

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION HUMAN RESOURCES COMMITTEE NEGOTIATIONS**

Tuesday, April 21, 2026

4:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

A motion will be necessary to approve the agenda as presented (or) with changes as recommended.

IV. PUBLIC COMMENTS

Individuals may use this time to comment on any items listed as part of the meeting agenda.

A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

V. ADJOURN TO CLOSED SESSION (19.85 (1) (c) (e))

Negotiation Preparation with District Negotiations Team

VI. RETURN TO OPEN SESSION

VII. INTRODUCE NEGOTIATING TEAMS

VIII. EXCHANGE INITIAL PROPOSALS

A. Waunakee Teacher's Association 3

B. Board of Education 4

IX. ADJOURN TO CLOSED SESSION (19.85 (1) (c) (e))

X. NEGOTIATE

XI. RETURN TO OPEN SESSION

XII. MEET AND CONFER WITH ALL INTERESTED TEACHERS 5

(WTA MEMBERS AND NON-MEMBERS)

XIII. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”



**Comprehensive Initial Proposal by the Waunakee Teachers' Association
to the Waunakee Board of Education for the 2026-27 Master Contract
April 21, 2026**

Base Wages:

Bargaining unit members will receive a base wage increase of 2.63% beginning on the start date of the contract. The base wage increase will be calculated by applying the CPI % increase to the 2025-26 total teacher wage (\$29,549,996) and dividing by the 2025-26 total teacher FTE (391) and distributing equally to all FTE. For the 2026-27 contract this would be an increase of \$1,988 to the base wage.

Supplemental Pay:

In addition to the negotiated base wage increase, the WTA anticipates that the Board of Education will implement the Teacher Compensation System in full for the 2026-27 school year. This will continue to fortify educator faith in the system's fidelity.



ADMINISTRATION OFFICE

905 Bethel Circle
Waunakee, Wisconsin 53597
(608) 849-2000

Human Resources

Board of Education Initial Proposal

Presented to the WTA

April 21, 2026

The following proposal represents the initial proposal of the Board of Education for an agreement with the WTA, commencing on July 1, 2026. The Board of Education reserves the right to add to, modify, or delete this proposal.

1. AGREEMENT between WAUNAKEE COMMUNITY SCHOOL DISTRICT BOARD OF EDUCATION and the WTA, July 1, 2026 - June 30, 2027.
2. A base wage increase of 2.63%.
3. Per the past history of distributions, an equal distribution to all FTE of \$1988.00.



**Waunakee Teachers' Association and WCSD
Meet and Confer
April 21, 2026**

Meet and Confer Topics: We look forward to our discussion and to future collaboration in order to find solutions.

1. Continued prioritization of teacher retention & recruitment

- a. In addition to the negotiated base wage increase, the WTA anticipates that the Board of Education will continue to fully implement the new Teacher Compensation System for the 2026-27 school year. This will continue to fortify educator faith in the system's fidelity
- b. Ensure inclusive teacher voice on committees and in decision making (publicized meeting dates, clear delineation of committee responsibilities, publicized future goals and outcomes to encourage wider sharing of viewpoints & ideas)
- c. Collaboratively find and implement solutions to offset rapidly-increasing insurance costs
- d. Review post-retirement benefits including a comparison of WCSD with other local districts

2. Continued Collaboration through the Teacher/HR Workgroup in order to facilitate ongoing improvement

- a. The goals of the Teacher compensation system are that the system be: "objective, predictable, equitable, fiscally sustainable, easy to understand/user friendly, as well as to value both professional growth and experience" In order to meet these goals, the district must continue to evaluate and improve by:
 - i. Reviewing the electronic points submission and confirmation process for accuracy and facility
 - ii. Proactively preventing any inequitable salary placement of staff (e.g. developing a process for comparison of new employee salaries with those of existing staff)
- b. The WCSD will continue to support the Teacher/HR Workgroup and its ongoing review of the handbook through:
 - i. Sustained commitment to a year-long committee meeting schedule
 - ii. The consistent inclusion of educator voice and a clear process regarding handbook changes

3. Review of professional responsibilities and workload

- a. Explore a standardized implementation of dedicated PLC time across district buildings/grade levels outside of prep time and/or staff meetings
 - i. Compensation for PLCs that must meet outside of contract hours, due to no common prep time
- b. Review of workload, caseload/classroom numbers, prep time, and any resulting/related compensation inequities (e.g. overload pay, unweighted caseload numbers)
- c. Continued review of policies and procedures pertaining to the staff improvement plan
- d. Acknowledge the challenges and pressures posed from building to building by the newly implemented CIT model and seek to maximize positive impacts.

4. Address growing mental health concerns among students and staff

- a. Revisit initiatives to create an inventory of current mental health needs, raise awareness around these issues, and review existing district practices and supports (e.g. times and types of services available at the clinic; expanding contracted services and/or providing additional services at the district clinic)
- b. Identify gaps between these needs and district capacity to support them
- c. Consider implementing a formal and transparent action plan that addresses the mental health needs of both student and staff
- d. Address increase in student behavior concerns and their impact on student and staff mental health

5. Support efforts of the Diversity, Equity, and Inclusion Steering Committee

- a. Prioritize the committee's important work (e.g. the committee's three-year comprehensive plan) and embed necessary changes into district culture and practices while simultaneously developing accountability measures to monitor progress district-wide
- b. Consider creating a rolling three-year comprehensive plan to acknowledge the continuous and iterative nature of equity work
- c. Center student voices in meaningful ways that directly impact student experiences and belonging, including by introducing new communication conduits to replace student listening sessions