.

65. Despite having signed the Settlement Agreement in December 2019, the District only once held assemblies at the beginning of the School Year (in the fall of 2020) for the entire Middle School and High School. The District did not hold the required assembly at the beginning of the 2021-22 school year and has no announced plans to hold such an assembly at both schools during the 2022-23 school year.

66. Although the Settlement Agreement required the District to determine the speaker and content at the annual assemblies in conjunction with the Coalition, two years later the District terminated the activities of the Coalition.

67. There is no adequate remedy at law. Providing monetary damages to plaintiffs will not produce the required opportunity for students to learn of the value of, and their responsibilities to participate in, a school environment where equity and inclusion are valued and respected.

68. Specific performance of the Settlement Agreement is therefore necessary to provide plaintiffs, and the community on whose behalf they brought the original DPI complaint, with these first steps towards addressing problems of racial hostility within the Greendale Schools.

69. As members of the community, and as a former student, plaintiffs have suffered and will continue to suffer the effects of a school system which has not taken steps to address problems of racism in the schools.

WHEREFORE, Plaintiffs pray for relief as follows:

- A. An order enjoining the District to reinstate the Coalition and to work with the Coalition to provide the annual events at the middle school and high school under the terms specified in the Settlement Agreement;
- B. An award of such damages as they shall prove at trial;
- C. An award of costs and attorneys' fees; and
- D. Such further relief as this Court may deem just and equitable.

Pursuant to Wis. Stat. 805.01(2), plaintiffs demand a jury trial of this matter.

Dated this 29th day of March, 2023.

Respectfully submitted by

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Greendale School District Discrimination Complaint Form

Last Name: Knox

First Name: Chanese

Address: 5902 Dendron Lane

City: Greendale, WI

Zip: 53219

Home Phone (including area code): 704-303-2054

Personal Email: dmerriett7@gmail.com

Status of person filing complaint: Attorney (on behalf of student & mother)

Statement of Complaint

Filing complaint alleging discrimination on the basis of: Race (harassment/hostile environment).

To establish a violation of Title VI under the hostile environment theory, one must show: (1) a racially hostile environment existed; (2) the recipient had actual or constructive notice of the racially hostile environment; and, (3) the recipient failed to respond adequately to redress the racially hostile environment. *See*, Investigative Guidance on “Racial Incidents and Harassment against Students at Educational Institutions,” U.S. Dept. of Education, 59 Federal Register 11448 (March 10, 1994) (copy attached).¹ Those elements are met here.

Specific Incident(s): Pattern and practice throughout the current school year. See below.

Provide a written statement including specific dates and times (if known) of the incident(s) that occurred. Provide first and last names of those involved and any witnesses.

Repeated use of racial/ethnic slurs – including the n-word – and racially hostile language, and sharing of racially offensive materials, by other students, which has continued until the present time despite repeated reports to administration by complainant and others, and despite the purported “equity plan” the District is developing. The District is on notice of the racially hostile environment, but its response to the climate of racial harassment in its schools has been ineffective and inadequate.

¹ *See also*, Wis. Stats. § 118.13 (prohibiting discrimination against pupils).

Continuing incidents of racist language – in elementary and high schools

Early in the current school year, the District was put on notice of the repeated use of a racial slur by high school students. In another case, an elementary school student was repeatedly harassed on the basis of his limited English proficiency and national origin,² and the school made no effective or meaningful effort to ensure that such behavior stopped.

The District's (eventual) primary response to these kinds of incidents – other than seeking, and continuing to seek, to punish the high school victim³ – was to purportedly develop an “equity plan” to address these issues. That response and the creation and implementation of that plan is clearly inadequate.

What appears to be an escalating series of racially hostile incidents during the last half of February shows that the District's response has been ineffective. For example, on or about Feb. 17, a video with numerous racial slurs and other harassing statements was made and posted by a 5th grade Canterbury elementary school student; although the video was eventually taken down, it was viewed by numerous parents and students.⁴ The incident was reported to school officials, who apparently waited several days to act. The school then called a victim of the harassment to the principal's office, apparently along with the perpetrator. For almost two weeks, there were no additional protections or support to the victim.⁵ Further, while school officials apparently just talked to the fifth grade classes at the school to say that what was happened was wrong, and made a non-specific assertion that the issue might be discussed at a school assembly, that has apparently not occurred, nor has more meaningful classroom discussion of racial harassment and related issues.

Then on or about Feb. 21, 2019, a District high school student said, in school, that she “hated Black people.” When complainant promptly reported this incident to associate principals in the high school; the response was that it did not matter because the student who made this comment was also Black.

² National origin discrimination is also covered by Title VI.

³ In fact, the District minimized the issue and claimed that the use of this slur could not be proven – rejecting the fact that complainant's own assertions (and reports) constitute such evidence. As discussed more fully below, the District has continued to focus on punishing complainant, not on accepting and responding to her experience of a hostile environment.

⁴ Upon information and belief, the same student had previously made and posted other videos that contained racial slurs or racially hostile language. Also upon information and belief, the student who appeared in the video was not the only student involved in its creation and/or posting.

⁵ “Appropriate steps to end harassment may include separating the accused harasser and the target, providing counseling for the target and/or harasser, or taking disciplinary action against the harasser. These steps should not penalize the student who was harassed.” “Dear Colleague” letter, U.S. Dept. of Education Office for Civil Rights (2010) at 4 (copy attached).

On or about Feb. 22, 2019, on school grounds and during school hours, students circulated a video containing racial slurs; this was reported to associate principals in the high school, who apparently declined to take action because the incidents allegedly did not occur in the school.⁶

Upon information and belief, on or about Feb, 26, 2019, graffiti with racist content was seen in the boys' bathroom at the high school.

The District has failed to adequately address the racially hostile environment.

The District's claim, released on Feb. 22, 2019, that "Greendale Schools' administration is taking proactive steps to build practices and policies that celebrate and appreciate Greendale's diversity"⁷ misunderstands the nature of the problem, is grossly inadequate to resolve the issue, and is emblematic of the District's months-long failure to address the need for effective and meaningful anti-racist training and programming (not just programming to "celebrate diversity," which is not the same thing).⁸

To the contrary, and as the recent incidents show, the District has not been willing to admit to or effectively address the *systemic* nature of the racial harassment. An example of an appropriate systemic response is described by federal officials, criticizing a situation in which the school's response to repeated racist actions was only to punish those individual perpetrators who could be identified.

By failing to acknowledge the racially hostile environment, the school failed to meet its obligation to implement a more systemic response to address the unique effect that the misconduct had on the school climate. A more effective response would have included, in addition to punishing the perpetrators, such steps as reaffirming the school's policy against discrimination (including racial harassment), publicizing the means to report allegations of racial harassment, training faculty on constructive responses to racial conflict, hosting class discussions about racial harassment and sensitivity to students of other races, and conducting outreach to involve parents and

⁶ Whether or not the District can discipline (or has disciplined) a student for alleged conduct that occurs outside of school, this video was apparently widely shared among Greendale students, on school grounds and during school hours. This evidences a serious problem of systemic racial hostility within the District, to which the District has a duty to address, by more systemic actions than disciplining one individual.

⁷ <https://www.greendale.k12.wi.us/superintendents-message.html>

⁸ In fact, Teaching Tolerance itself – a resource the District has stated it is using as part of its "equity plan" – states, for example, the following about addressing racial issues. "Discussing Race, Racism and Other Difficult Topics With Students: Educators play a crucial role in helping students talk openly about the historical roots and contemporary manifestations of social inequality and discrimination. *Learning how to communicate about such topics as white privilege, police violence, economic inequality and mass incarceration requires practice, and facilitating difficult conversations demands courage and skill*— regardless of who we are, our intentions or how long we've been teaching."

<https://www.tolerance.org/magazine/publications/lets-talk> (emphasis added). This is clearly goes well beyond "diversity" programming.

students in an effort to identify problems and improve the school climate.. [H]ad school officials responded appropriately and aggressively to the racial harassment when they first became aware of it, the school might have prevented the escalation of violence that occurred.⁹

“Dear Colleague” letter, U.S. Dept. of Education Office for Civil Rights (2010) at 4 (copy attached).

Instead, defensiveness or minimization of the issue has been the repeated response. In addition to the examples discussed above, in a Jan. 21, 2019 meeting with anti-racist advocates who had come on complainant’s behalf, the superintendent – one of the persons in charge of the District’s purported “equity plan” - inexplicably emphasized the history of Greendale as a “Greenbelt” community, apparently to try to show its diversity. However, he did not even mention Greendale’s long history of segregation, including the fact that it originally excluded African-Americans from living there and had a long history of using multiple racially restrictive covenants which excluded non-white persons from residence in those subdivisions,¹⁰ indicating his lack of knowledge of and/or concern over such issues.

Further, the “focus groups” the District created to participate in its equity plan process were, on information and belief, composed of members selected by school officials, not generally open to the public or members of affected communities. The “restorative” meetings with students *and families* that the District’s plan said were to have occurred within 30 days have not taken place,¹¹ and, on information and belief, any meetings which have occurred with any students were not conducted by facilitators with expertise in restorative justice practices or in a manner that meaningfully implements restorative justice.¹²

There also have been continuing statements of and behavior by District officials – including one of the persons in charge of the District’s purported “equity plan” - to blame

⁹ Complainant is not asserting that there has been violence, but is only noting federal officials’ comment that a failure to appropriately address a racially hostile environment can lead to such an escalation. And while the incidents of recent weeks in Greendale have fortunately not involved violence, they do appear to represent an escalation of racially harassing behavior.

¹⁰ Sierra Starnor-Heffron, “The Story of Greendale: A Utopia Unrealized,” (UWM 2015), viewed 2/22/19 at <https://uwm.edu/urban-studies/wp-content/uploads/sites/231/2015/12/Starnor-Heffron82-100.pdf> ; Metropolitan Integration Research Center, “Racially Restrictive Covenants: The making of all-white suburbs in Milwaukee County,” 1979, viewed 2/22/19 at <https://www4.uwm.edu/eti/Archives/RaciallyRestrictiveCovenants.pdf>

¹¹ <https://docs.google.com/document/d/1ILFqZhL9JRVLVyINx9w-MSqxxUCbguB-R086Im8-GIs/edit>

¹² It is particularly clear that this is the case here, since restorative justice is an *alternative* to discipline. See, e.g., https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2016/02/response_how_to_practice_restorative_justice_in_schools.html ; <http://schottfoundation.org/resources/restorative-practices-toolkit> ; <https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

and apparently retaliate against one of the victims and her family, and to belittle, minimize and dismiss import of these racially hostile behaviors. This includes the fact that rather than seeking to meaningfully address the racial harassment brought to their attention, District officials – including one of the persons in charge of the District’s purported “equity plan” - have, among other things, engaged in public and individual criticism of complainant and/or her mother, threatened to call the police on the family for comments made in a public meeting, and treated complainant and her mother (and their concerns) in a dismissive manner.

In addition, on Jan. 8, 2019, the District, through counsel, stated its willingness to expunge complainant’s academic violation in January and the athletic code violation in June. That position was reiterated by District’s counsel on multiple subsequent occasions.¹³ However, as mentioned above, on Jan. 21, 2019, complainant’s mother and several persons involved in anti-racist work met with the superintendent. During that meeting, the superintendent repeatedly interrupted complainant’s mother and stated that what she had said was untrue and dismissed her concerns. After complainant’s mother felt she had no choice but to leave the meeting given his treatment of her, the superintendent announced for the first time to the remaining persons in the room, an individual not associated with the school administration in any way, that he would not remove the athletic code violation. That refusal to remove the athletic code violation – after the District had repeatedly said it would do so by June – is, on information and belief, in response to and in retaliation for comments and actions by complainant and her mother regarding the adverse racial climate in the District. Especially when considered in conjunction with the repeated and apparently escalating series of racial issues – supporting the reports of complainant and her mother of a racially hostile climate in the school – these actions and decisions confirms that District officials seem more interested in punishing a victim of racial harassment¹⁴ than in addressing the underlying problem of a racially hostile environment.

Witnesses:

Chanese Knox (student)

Diannia Merriett (mother)

Carrie Wann (parent)

Dr. Kadihjia Kelly (contact information available on request)

Ms. Shelley Johnson (contact information available on request)

¹³ The only issue that had not been resolved was the date of the expungement, not that the athletic violation would be expunged.

¹⁴ Instead, District officials continue to argue that complainant – who, again, was a victim of harassment - has not been punished enough for her purely verbal response to that harassment. They take this position now despite having previously agreed to also expunge the athletic code violation, and also despite the fact that the original suspension already forced complainant to miss homecoming and multiple athletic events.

What action are you requesting? (i.e. relief sought):

1. The District shall accept this complaint and ensure that any investigatory or other decisions about this complaint are made by someone other than the superintendent or anyone else about whose behavior the complaint is made.
2. The District shall consult with, and put in charge of, its “equity plan” and any other efforts to address or respond to racial harassment, an expert with experience in this subject.
3. The District shall develop “well-publicized policies prohibiting harassment and procedures for reporting and resolving complaints that will alert the school to incidents of harassment,” shall “take immediate and appropriate action to investigate or otherwise determine what occurred,” and shall ensure that its investigation is “prompt, thorough, and impartial.” 2010 Dear Colleague letter at 2. The District shall ensure that these policies do not require involvement of or approval by the superintendent or any person alleged to have participated in or contributed to the creation of such a climate (including by inaction), and which does involve persons with expertise and training in addressing racist behavior and hostile environments.
4. The District shall develop and implement policies and procedures to “take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. . . . Appropriate steps to end harassment may include separating the accused harasser and the target, providing counseling for the target and/or harasser, or taking disciplinary action against the harasser. These steps should not penalize the student who was harassed. For example, any separation of the target from an alleged harasser should be designed to minimize the burden on the target’s educational program (e.g., not requiring the target to change his or her class schedule).. . . and take steps to stop further harassment and prevent any retaliation against the person who made the complaint (or was the subject of the harassment) or against those who provided information as witnesses.” *Id.* at 2-3.
5. The District shall provide not just “diversity” education and training, but “training or other interventions not only for the perpetrators, but also for the larger school community, to ensure that all students, their families, and school staff can recognize harassment if it recurs and know how to respond,” and shall include and implement such steps as “training faculty on constructive responses to racial conflict, hosting class discussions about racial harassment and sensitivity to students of other races, and conducting outreach to involve parents and students [especially those from affected communities] in an effort to identify problems and improve the school climate.” *Id.* at 3-4.
6. As part of its obligation to ensure that there is no retaliation against the subject of the harassment, the District shall ensure that no District official or employee

makes derogatory comments about complainant or her family, or publicly discusses her record.

7. As part of its obligation to ensure that there is no retaliation against the subject of the harassment, the superintendent shall apologize for the belittling and dismissive comments made towards complainant and her family.
8. As part of its obligation to ensure that there is no retaliation against the subject of the harassment, the District shall expunge the athletic code violation from complainant's record.



207 East Buffalo Street, Ste 325
Milwaukee, WI 53202
(414) 272-4032
aclu-wi.org

Exhibit B

July 12, 2019

Paul Sherman
Coordinator, Pupil Non-Discrimination Program
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Transmitted electronically only: paul.sherman@dpi.wi.gov

RE: Complaint/Appeal: Chanese Knox v. Greendale School District

Dear Mr. Sherman

The American Civil Liberties Union of Wisconsin Foundation ("ACLU-WI") submits this complaint on behalf of Chanese Knox ("Complainant"), and her mother and next friend, Diannia Merriett. We are requesting that DPI take action to ensure that the Greendale School District ("District") takes meaningful, appropriate and adequate steps to end the racially hostile environment in the District.

History of the Complaint

On March 4, 2019, Complainant submitted the complaint attached as Exhibit A to the Greendale School District. The District engaged Attorney Christine Hamiel to investigate the complaint. On or about June 14, 2019, Attorney Hamiel submitted her report to the District, and, on information and belief, on June 17, 2019 the School Board met with Attorney Hamiel in closed session to discuss the report. Upon information and belief, the investigator also recommended that the District provide the investigation report to Complainant.

It is now 130 days since the complaint was filed, yet the District has failed to provide the report or any other response to the Complainant (or counsel), despite repeated requests that it do so. Thus, the District failed to respond within 90 days as required by DPI, Wis. Admin. Code PI 9.04(2).¹ We therefore submit this Complaint to DPI.

¹Ninety days from the date of the complaint was June 2, 2019. While Complainants did not object to some delay in order to ensure that the investigation was thorough, Complainant never agreed to any post-report extension of time for the District to respond to the Complainant, Wis. Admin. Code PI 9.04(2),

We also note that Greendale School District Rule 411-R explicitly states that the “District will investigate harassment and discrimination complaints promptly” and prepare a written report with the District’s “conclusions and any action taken” within 45 days of receiving the complaint, and send a copy of that report to the Complainant. Clearly this has not occurred.²

Complaint Information

For purposes of this Complaint to DPI, Complainant incorporates by reference her complaint to the District as set forth in Exhibit A. Complainant is a Black student at Greendale High School who will be a senior this coming school year. Complainant notes that the Greendale School District student population is about 74% white and only about 2% Black.³ During her time in the District, Complainant has frequently heard students using racial slurs, including the n-word, on school property. Upon information and belief, school officials were aware of that situation and frequently told the affected students (*i.e.*, the students of color) things like that they should just ignore those slurs; the District did not take meaningful action to address the problem.

Early in the 2018-19 school year, a student directly called Complainant a racial slur. She reported that to school officials, who took no meaningful action. Complainant was again subjected to a racial slur; she responded verbally to the other student. The District then suspended Complainant.⁴ Subsequently, Complainant and others organized and participated in protests against the District’s actions and racial culture.⁵ The District, however, failed to take

much less one which is already almost a month long.

² We also object to the portion of Rule 411-R which requires an appeal of the District decision on the Complaint to go through the superintendent, since the superintendent is named as one of the persons responsible for creation of the racially hostile environment and has repeatedly stated his position that the Complainant got what she deserved.

³ This data was obtained from WISE Dash for the 2018-19 school year.

⁴In late 2018/early 2019, the District, through counsel, initially indicated its willingness to expunge both the academic and athletic suspensions it had imposed. As detailed in the complaint to the District, however, after Complainant’s mother brought racial justice advocates to meet with the District, the District suddenly changed position and has refused to remove the athletic code violation. The decision-maker on this issue is the Superintendent, who has prejudged the outcome of this matter, publicly denigrated complainant and her mother and can in no way be considered an unbiased decision-maker.

⁵ See, *e.g.*, Derrick Rose, “Greendale students protest suspension of classmate who confronted racism - Chanese Knox says another student twice called her the n-word. She was suspended for standing up for herself,” WISN (Oct. 22, 2018) (“protesters said the issue was not isolated but was part of what they said is a systemic problem in the district. . . . ‘We hear this word all the time everyday, they refuse to do stuff about it and so when we react to it we’re wrong,’ Smone McLain added. ‘When we tell people not to say it, we’re wrong and they tell us that when we get angry, were the problem.’”) viewed 7/12/19 at <https://www.wisn.com/article/greendale-students-protest-suspension-of-classmate-who-confronted-racism/24083623>.

effective action to address the racially hostile culture that had been identified, and, as the complaint to the District shows, racial incidents continued months after this event.⁶

As part of the investigation of the March 4 complaint to the District, numerous witnesses – including but not limited to multiple parents of children of color – reiterated the concerns outlined in that complaint, including the frequent use of racial epithets by students and the existence of a racially hostile environment.⁷ Additional parents testified to such concerns in other forums, including at school board meetings.

While the District claims to have taken some steps, its actions have not been sufficient to remedy the racially hostile environment. District leaders have, subsequent to the filing of the initial complaint, continued to resist the idea that a racially hostile environment exists in the District. For example, when consultants retained by the District made a presentation to the school board on April 8, 2019 about the racial climate in the District and made clear that there were widespread concerns, a school board member’s immediate response was to question whether the racial problems were only from students who did not spend their entire school careers in the District (*i.e.*, students of color who came from outside the District). (The consultant made clear that was not the case.) On or about April 16, 2019, the District sent a “community profile” survey that Dr. Kadihja Kelly (a licensed professional counselor who works on racial justice issues and had been involved with the Greendale situation) described as non-research based, accusatory towards students of color, and geared to try to comfort students in the dominant group rather than to accurately identify the nature and extent of racial problems.⁸

Moreover, District leaders – especially the superintendent – have expressed animus against Complainant and her family. For example, from April 16 to 18, the District convened a community building forum for “community leaders” – which was invitation-only and to which it declined to invite any of the parents it knew had expressed concern about the racial climate in the District (including Complainant’s mother). When Complainant’s mother nevertheless attended parts of that forum, the superintendent – in front of others in a group session - among other things, said he was mad at her, called her a liar, and said that Complainant deserved what had

⁶ See, e.g., Mark McPherson, “Parents voice frustrations about racist incidents in Greendale school district,” WDJT-Milwaukee (March 4, 2019), viewed 7/12/19 at <https://www.cbs58.com/news/parents-voice-frustrations-about-racist-incidents-in-greendale-schools> .

⁷ Counsel for Complainant participated with the District’s investigator in many of the interviews of those witnesses (including interviews of Complainant and her mother, two parents, and two persons who had sought to work with the District on racial equity issues), and thus is aware of what information was shared. Complainant can provide the names of these witnesses, and other witnesses who were interviewed, upon DPI’s request. As indicated in the section below on relief requested, DPI should be able to, and should, also obtain that information from the District.

⁸ For example, the questionnaire asked only if students had “been PERSONALLY targeted or harassed due to your ethnic background at GHS” (emphasis in original), not whether students had observed (or participated in) any such harassment, and “Do you believe Greendale High School has been rightfully accused of being ‘racist’?” (quotes in original). Exhibit B.

happened to her (*i.e.*, the athletic suspension, which remains on her record).⁹ Despite his clear expressions of animus, the superintendent remains the decision-maker on such issues, and has not recused himself from such decisions.

These and other actions – including the District’s nearly month-long delay in even providing a copy of the report to the Complainant - make clear that the District does not understand the nature and extent of the racially hostile environment that exists and that it is not willing on its own to take adequate steps to resolve racially hostile environment in its schools.

Relief Requested:

Complainant requests:

1. That DPI accept and investigate this complaint.
2. That as part of its investigation DPI obtain and review the report prepared for the District by Attorney Hamiel and any supporting documents, including records of the witness interviews.
3. That DPI ensure that a copy of the investigation report and exhibits described in the preceding paragraph is provided to the Complainant.
4. That DPI require the District to develop “well-publicized policies prohibiting harassment and procedures for reporting and resolving complaints that will alert the school to incidents of harassment,” shall “take immediate and appropriate action to investigate or otherwise determine what occurred,” and shall ensure that its investigation is “prompt, thorough, and impartial.” “Dear Colleague” letter, U.S. Dept. of Education Office for Civil Rights (2010) at 4 (Exhibit C).
5. That DPI require the District to ensure that the policies described in the preceding paragraph do not require involvement of or approval by the superintendent or any person alleged to have participated in or contributed to the creation of such a climate (including by inaction), and do involve persons with expertise and training in addressing racist behavior and hostile environments.
6. That DPI require the District to develop and implement policies and procedures to “take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring. . . . Appropriate steps to end harassment may include separating the accused harasser and the target, providing counseling for the target and/or harasser, or taking disciplinary action against the harasser. These steps should not penalize the student who was harassed. For example, any separation of the target from an alleged harasser should be designed to minimize the burden on the

⁹ The superintendent also publicly criticized Complainant and her mother at other times, including during school board meetings.

target's educational program (e.g., not requiring the target to change his or her class schedule).. . . and take steps to stop further harassment and prevent any retaliation against the person who made the complaint (or was the subject of the harassment) or against those who provided information as witnesses." *Id.* at 2-3.

7. That DPI require the District to provide not just "diversity" education and training, but "training or other interventions not only for the perpetrators, but also for the larger school community, to ensure that all students, their families, and school staff can recognize harassment if it recurs and know how to respond," and shall include and implement such steps as "training faculty on constructive responses to racial conflict, hosting class discussions about racial harassment and sensitivity to students of other races, and conducting outreach to involve parents and students [especially those from affected communities] in an effort to identify problems and improve the school climate." *Id.* at 3-4.
8. That DPI require the District, as part of its obligation to ensure that there is no retaliation against the subject of the harassment, to ensure that no District official or employee makes derogatory comments about Complainant or her family, or publicly discusses her record.
9. That DPI require the District superintendent, as part of its obligation to ensure that there is no retaliation against the subject of the harassment, the superintendent shall apologize for the belittling and dismissive comments made towards Complainant and her family.
10. That DPI require the District, as part of its obligation to ensure that there is no retaliation against the subject of the harassment, to expunge the athletic code violation from Complainant's record.

Submitted by:



Karyn L. Rotker
Senior Staff Attorney



Asma Kadri
Staff Attorney

Counsel for Complainant

GREENDALE WELCOMES DIVERSITY ACTION PLAN

Purpose/Mission: To create a more welcoming, kind and inclusive community in Greendale. We are committed to challenging discrimination in all forms while focusing on race and racism.

Project Funding, Structure & Governance: This community-wide inclusion effort is led by the Greendale School District. It is supported and championed by 1) the Greendale School District, 2) the Village of Greendale, and 3) the Greendale Coalition for Diversity, Equity, and Inclusion made up of residents, community leaders, employees of the School District, and the employees of the Village. The School District has committed \$25,000 per year for the project through its Community Service Fund (Fund 80). The School District has empowered the Steering Committee to develop a project Action Plan with community input, and to allocate funding to priority items in the Action Plan, provided that all action items are consistent with School District policies, procedures, practices and educational approach. The Village has committed \$10,000 per year. Todd Michaels, the Village Manager will designate funding allocations based on village goals, policies and practices. Any suggested action items that involve questions about school district or village policies, practices, goals or philosophy will go to the School District Board or Village Board respectively for approval.

Values (When making decisions, this is what is most important)

- | | |
|--|---|
| 1. Education: Understanding why diversity, equity, and inclusion matter | 5. Inclusion: Greendale is open for all |
| 2. Tradition: Carrying the best of Greendale's past into the future | 6. Diversity: Recognizing and appreciating the changing demographics to Greendale |
| 3. Kindness & Welcoming: Simple things to make people feel part of the community | 7. Equity: Greendale residents receive equal treatment and access to resources |
| 4. Support: Helping others in times of need | |

Exhibit C

DESIRED FUTURE STATE: THE YEAR IS 2030

The year is 2030. Greendale residents no longer identify according to housing sections, but rather identify themselves as Greendalians.

There is a palpable spirit of welcome in Greendale, where people from different backgrounds freely intermingle, and diversity is celebrated as one of Greendale's strengths. Families of color are eager to move to Greendale, excited about the quality school system and sense of community. Whoever moves to Greendale is greeted with the welcome wagon and a welcome packet. Neighbors know each other through day-to-day interactions, and by attending regular community celebrations and festivities.

Walking around the village, community members see murals and public artwork that celebrate a variety of cultures, ethnicities and races. Community members whose first language is not English are able to read and keep up with community news in their own language. As a result, they take ownership in building the community.

More and more community members sign up for workshops on diversity, equity, and inclusion. There is an understanding that racist actions will not be tolerated in Greendale, and there is a clear plan for responding to such actions with justice and compassion. When racist behavior does occur, community members feel equipped to handle such situations. These incidents have become few and far between. The spirit of social justice and care for one's neighbors is an expectation set by Greendale community members.

In the Greendale school district, student evaluations about their perceptions of welcome and inclusion are at an all-time high. Public officials, including administrators, teachers, and police officers, are known around the area for their fairness, service to the community, and awareness of implicit bias. Community members of color attest to fair treatment, and Greendale is known nationally as a model for a welcoming and inclusive community.

ACTION PLAN

Goal #1: Implement Education in Racial Diversity, Equity and Inclusion

What	Start Date	End Date	Milestones/How	Who	Funding
1. Community-wide educational opportunities					
a. Expand Diversity, Equity and Inclusion trainings and workshops	Oct 2019	Ongoing	<ul style="list-style-type: none"> • P.A.G.E. and SURJ workshops • Community Diversity workshops (working w/ schools as well) • Host YWCA Unlearning Racism workshop • Find businesses to fund support for YWCA • ACLU Know Your Rights trainings 	Nat Godley, Community Ed. Team Jackie Schweitzer, Parks & Rec	\$500 for PAGE workshops \$5000 for presenters/facilitators
b. Increase diverse representation and why diversity, inclusion and racism issues are important to the health of the whole community in Faces of Greendale and Life in the Village features (i.e. Neighbor Spotlights; Sharing personal stories)	Dec 2020	Ongoing		Tom Village and school editorial teams	Combs real estate funds Faces; Village/ GSD already fund Life in the Village

c. Greendale History 101: Understanding history of racism			<ul style="list-style-type: none"> • Invitation of Reggie Jackson to give presentations (in and out of schools) on the history of segregation in Greendale • Have diversity/segregation included at Historical Society and education offerings 		
d. Southern Poverty Law Center "Responding to Hate" Training					\$700/ session paid by GSD
e. Campaign to raise awareness to the community, staff and students			While honoring confidentiality and HR policies, discuss incidents, action plan, advertising of P.A.G.E., what has been done		
f. Parent Communication Guides i.e. "Helping kids talk about race.", "Hearing the N-word."	Jan 2020	Mar 2020	Articles/ guidelines on conversations with kids about race to be published in school newsletters	Education team	SPLC gives them away free
g. Distribute information to churches, businesses, and service organizations			Promoting and educating these groups about efforts to create awareness beyond schools		

What	Start Date	End Date	Milestones/How	Who	Funding
2. Educational opportunities in schools					
a. Hold yearly assemblies in every school dedicated to anti-racism	Nov 2019	Ongoing	<ul style="list-style-type: none"> • Including expert speaker 	Director of Pupil Services;	\$2000

			<ul style="list-style-type: none"> • "Dedicated" means anti-racism will be only topic • Assemblies establish clear "red lines" • HS & MS Student Equity Team provides input • Consider survey to get input from all students • Students will be educated on how to be upstanders and what to expect when reporting racist actions "know your rights" 	PAGE; Steering Committee;	
b. Update curriculum			Ensure curriculum tells multiple narratives of holidays		
c. Develop student messaging campaigns and opportunities through Youtube and social media			Share messages with students and the community via Youtube or pop up messages/ads on Chromebooks		

Goal #2: Put into Effect Policies & Processes that Support Vision

What	Start Date	End Date	Milestones/How	Who	Funding
1. School policies & procedures for addressing racism, diversity, equity, and inclusion					
a. Promote confidential student support services for bullying and racism			Use reporting cards, Distribute materials to students 4th grade & up with info on how	Nat Godley	\$200

			to report bias incidents & available support resources		
b. From the School District, pass and implement clear policies for "equity non-negotiables" (expectations for behavior) including clear consequences and implementation of restorative practices to prevent future incidents	Nov. policy committee	Recommendation to full board in Dec. 2019	<ul style="list-style-type: none"> Built into resolution accountability for administration "Equity non-negotiables" = How we'd like to see students behave, and behaviors that won't be tolerated 	Gary Kiltz	None
c. Policy for when police officers are called or when they contact anyone under age 18	Nov 2019	Dec 2019	Policy requires that the parent is contacted concurrently to police officers being called on minors under the age of 18	Gary Kiltz, GSD	None
d. Draft and present a strong anti-racism policy statement for the school board to approve	Now	Dec. 2019	Steering Committee will draft statement with reference to internal non-negotiables as well as statement templates from Tosa, MPS etc.	Steering Committee	
e. School board will pass & commit to a formal resolution against racism		Dec. 2019		School Board	N/A
f. Review application of discipline policies on hate-speech and racist remarks	Oct 2019	Ongoing			

g. Institute clear and consistent policies & procedures on hate-speech and racist remarks including disciplinary actions	Feb 2020	Apr 2020	<ul style="list-style-type: none"> • Revisions of student handbooks with consistent language and consequences between schools • Steering committee members review policy draft on hate-speech & racist remarks • Suspensions of students as a result of hate-speech • Successful and consistent application of policies • Approval of policy by school board • Student survey report higher levels of belonging and engagement 	Principals, District policy committee; input from Steering Committee	N/A
h. Enhance student survey			Keep kindness question and add demographic data and more challenging questions about racism		
i. Train "Restorative Practices" practitioners to work with students and adults	Jan 2020	Ongoing	<ul style="list-style-type: none"> • Increase number of trained staff in each school • Identify circumstances in which restorative practices are done with students 	GSD administration	
j. Encourage and invite parents to attend					

restorative training with child					
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What	Start Date	End Date	Milestones/How	Who	Funding
2. Village Policies & Procedures for addressing racism, diversity, equity, and inclusion					
a. Review and update village policies & procedures for addressing racism	Mar 2020	Jul 2020	Overall review of policies and procedures and report on	Todd Michaels, Asst Village Manager, & Steering Committee	N/A
b. Village will commit to and pass an anti-racism resolution	Now	Nov. 2019	Present draft resolution to village board for approval	Todd Michaels	N/A
c. Steering committee will recommend to the village will commit to and pass a non-discrimination resolution which may include but is not limited to intellectual disabilities, sexual orientation, physical disabilities, race, age, religious beliefs					

Goal #3: Carry Out Programming

What	Start Date	End Date	Milestones/How	Who	Funding
1. Community events celebrating diversity & inclusion					
a. Add diverse cultural elements to existing festivals (Village Days, Downtown Market, Hay Days)	Oct 2019	Ongoing	Vendors selling cultural jewelry	Kendall Curtis, Jackie Schweitzer, Diannia Merriett, PCC	\$2000
b. Have a Welcome wagon focused on inclusion and welcome of new residents	Nov 2019	Ongoing		Police Dept, Health Dept, Todd Michaels	Covered by village
c. Library-led Community Book Study (featuring diversity; exploring other perspectives)	Now	Ongoing	<ul style="list-style-type: none"> • Regular (three times yearly?) book discussions • Steering committee will seek out further grant money to expand accessibility of books • Steering committee will recommend that the library develops and offers a youth book club addressing diversity issues 	Library director	Steering Committee will fund 20 books 3 times a year up to \$1200
d. Diversity Speaker Series on cultures	Jan 2020	Once a month ongoing	<ul style="list-style-type: none"> • Speakers of color and white allies 	Diannia Merriett and Amy Ali; input	\$5000

			<ul style="list-style-type: none"> • Possibly coordinate with school presentations, activities • Invite Greendale families who can share their experiences, stories and struggles 	from Steering Committee	
e. Coalition hosts Community Conversation on Diversity to identify strengths and opportunities for improvement	May 2019	Completed		Coalition	N/A
f. Community Leadership Community Building Workshop	Spring 2019	Completed	<ul style="list-style-type: none"> • Over 30 community leaders participated in 3-day workshop. • Ended with creation of Greendale Coalition for Diversity, Equity, and Inclusion 	Coalition	N/A
g. Use Park & Rec, Library, and CLC to provide programming for new families who are not familiar to Greendale to have community conversations					

What	Start Date	End Date	Milestones/How	Who	Funding
2. Student-specific programs					

a. Expand international festivals in all schools (including Canterbury, GMS and GHS)	Jan 2020	Ongoing	<ul style="list-style-type: none"> • Collaborative work between all world languages teachers • Establish festivals at middle and high schools as well as sustaining the existing festivals at elementary schools 	Amy Ali World language teachers and student orgs	In-kind donations PTO and parents
b. New Student Welcome Initiative	Aug 2019	Ongoing	Student mentors and supports for all incoming students after kindergarten	Judy Salas Mark Pollex	GSD covered
c. Year-round Cultural Emphasis (Recognize weekly/monthly cultural emphasis: Hispanic Heritage Month, Native American Month etc.)	Jan 2020	Ongoing	<ul style="list-style-type: none"> • Have year-round diversity and inclusion celebrations • Cultural activities in all schools reflecting weekly/monthly celebrations • Add more educational opportunities, not just one assembly per year • Start at k5 (people in history) 	ELS teachers	\$500

Goal #4: Implement Practices that Support Equity in Representation

What	Start Date	End Date	Milestones/How	Who	Funding
1. Recruiting and retaining diverse talent (Racial/ethnic diversity in main institutions)					
a. Recruit student teachers of color from Alverno College, UWM, Mount Mary and Parkside	Sept 2019	Ongoing	<ul style="list-style-type: none"> Steering committee will examine increasing funding levels for student teachers of color Steering committee will investigate additional efforts to promote diverse staff, looking at Brown Deer as an example 	School HR	Possible 2X \$1500 stipend/ internship for student teachers of color at primary & secondary levels
b. Village leadership will visit government classes and speak to student equity groups to get ideas	Jan 2020	Ongoing	Purpose is to provide mentorship and create a pipeline to diverse leadership	Todd Michaels and Village board	None
c. Create a diverse village youth council			Use Milwaukee Youth Council as a guide	PAGE nominates; Todd Michaels, Gary Kiltz	\$3500 for food & honorarium for MkeYouth Council leaders to facilitate
d. Actively recruit role models of color in the professional community to serve as mentors in schools					

What	Start Date	End Date	Milestones/How	Who	Funding
2. Artwork					
a. Use displays from WI Black Historical Society in schools and Hose Tower or library (temporary exhibit)				School Librarian PAGE volunteers to watch Hose Tower	Free or low cost
b. Host an Artist of Color in residence who works through the school and village with students in 2020-21 school year		June 2021	<ul style="list-style-type: none"> • Sponsored by businesses • Use local artists • Focused on diversity • Permanent displays created with students • Creation of artworks depicting racial/ethnic diversity in schools 	Amy Ali, Nat Godley, Art teachers	\$5000 with matching business sponsorships

What	Start Date	End Date	Milestones/How	Who	Funding
3. Printed materials					
a. Bilingual books for children	Jan 2020	Ongoing	Idea to consider: <ul style="list-style-type: none"> • Have elementary students recommend or bring non-English language books 	Library director, Diannia Merriett,	\$400 contribution

			<ul style="list-style-type: none"> Expand public library's adult non-English collections 	School librarian	
b. Bilingual village materials w/ diverse representation	Jan 2020		Start with Spanish language	Todd Michaels	Village covers cost
c. Creation of Welcome packet	Jan 2020			Todd Michael's admin	Village covers cost
d. "We Celebrate Diversity" yard signs	Ordered		PAGE is currently distributing "Hate Has No Home Here" signs in Greendale at cost (\$5).	PAGE	

ADDITIONAL ACTION ITEMS

1. Update purpose and mission to include verbiage of even more inclusion/description of who makes up the community of Greendale.
2. Steering committee will work to ensure diverse representation on each action team led by team captains.
3. Steering committee will recommend increasing staffing for social/emotional support in schools.
4. Steering committee will look at whether restorative practices are voluntary and mandatory.
5. Steering committee will recommend that every village and school employee have an equity component in their job descriptions.
6. Steering committee will explore partnership opportunities with Americorps.
7. Steering committee will explore hiring a Director of Diversity or school counselors or social workers focused on equity and accountability, looking at Shorewood and Wauwatosa.

ACTION ITEMS TO CONSIDER FOR THE FUTURE (not included in the current action plan):

1. Exchange program connecting students from Milwaukee and Greendale
2. Generations Against Bullying curriculum
3. Spoken word artist
4. Host Yearly Community Building Workshops
5. Host Community Conversations
6. ESL and Spanish Classes
7. Elementary School Skits/Plays & Speakers (get name of Hip Hop performer from Erica)

ACTION ITEMS ALREADY COMPLETED BY THE SCHOOL DISTRICT

a. Opening Session-Focusing on Personalizing Learning for Diverse Learners	2019 School year opening session	a. Panel Conversation with Parents from Diverse Backgrounds b. Expanding ICS Framework around District Priorities and PBL PD	School District	School District
b. 2018-2019-Student Equity Team (HS)	Launched 2018	a. Worked with Dr. Moutry and Dr. Smith b. Ran focus groups and survey c. Developed several solutions and prioritized two: i. New Student Mentoring Program ii. Cultural Education Experiences	School District	School District
c. 2018-2019 School-Based Equity Teams representing all five schools	Launched 2018	a. School Based Equity Teams-PD using ICS Modules (monthly workshops) b. Facilitation of District PD i. Implicit Bias ii. Responding to Hate, Bigotry, and Bias	School District	School District
d. Launched and implemented project-based learning (PBL) from K-8.	2018-2019 School Year	Coaching provided	School District	School District
e. Exploration of Social Emotional Learning Standards and Practices	2018-2019 School Year	a. Adopted state SEL standards b. Explored and adopted Sources of Strength as Peer led program for MS and HS. c. Selected and trained HS student peer mentors to serve. d. Explored and adopted PlayWorks program for elementary	School District	School District
f. Closing the Achievement Gap Consortium (CAGC) 2016-Present Member of the Closing the Achievement	2016-2020	2016-2017 CAGC Participating Activities: a. Board Symposium b. Leadership Workshop for Administrators on Equity Model, ICS.	School District	School District

Gap Consortium (CAGC), representing over 30 districts and educational organizations in southeastern WI.		c. Participation in the African American Male Institute 2017-2018 CAGC Participating Activities a. New Teacher Orientation b. Board Symposium c. Leadership Workshop for Administrators d. Participation in African American Male Institute 2018-2019 CAGC Participating Activities a. New Teacher Orientation b. Leadership Workshop for Administrators c. Participation in African American Male Institute 2019-2020 CAGC Participating Activities: a. African American Male Institute b. African American Female Institute		
g. School Board and Administrator Book Study	2017-2018	Book: Despite the Best Intentions (Lewis & Diamond)	School Board	School Board
h. 2017-2018 Expansion of After School Activities at Elementary to Include Enrichment and Athletic opportunities 2018-2019 Expansion of After School Activities at Elementary by Providing Subsidized programming and Scholarships for participants through GEF	2017-2019		School District	School District
i. District Equity Cohort conducted research and	2017-2018	Team selected ICS as the equity model.	School District	School District

considered District equity model.				
j. Partner in the Equity Coaching Collaborative for principals	2018-2019		School District	School District
k. Co Planning/Co-Serving Model	2016-2019	<ul style="list-style-type: none"> • 2016-2017-Introduction of Co Planning/Co-Serving Model at HS for 9th grade core courses. • 2017-2018-Expanded Co Planning/Co Serving Model at HS to 9th and 10th grades. • 2018-2019-Expanded Co Planning/Co Serving Model at HS to 9th and 11th grades. 	School District	School District
l. District identifies 3 key priorities: Project Based Learning, Student Engagement, Career Pathways as methods to address inequities in opportunities, participation, and achievement	Jan. 2017	<ul style="list-style-type: none"> • Fall, 2016-Community Strategic Visioning Sessions-Equity identified as one of 16 potential priorities. • Fall, 2016-School District conducted Community Survey to prioritize the 16 potential priorities 	School District	School District
m. Track student climate through yearly perception survey	Ongoing	Review questions to ensure tracking of concerns about racism and other biases.	School District	School District

Exhibit D

TAGLaw International Lawyers

Christine V. Hamiel
Direct Telephone
414-287-1266
chamiel@vonbriesen.com

October 23, 2019

VIA E-MAIL

Paul Sherman
Pupil Nondiscrimination Program
Department of Public Instruction
P.O. Box 7841
Madison, Wisconsin 53701-7841

**RE: Response to October 15, 2019 Communication of Attorney Rotker
Chanese Knox and Greendale School District
Pupil Nondiscrimination Appeal 19-PDA-01**

Dear Mr. Sherman:

Please accept this communication in support of the Greendale School District with respect to the pupil nondiscrimination appeal submitted by Chanese Knox.

As an initial matter, I am in receipt of Attorney Rotker's letter dated October 15, 2019, as well as the attachment email of Todd Michaels in which Mr. Michaels indicates he will not be in attendance at the community event on October 18, 19, and 21 due to the absence of Superintendent Kiltz. For purposes of completeness, please see the response provided by Kim Amidzich, the District's Director of Curriculum and Instruction. *Attached hereto as Exhibit A is a true and correct copy of Kim Amidzich's e-mail dated October 15, 2019.*

The community event referenced in the email exchange was held October 18-21, 2019. The "Greendale Welcomes Diversity" event was hosted by the Greendale Coalition for Diversity, Equity, and Inclusion (the "Coalition") through its Steering Committee.¹ The Steering Committee was responsible for the development of this community alignment event, including the purpose, program, and dates of the event. The primary goal of the event was to obtain input and generate commitment to an action plan that welcomes diversity in the District's schools and the larger Greendale community. *Attached hereto as Exhibit B is a true and correct copy of the Agenda for the October 18, 2019 event.* The work centers on community building and collaboration with an eye on creating a more welcoming and diverse community. The event itself was facilitated by Edward Groody of the Community Builders (the same group that facilitated the three-day leadership workshop in April 2019). Approximately 77 individuals attended the event, including

¹ Co-Chairs of the Steering Committee include: District Superintendent Gary Kiltz, Village Manager Todd Michaels, Diannia Merriett, Community Member.

five (5) administrators, six (6) teachers, and two (2) board members from the District. Complainant's mother, Diannia Merritt began the program by calling attention to racial issues (many of which have been brought forth in this appeal by the Complainant) while Complainant distributed a flyer outlining the issues. *Attached hereto as Exhibit C is a true and correct copy of the handout, a yellow flyer titled "Known Racial Issues in Greendale School District 2018/2019."*

Following a series of presentations, the Steering Committee's Action Plan was reviewed by Nat Godley, leader of Parents Advocating for Greendale Equity ("PAGE"), and Ms. Amidzich. Following the presentation, small group breakouts were held where those in attendance could engage in discussion with those at their table, respond to the action plan, provide feedback, and have an opportunity for input as to the plan. On Saturday, October 19, the Steering Committee met and worked to revise the plan taking into consideration the feedback from the Friday evening event. *Attached hereto as Exhibit D is a true and correct copy of the revised Greendale Welcomes Diversity Action Plan.*

On Monday evening, October 21, 2019, the final day of the "Greendale Welcomes Diversity" community event was held. Approximately 80 people were in attendance, including Superintendent Kiltz and Village Manager Michaels. Also attending were all District principals and District office staff, as well as six (6) teachers and four (4) board members. The format was similar to the event held on Friday evening, including LG Shanklin-Flowers who spoke about her experiences as an African American woman. *Attached hereto as Exhibit E is a true and correct copy of the Agenda for the October 21, 2019 program.* Again, Edward Groody facilitated the meeting. Ms. Merritt once again began the program by calling attention to racial issues. Again, Mr. Godley and Ms. Amidzich² presented the Action Plan, including the revisions identified by the attendees at Friday evening's program. Following the presentation, small group breakout sessions were held which allowed participants to discuss the plan, the changes, and to sign up for action groups going forward. The Steering Committee also committed to meeting on October 29, 2019 at 7:00 p.m. to determine next steps.

The District has committed \$25,000.00 annually toward the Action Plan, while the Village of Greendale's commitment is \$10,000.00 annually. The feedback the District has received regarding the event is positive and with those in attendance indicating their satisfaction with the items contained within the Action Plan. The District was happy with the number of people in attendance, but admittedly desire increased participation going forward.

Finally, it must be noted that while Superintendent Kiltz was unable to attend the event, it does not diminish the District's overall commitment to diversity, inclusion, and equity. All of the administrators, educators, and staff in the District are charged with this important work and have undertaken opportunities to become educated and incorporate that education into programming for students and the broader community. To that end 12 administrators, 9 teachers, and 4 board members were in attendance at the events in representation of the District. These individuals have had an involvement in the equity work of the District over the past several years and are committed to continuing this important work.

² Note that Ms. Amidzich continued to play a lead role in the presentation of the Action Plan. Ms. Amidzich has a passion for equity work and has been instrumental in the District in this area.

In addition to the work of the Coalition, the District continues to implement opportunities and programming in the District in furtherance of its commitment to diversity, equity, and inclusion. The next event which the District will host will be held on November 6, 2019. *Attached hereto as Exhibit F is a true and correct copy of the flyer for the "Speak Up" event.* Using the framework of Teaching Tolerance (led by Amy Melik, an advisory board member for Teaching Tolerance), the event will include a student panel and provide students opportunities to join in discussion and learn strategies to challenge prejudice and create welcoming communities.

The District also continues its work through Sources of Strength which, contrary to the assertions of Complainant Knox, has a scope that extends beyond mere suicide prevention and awareness, and instead focuses on inclusion and linking and building connections between students. This program is coordinated by school social worker Trish Kilpin, who is a nationally certified Sources of Strength trainer. The feedback generated from this program has been overwhelmingly positive and the general consensus is that it is achieving its primary purpose –protection of students by ensuring a safe and comfortable school environment. Sources of Strength also focuses on creating relationships with trusted adults in the school community. One of the first campaigns identified by the group is "We Belong". This campaign focuses on helping students celebrate the unique characteristics that every student brings to the school. Because race and ethnicity are an important facet of student identity, this is a proactive approach to embracing all students.

The District continues to engage its staff, students, board members, parents, and community in its equity work, a small portion of which is highlighted herein. The District continues to look for opportunities to "do better" and create a more welcoming and diverse school community. It is evident that the momentum continues to grow.

Should you have the need for any further information or if the District can respond to any questions, please do not hesitate to contact me.

Very Truly Yours,

von BRIESEN & ROPER, s.c.



Christine V. Hamiel

Enclosures

cc: Karyn L. Rotker (via e-mail only w/ enclosures)
Julie Grotophorst (via e-mail w/o encls.)

Christine V. Hamiel

From: Julie Grotophorst <julie.grotophorst@greendaleschools.org>
Sent: Tuesday, October 15, 2019 1:56 PM
To: Christine V. Hamiel
Subject: [EXTERNAL] Fwd: Greendale Welcomes Diversity Presentation - October 18th

----- Forwarded message -----

From: Kimberly Amidzich <kim.amidzich@greendaleschools.org>
Date: Tue, Oct 15, 2019 at 1:54 PM
Subject: Greendale Welcomes Diversity Presentation - October 18th
To: Todd Michaels <tmichaels@greendale.org>
Cc: Jackie Schweitzer <jackie.schweitzer@greendaleschools.org>, <kelly.mckone@milwaukeecountywi.gov>, <nicole.brookshire@milwaukeecountywi.gov>, Gary Kiltz <gary.kiltz@greendaleschools.org>, dee merritt <dmerriett7@gmail.com>, <katherine@zeidlercenter.org>, Joe Crapitto <joe.crapitto@greendaleschools.org>

Hi Todd,

It was shared that me that you are choosing not to attend the Welcoming Diversity listening session on Friday evening. I wanted to share my thoughts with you.

This work is bigger than one person in the school district. Gary is an important leader who has been engaged in the work from the beginning, but he is not the only person doing the heavy lifting. Racism and bias is a community problem and one person will not single-handedly lift the cloud. It will take a community effort, which is why Gary has not done this work alone. All of the administrators in the district have been engaged with him all along. Therefore, his absence should not halt the work. He committed to the travel before the date was finalized and agreed to the date knowing and trusting that there are others in the schools and community who will continue the work in his absence. It is unfortunate that the steering committee did not realize that he would be gone. I am truly sorry that you felt blindsided that the school contingency would not include Gary on the first night. However, he will still be present as his leadership in the schools has engaged many who will be in attendance that evening, including two administrators who live in Greendale and eight employees who do not live in Greendale but are part of the community, and he will join the group on Monday evening.

I hope that you will reconsider your attendance and join us. Please continue to work with the schools to continue to work towards a more welcoming community culture. This work is not about any one person. This work is about making shifts in our community that welcome all people and value the contributions of all those already involved in our community. This work is about shifting policies and practices that privilege one group over another. I will be there because this is important work. At least 60 other members of the community will be there to share their ideas and opinions. They are coming to hear the plan. A quality plan that was developed by the entire steering committee. I look forward to hearing their feedback. I hope you will join me.

Sincerely,
Kim



Kim Amidzich
Director of Curriculum & Instruction
Greendale Schools
Phone: (414) 423-2711
Fax: (414) 423-2723
kim.amidzich@greendale.k12.wi.us

E-mail correspondence to and from this address may be subject to open records law and may be disclosed to outside parties.

"This is your world. Shape it or someone else will." -Gary Lew

--
Julie Grotophorst
Director of Human Resources

414-423-2703

Greendale Schools
6815 Southway
Greendale, WI 53129

(District Office is located at the back of Greendale High School, at 6801 Southway)

Fax: 414-423-2723



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Greendale Welcomes Diversity
October 18, 2019

EVENT PURPOSE AND DESIRED OUTCOMES

Purpose of the Retreat

To get input and generate commitment to a plan to welcome diversity in our schools and larger community.

Desired Outcomes

1. We acknowledge the need for changes to create a more welcoming and inclusive community.
2. Everyone has an opportunity to ask questions about and give input into the draft Vision for the Future, Values and Action Plan.
3. Everyone has an opportunity to prioritize goals and action plans.
4. We have identified a committed group of people to help implement the Action Plan and be a united force to ensure successful change.
5. We get to know, work and build community with fellow members of Greendale.

AGENDA

Friday, October 18, 2019

5:00pm Dinner
 Welcome, Outcomes, Agenda
 Getting Connected
 Presentations
 • Student Perspective
 • Health Perspective
 • Draft Action Plan
 Open Forum
 Input on Draft Plan/Voting
8:30 Next Steps and Close

Saturday, October 19, 2019

Steering Committee updates *Vision for Future, Values, and Action Plan* with community input

Monday, October 21, 2019

5:00pm Dinner
 Welcome, Outcomes, Agenda
 Getting Connected
 Present Revised Plan with Highlighted Changes
 Speakers
 • Student Perspective
 • LG Shanklin-Flowers
 Implementation Teams
7:30 Next Steps and Close

Ground Rules

1. Manage self
2. Each person's truth is truth
3. See the world the way others see

EXHIBIT

B

Known Racial Issues in Greendale School District 2018/2019

1. September 2018: Black high school junior was called the n-word by another student who had done the same thing before; with only a verbal altercation where both students got to class on time, police were called for a possible disorderly conduct and the Black student was suspended, called "girl" by police, told to ignore it, not allowed to call her parent when she asked in police presence, and was told that they could have put her in handcuffs and taken her to be booked at the station (grade 11)
2. Sept. 28: Black student called the n-word in a freshman class (grade 9)
3. November: A substitute in a freshman class at the high school stated that genocide of Native Americans was for the good of the nation as a whole, principal downplayed the incident (grade 9)
4. December 3 School Board meeting: Dr. Kiltz threatened to call the police on a Black parent for going over her three-minute time limit during comment time at a school board meeting (high school parent)
5. Mid-February: Racist video circulated at high school with a student saying the n-word, plus called African Americans animals (grade unknown, 9-12)
6. Mid-February: Racist video circulated at Canterbury with no consequences for days until the parent of an affected child insisted on a consequence; the child of color was told that he should not ignore or tell others to ignore the child who had made the video; it took two weeks before anything was done; Mr. Kiltz still has not responded to her email about the incident (grade 5)
7. Mid-February: racist graffiti was reported by a freshman in the men's bathroom at the high school (grade 9)
8. April: Dr. Smith reported at the School Board meeting that many of the alumni in the Chapter 220 group had experiences w/ racism in Greendale
9. April 16, 2019: high school student is again called the n-word /No consequence given (grade 11)
10. September 2019 Two incidents of a student using racial slurs in the middle school.

EXHIBIT

C

GREENDALE WELCOMES DIVERSITY ACTION PLAN

Purpose/Mission: To create a more welcoming, kind and inclusive community in Greendale. We are committed to challenging discrimination in all forms while focusing on race and racism.

Project Funding, Structure & Governance: This community-wide inclusion effort is led by the Greendale School District. It is supported and championed by 1) the Greendale School District, 2) the Village of Greendale, and 3) the Greendale Coalition for Diversity, Equity, and Inclusion made up of residents, community leaders, employees of the School District, and the employees of the Village. The School District has committed \$25,000 per year for the project through its Community Service Fund (Fund 80). The School District has empowered the Steering Committee to develop a project Action Plan with community input, and to allocate funding to priority items in the Action Plan, provided that all action items are consistent with School District policies, procedures, practices and educational approach. The Village has committed \$10,000 per year. Todd Michaels, the Village Manager will designate funding allocations based on village goals, policies and practices. Any suggested action items that involve questions about school district or village policies, practices, goals or philosophy will go to the School District Board or Village Board respectively for approval.

Values (When making decisions, this is what is most important)

- | | |
|--|---|
| 1. Education: Understanding why diversity, equity, and inclusion matter | 5. Inclusion: Greendale is open for all |
| 2. Tradition: Carrying the best of Greendale's past into the future | 6. Diversity: Recognizing and appreciating the changing demographics to Greendale |
| 3. Kindness & Welcoming: Simple things to make people feel part of the community | 7. Equity: Greendale residents receive equal treatment and access to resources |
| 4. Support: Helping others in times of need | |



DESIRED FUTURE STATE: THE YEAR IS 2030

The year is 2030. Greendale residents no longer identify according to housing sections, but rather identify themselves as Greendalians.

There is a palpable spirit of welcome in Greendale, where people from different backgrounds freely intermingle, and diversity is celebrated as one of Greendale's strengths. Families of color are eager to move to Greendale, excited about the quality school system and sense of community. Whoever moves to Greendale is greeted with the welcome wagon and a welcome packet. Neighbors know each other through day-to-day interactions, and by attending regular community celebrations and festivities.

Walking around the village, community members see murals and public artwork that celebrate a variety of cultures, ethnicities and races. Community members whose first language is not English are able to read and keep up with community news in their own language. As a result, they take ownership in building the community.

More and more community members sign up for workshops on diversity, equity, and inclusion. There is an understanding that racist actions will not be tolerated in Greendale, and there is a clear plan for responding to such actions with justice and compassion. When racist behavior does occur, community members feel equipped to handle such situations. These incidents have become few and far between. The spirit of social justice and care for one's neighbors is an expectation set by Greendale community members.

In the Greendale school district, student evaluations about their perceptions of welcome and inclusion are at an all-time high. Public officials, including administrators, teachers, and police officers, are known around the area for their fairness, service to the community, and awareness of implicit bias. Community members of color attest to fair treatment, and Greendale is known nationally as a model for a welcoming and inclusive community.

ACTION PLAN

Goal #1: Implement Education in Racial Diversity, Equity and Inclusion

What	Start Date	End Date	Milestones/How	Who	Funding
1. Community-wide educational opportunities					
a. Expand Diversity, Equity and Inclusion trainings and workshops	Oct 2019	Ongoing	<ul style="list-style-type: none"> • P.A.G.E. and SURJ workshops • Community Diversity workshops (working w/ schools as well) • Host YWCA Unlearning Racism workshop • Find businesses to fund support for YWCA • ACLU Know Your Rights trainings 	Nat Godley, Community Ed. Team Jackie Schweitzer, Parks & Rec	\$500 for PAGE workshops \$5000 for presenters/facilitators
b. Increase diverse representation and why diversity, inclusion and racism issues are important to the health of the whole community in Faces of Greendale and Life in the Village features (i.e. Neighbor Spotlights; Sharing personal stories)	Dec 2020	Ongoing		Tom Village and school editorial teams	Combs real estate funds Faces; Village/ GSD already fund Life in the Village

c. Greendale History 101: Understanding history of racism			<ul style="list-style-type: none"> • Invitation of Reggie Jackson to give presentations (in and out of schools) on the history of segregation in Greendale • Have diversity/segregation included at Historical Society and education offerings 		
d. Southern Poverty Law Center "Responding to Hate" Training					\$700/ session paid by GSD
e. Campaign to raise awareness to the community, staff and students			While honoring confidentiality and HR policies, discuss incidents, action plan, advertising of P.A.G.E., what has been done		
f. Parent Communication Guides i.e. "Helping kids talk about race.", "Hearing the N-word."	Jan 2020	Mar 2020	Articles/ guidelines on conversations with kids about race to be published in school newsletters	Education team	SPLC gives them away free
g. Distribute information to churches, businesses, and service organizations			Promoting and educating these groups about efforts to create awareness beyond schools		

What	Start Date	End Date	Milestones/How	Who	Funding
2. Educational opportunities in schools					
a. Hold yearly assemblies in every school dedicated to anti-racism	Nov 2019	Ongoing	<ul style="list-style-type: none"> • Including expert speaker 	Director of Pupil Services;	\$2000

			<ul style="list-style-type: none"> • "Dedicated" means anti-racism will be only topic • Assemblies establish clear "red lines" • HS & MS Student Equity Team provides input • Consider survey to get input from all students • Students will be educated on how to be upstanders and what to expect when reporting racist actions "know your rights" 	PAGE; Steering Committee;	
b. Update curriculum			Ensure curriculum tells multiple narratives of holidays		
c. Develop student messaging campaigns and opportunities through Youtube and social media			Share messages with students and the community via Youtube or pop up messages/ads on Chromebooks		

Goal #2: Put into Effect Policies & Processes that Support Vision

What	Start Date	End Date	Milestones/How	Who	Funding
1. School policies & procedures for addressing racism, diversity, equity, and inclusion					
a. Promote confidential student support services for bullying and racism			Use reporting cards, Distribute materials to students 4th grade & up with info on how	Nat Godley	\$200

			to report bias incidents & available support resources		
b. From the School District, pass and implement clear policies for "equity non-negotiables" (expectations for behavior) including clear consequences and implementation of restorative practices to prevent future incidents	Nov. policy committee	Recommendation to full board in Dec. 2019	<ul style="list-style-type: none"> Built into resolution accountability for administration "Equity non-negotiables" = How we'd like to see students behave, and behaviors that won't be tolerated 	Gary Kiltz	None
c. Policy for when police officers are called or when they contact anyone under age 18	Nov 2019	Dec 2019	Policy requires that the parent is contacted concurrently to police officers being called on minors under the age of 18	Gary Kiltz, GSD	None
d. Draft and present a strong anti-racism policy statement for the school board to approve	Now	Dec. 2019	Steering Committee will draft statement with reference to internal non-negotiables as well as statement templates from Tosa, MPS etc.	Steering Committee	
e. School board will pass & commit to a formal resolution against racism		Dec. 2019		School Board	N/A
f. Review application of discipline policies on hate-speech and racist remarks	Oct 2019	Ongoing			

g. Institute clear and consistent policies & procedures on hate-speech and racist remarks including disciplinary actions	Feb 2020	Apr 2020	<ul style="list-style-type: none"> • Revisions of student handbooks with consistent language and consequences between schools • Steering committee members review policy draft on hate-speech & racist remarks • Suspensions of students as a result of hate-speech • Successful and consistent application of policies • Approval of policy by school board • Student survey report higher levels of belonging and engagement 	Principals, District policy committee; input from Steering Committee	N/A
h. Enhance student survey			Keep kindness question and add demographic data and more challenging questions about racism		
i. Train "Restorative Practices" practitioners to work with students and adults	Jan 2020	Ongoing	<ul style="list-style-type: none"> • Increase number of trained staff in each school • Identify circumstances in which restorative practices are done with students 	GSD administration	
j. Encourage and invite parents to attend					

restorative training with child					
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What	Start Date	End Date	Milestones/How	Who	Funding
2. Village Policies & Procedures for addressing racism, diversity, equity, and inclusion					
a. Review and update village policies & procedures for addressing racism	Mar 2020	Jul 2020	Overall review of policies and procedures and report on	Todd Michaels, Asst Village Manager, & Steering Committee	N/A
b. Village will commit to and pass an anti-racism resolution	Now	Nov. 2019	Present draft resolution to village board for approval	Todd Michaels	N/A
c. Steering committee will recommend to the village will commit to and pass a non-discrimination resolution which may include but is not limited to intellectual disabilities, sexual orientation, physical disabilities, race, age, religious beliefs					

Goal #3: Carry Out Programming

What	Start Date	End Date	Milestones/How	Who	Funding
1. Community events celebrating diversity & inclusion					
a. Add diverse cultural elements to existing festivals (Village Days, Downtown Market, Hay Days)	Oct 2019	Ongoing	Vendors selling cultural jewelry	Kendall Curtis, Jackie Schweitzer, Diannia Merriett, PCC	\$2000
b. Have a Welcome wagon focused on inclusion and welcome of new residents	Nov 2019	Ongoing		Police Dept, Health Dept, Todd Michaels	Covered by village
c. Library-led Community Book Study (featuring diversity; exploring other perspectives)	Now	Ongoing	<ul style="list-style-type: none"> • Regular (three times yearly?) book discussions • Steering committee will seek out further grant money to expand accessibility of books • Steering committee will recommend that the library develops and offers a youth book club addressing diversity issues 	Library director	Steering Committee will fund 20 books 3 times a year up to \$1200
d. Diversity Speaker Series on cultures	Jan 2020	Once a month ongoing	<ul style="list-style-type: none"> • Speakers of color and white allies 	Diannia Merriett and Amy Ali; input	\$5000

			<ul style="list-style-type: none"> • Possibly coordinate with school presentations, activities • Invite Greendale families who can share their experiences, stories and struggles 	from Steering Committee	
e. Coalition hosts Community Conversation on Diversity to identify strengths and opportunities for improvement	May 2019	Completed		Coalition	N/A
f. Community Leadership Community Building Workshop	Spring 2019	Completed	<ul style="list-style-type: none"> • Over 30 community leaders participated in 3-day workshop. • Ended with creation of Greendale Coalition for Diversity, Equity, and Inclusion 	Coalition	N/A
g. Use Park & Rec, Library, and CLC to provide programming for new families who are not familiar to Greendale to have community conversations					

What	Start Date	End Date	Milestones/How	Who	Funding
2. Student-specific programs					

a. Expand international festivals in all schools (including Canterbury, GMS and GHS)	Jan 2020	Ongoing	<ul style="list-style-type: none"> • Collaborative work between all world languages teachers • Establish festivals at middle and high schools as well as sustaining the existing festivals at elementary schools 	Amy Ali World language teachers and student orgs	In-kind donations PTO and parents
b. New Student Welcome Initiative	Aug 2019	Ongoing	Student mentors and supports for all incoming students after kindergarten	Judy Salas Mark Pollex	GSD covered
c. Year-round Cultural Emphasis (Recognize weekly/monthly cultural emphasis: Hispanic Heritage Month, Native American Month etc.)	Jan 2020	Ongoing	<ul style="list-style-type: none"> • Have year-round diversity and inclusion celebrations • Cultural activities in all schools reflecting weekly/monthly celebrations • Add more educational opportunities, not just one assembly per year • Start at k5 (people in history) 	ELS teachers	\$500

Goal #4: Implement Practices that Support Equity in Representation

What	Start Date	End Date	Milestones/How	Who	Funding
1. Recruiting and retaining diverse talent (Racial/ethnic diversity in main institutions)					
a. Recruit student teachers of color from Alverno College, UWM, Mount Mary and Parkside	Sept 2019	Ongoing	<ul style="list-style-type: none"> Steering committee will examine increasing funding levels for student teachers of color Steering committee will investigate additional efforts to promote diverse staff, looking at Brown Deer as an example 	School HR	Possible 2X \$1500 stipend/ internship for student teachers of color at primary & secondary levels
b. Village leadership will visit government classes and speak to student equity groups to get ideas	Jan 2020	Ongoing	Purpose is to provide mentorship and create a pipeline to diverse leadership	Todd Michaels and Village board	None
c. Create a diverse village youth council			Use Milwaukee Youth Council as a guide	PAGE nominates; Todd Michaels, Gary Kiltz	\$3500 for food & honorarium for MkeYouth Council leaders to facilitate
d. Actively recruit role models of color in the professional community to serve as mentors in schools					

What	Start Date	End Date	Milestones/How	Who	Funding
2. Artwork					
a. Use displays from WI Black Historical Society in schools and Hose Tower or library (temporary exhibit)				School Librarian PAGE volunteers to watch Hose Tower	Free or low cost
b. Host an Artist of Color in residence who works through the school and village with students in 2020-21 school year		June 2021	<ul style="list-style-type: none"> • Sponsored by businesses • Use local artists • Focused on diversity • Permanent displays created with students • Creation of artworks depicting racial/ethnic diversity in schools 	Amy Ali, Nat Godley, Art teachers	\$5000 with matching business sponsorships

What	Start Date	End Date	Milestones/How	Who	Funding
3. Printed materials					
a. Bilingual books for children	Jan 2020	Ongoing	Idea to consider: <ul style="list-style-type: none"> • Have elementary students recommend or bring non-English language books 	Library director, Diannia Merriett,	\$400 contribution

			<ul style="list-style-type: none"> Expand public library's adult non-English collections 	School librarian	
b. Bilingual village materials w/ diverse representation	Jan 2020		Start with Spanish language	Todd Michaels	Village covers cost
c. Creation of Welcome packet	Jan 2020			Todd Michael's admin	Village covers cost
d. "We Celebrate Diversity" yard signs	Ordered		PAGE is currently distributing "Hate Has No Home Here" signs in Greendale at cost (\$5).	PAGE	

ADDITIONAL ACTION ITEMS

1. Update purpose and mission to include verbiage of even more inclusion/description of who makes up the community of Greendale.
2. Steering committee will work to ensure diverse representation on each action team led by team captains.
3. Steering committee will recommend increasing staffing for social/emotional support in schools.
4. Steering committee will look at whether restorative practices are voluntary and mandatory.
5. Steering committee will recommend that every village and school employee have an equity component in their job descriptions.
6. Steering committee will explore partnership opportunities with Americorps.
7. Steering committee will explore hiring a Director of Diversity or school counselors or social workers focused on equity and accountability, looking at Shorewood and Wauwatosa.

ACTION ITEMS TO CONSIDER FOR THE FUTURE (not included in the current action plan):

1. Exchange program connecting students from Milwaukee and Greendale
2. Generations Against Bullying curriculum
3. Spoken word artist
4. Host Yearly Community Building Workshops
5. Host Community Conversations
6. ESL and Spanish Classes
7. Elementary School Skits/Plays & Speakers (get name of Hip Hop performer from Erica)

ACTION ITEMS ALREADY COMPLETED BY THE SCHOOL DISTRICT

a. Opening Session-Focusing on Personalizing Learning for Diverse Learners	2019 School year opening session	a. Panel Conversation with Parents from Diverse Backgrounds b. Expanding ICS Framework around District Priorities and PBL PD	School District	School District
b. 2018-2019-Student Equity Team (HS)	Launched 2018	a. Worked with Dr. Moutry and Dr. Smith b. Ran focus groups and survey c. Developed several solutions and prioritized two: i. New Student Mentoring Program ii. Cultural Education Experiences	School District	School District
c. 2018-2019 School-Based Equity Teams representing all five schools	Launched 2018	a. School Based Equity Teams-PD using ICS Modules (monthly workshops) b. Facilitation of District PD i. Implicit Bias ii. Responding to Hate, Bigotry, and Bias	School District	School District
d. Launched and implemented project-based learning (PBL) from K-8.	2018-2019 School Year	Coaching provided	School District	School District
e. Exploration of Social Emotional Learning Standards and Practices	2018-2019 School Year	a. Adopted state SEL standards b. Explored and adopted Sources of Strength as Peer led program for MS and HS. c. Selected and trained HS student peer mentors to serve. d. Explored and adopted PlayWorks program for elementary	School District	School District
f. Closing the Achievement Gap Consortium (CAGC) 2016-Present Member of the Closing the Achievement	2016-2020	2016-2017 CAGC Participating Activities: a. Board Symposium b. Leadership Workshop for Administrators on Equity Model, ICS.	School District	School District

Gap Consortium (CAGC), representing over 30 districts and educational organizations in southeastern WI.		c. Participation in the African American Male Institute 2017-2018 CAGC Participating Activities a. New Teacher Orientation b. Board Symposium c. Leadership Workshop for Administrators d. Participation in African American Male Institute 2018-2019 CAGC Participating Activities a. New Teacher Orientation b. Leadership Workshop for Administrators c. Participation in African American Male Institute 2019-2020 CAGC Participating Activities: a. African American Male Institute b. African American Female Institute		
g. School Board and Administrator Book Study	2017-2018	Book: Despite the Best Intentions (Lewis & Diamond)	School Board	School Board
h. 2017-2018 Expansion of After School Activities at Elementary to Include Enrichment and Athletic opportunities 2018-2019 Expansion of After School Activities at Elementary by Providing Subsidized programming and Scholarships for participants through GEF	2017-2019		School District	School District
i. District Equity Cohort conducted research and	2017-2018	Team selected ICS as the equity model.	School District	School District

considered District equity model.				
j. Partner in the Equity Coaching Collaborative for principals	2018-2019		School District	School District
k. Co Planning/Co-Serving Model	2016-2019	<ul style="list-style-type: none"> • 2016-2017-Introduction of Co Planning/Co-Serving Model at HS for 9th grade core courses. • 2017-2018-Expanded Co Planning/Co Serving Model at HS to 9th and 10th grades. • 2018-2019-Expanded Co Planning/Co Serving Model at HS to 9th and 11th grades. 	School District	School District
l. District identifies 3 key priorities: Project Based Learning, Student Engagement, Career Pathways as methods to address inequities in opportunities, participation, and achievement	Jan. 2017	<ul style="list-style-type: none"> • Fall, 2016-Community Strategic Visioning Sessions-Equity identified as one of 16 potential priorities. • Fall, 2016-School District conducted Community Survey to prioritize the 16 potential priorities 	School District	School District
m. Track student climate through yearly perception survey	Ongoing	Review questions to ensure tracking of concerns about racism and other biases.	School District	School District

Greendale Welcomes Diversity

October 18, 2019

21

EVENT PURPOSE AND DESIRED OUTCOMES

Purpose of the Retreat

To get input and generate commitment to a plan to welcome diversity in our schools and larger community.

Desired Outcomes

1. We acknowledge the need for changes to create a more welcoming and inclusive community.
2. Everyone has an opportunity to ask questions about the Future Desired State, Values and Action Plan.
3. Everyone has an opportunity to prioritize goals and action plans.
4. We have identified a committed group of people to help implement the Action Plan and be a united force to ensure successful change.
5. We get to know, work and build community with fellow community members.

AGENDA

Monday, October 21, 2019

- 5:00 Dinner, Door prizes
Welcome, Outcomes, Agenda – Debra, Kim and Nat
Getting Connected - Debra
Present Revised Plan with Highlighted Changes – Debra, Nat, Kim, Dee
Key-Note Speaker - LG Shanklin-Flowers
Open Forum/Q&A – Debra, Kim, Nat, Dee
Implementation Team Meetings – Debra, Team Leaders
7:30 Evaluations, Final Door prizes - Edward

Ground Rules

1. Manage self
2. Each person's truth is truth
3. See the world the way others see

EXHIBIT

E

tabbies

SPEAK UP AT SCHOOL (AND IN THE COMMUNITY)



WEDNESDAY, NOVEMBER 6
6:30-8:30PM

GREENDALE HIGH SCHOOL MPR

Join us to learn strategies on how to respond to everyday prejudice, bias, and stereotypes. Using the framework of TeachingTolerance.org, this approach encourages community members to challenge prejudice and create communities where all people are respected, valued and welcome participants.

EXHIBIT

F

Wisconsin Department of Public Instruction

Chanese Knox, Complainant

v.

No. 19-PDA-01

Greendale School District


SETTLEMENT AGREEMENT

Come now the Parties, Chanese Knox individually and by her mother and next friend, Diannia Merritt (“Complainant”), and the Greendale School District (“District”), by Kim Amidzich, Interim Superintendent and Director of Curriculum & Instruction, and agree to the following resolution of the above captioned Complaint:

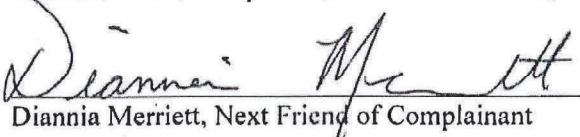
1. The District will immediately expunge the athletic code violation that is on Complainant’s record and will provide written confirmation to Complainant of the same.
2. The District will hold annual student school-wide events at Greendale Middle School and Greendale High School on culturally relevant topics. The District will determine an appropriate speaker each year in collaboration with the Coalition for Diversity, Equity, and Inclusion.
3. The District will pay for three to five pupil services and/or administrative team members to attend the “Unlearning Racism” program conducted by the YWCA of Southeast Wisconsin. When a student makes a complaint of bullying or harassment on the basis of racial slurs (or when District staff otherwise become aware such behavior is occurring), one of the trained team members will contact the affected student(s) to provide a safe space and other support and services as needed and appropriate, as determined jointly by

the affected student(s) and District staff, within two weeks of the complaint being communicated to the school. This will be updated in response procedures as part of the review of Board Policy.

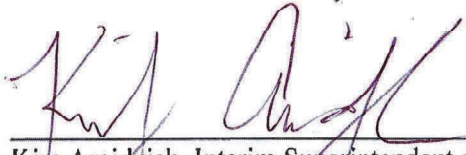
4. The District agrees to highlight the prohibition of harassment, bullying, and hate speech when reviewing the handbook in classes during the first week of school annually.
5. Upon receipt of the confirmation described in #1 above, Complainant will withdraw and request dismissal of this Complaint/Appeal.


Chanese Knox, Complainant

12-1-19
Date


Dianna Merriett, Next Friend of Complainant

12-1-19
Date


Kim Amidzich, Interim Superintendent and
Director of Curriculum & Instruction
Greendale School District

12-5-2019
Date



Elisabeth Lambert <elambert@aclu-wi.org>

Greendale follow-up

Chrissy Hamiel <chamiel@attolles.com>

Wed, Jun 22, 2022 at 3:05 PM

To: Elisabeth Lambert <elambert@aclu-wi.org>

Hi Elisabeth:

Thanks for circling back.

Exhibit F

You specifically requested the following information: "documentation from GSD showing the events/speakers it provided during the 2021-22 school year pursuant to paragraph 2 of its settlement agreement with Ms. Merriett and Ms. Knox." As you are well aware, Paragraph 2 provides as follows: "The District will hold annual student school-wide events at Greendale Middle School and Greendale High School on culturally relevant topics. The District will determine an appropriate speaker each year in collaboration with the Coalition for Diversity, Equity, and Inclusion."

As you may or may not be aware, the Coalition was sunset and is no longer functioning as it was in 2019. Instead, the District's Student-led Equity Team is actively involved in selecting, determining, and planning student events, in consultation with Njeri Jackson, who is a co-teacher for the District's African American and Ethnic Studies class. In addition, Maggy Olson, Director of Equity & Instruction, has created and leads the Equity Network: collaborating with families, staff, students and community members to ensure that equity stays at the forefront of the District's work. The District's goal is to ensure voices that may not typically be heard are involved in conversations and decision making. I direct you to the District's Student Equity [webpage](#). On the right-hand side of the page, you will find Director Olson's quarterly equity updates. Here is list of the events the District provided during the 2021-2022 school year. Note that additional activities were held, as noted in the various equity updates.

- Community viewing of *Hidden Figures* Black History month event in February. Njeri Jackson facilitated a discussion of how to commit to being an ally to underrepresented groups following the viewing.
- [Follow the Student Equity Team's work on Instagram](#).
- HS Student equity team members presenting AFRAMES Research on hate speech - "F/N/R" words, presentation shown in advisory to all HS students
- Student equity team led advisory discussion on the Impact of Hate Speech in Social Media

If you have any questions, please do not hesitate to reach out.

Thanks much –

[Quoted text hidden]



Elisabeth Lambert <elambert@aclu-wi.org>

19-PDA-01, Knox v Greendale

Christine V. Hamiel <chamiel@vonbriesen.com>
To: Elisabeth Lambert <elambert@aclu-wi.org>

Mon, Aug 23, 2021 at 8:11 AM

Hello again, Attorney Lambert:

Exhibit G

Here is the information I received from the District as far as your second inquiry:

- 2/5/21 - Hate Speech; GMS
- 2/11/21 - Hate Speech; GHS (Mark Pollex and Steve Lodes participated in the Restorative Practices and follow-up with the students involved)
- 3/15/21 - Religious harassment; College Park
- 3/17/21 - Race; Highland View
- 4/22/21 - Race; Canterbury
- 5/7/21 - National origin; GHS

When the District has received reports of harassment/discrimination, the District has investigated those incidents, used community circles and restorative justice practices to restore the relationship, and issued discipline to the offender as appropriate. The Pupil Services team has also worked with and supported the affected students.

I am also attaching the quarterly equity updates that Director of Equity & Instruction Maggy Olson provides. These updates summarize the equity work that has been ongoing in the District.

Please let me know of any questions and if you require further information.

Have a nice weekend,

Chrissy

Christine V. Hamiel | **von Briesen & Roper, s.c.**
Direct: 414-287-1266 | chamiel@vonbriesen.com

From: Christine V. Hamiel
Sent: Friday, August 20, 2021 8:48 AM
To: 'Elisabeth Lambert' <elambert@aclu-wi.org>
Subject: RE: [EXTERNAL] 19-PDA-01, Knox v Greendale

Attorney Lambert:

I am in the process of obtaining more specifics from the District as to your second request. In the meantime, here is a list of the Greendale staff that attended the Unlearning Racism training series in the Spring of 2020.

- Steve Lodes
- John Bly
- Emily Wendlake
- Cheryl Kingma-Kiekhofer
- Mark Pollex
- Nikki Timm
- John Weiss
- Jason VanRoo
- Julie Grotophorst

Once I obtain the additional information you requested, a second email will follow.

Thanks, and please let me know if you require further information at this time.

Chrissy

Christine V. Hamiel | von Briesen & Roper, s.c.
Direct: 414-287-1266 | chamiel@vonbriesen.com

From: Elisabeth Lambert <elambert@aclu-wi.org>
Sent: Wednesday, August 18, 2021 9:42 AM
To: Christine V. Hamiel <chamiel@vonbriesen.com>
Subject: [EXTERNAL] 19-PDA-01, Knox v Greendale

Dear Attorney Hamiel,

[Quoted text hidden]

This message (including attachments) is privileged and confidential. If you are not the intended recipient, please delete it without further distribution and reply to the sender that you have received the message in error.

3 attachments

_Equity Update March 2021.pdf
1209K



Equity Update Dec 2020.pdf
1189K



Equity Update June 2021.pdf
10636K