

Monday, March 18, 2024**6:00 PM****McFarland Municipal Center**
5915 Milwaukee St, McFarland
Community Room

AGENDA

The public may attend in-person or remotely through the Zoom webinar or telephone options listed below.

PLEASE CLICK THE LINK BELOW TO JOIN THE ZOOM WEBINAR:

<https://us02web.zoom.us/j/84977763376>

Or by Telephone: +1 (312) 626-6799

Webinar ID:849 7776 3376

Press *9 to raise/lower hand. Press *6 to mute/unmute.

1. CALL TO ORDER, ROLL CALL.**2. PUBLIC APPEARANCES.**

- a. This is an opportunity for members of the public to address the Diversity, Equity, and Inclusion Committee for items that are not on the agenda. Please remember this is a hybrid meeting conducted in person and through the Zoom online meeting platform. Meeting attendees wishing to address the Committee about items not on the agenda may do so at this time. Zoom attendees should type their name and address in the Question and Answer feature within the Zoom online meeting platform at this time. Members of the public who are present in person and wish to address the Committee should fill out a public comment form and turn into the meeting chairperson. When you are called upon to speak, state your name, address, and provide your comments to the Committee for their consideration. Please adhere to the 3-minute time limit. Additionally, you may send your public comments to communications@mcfarland.wi.us to be included as part of the meeting.

Members of the public may also speak during their selected agenda item as they designate on the public comment form or in the Question and Answer feature on Zoom.

3. APPROVAL OF MINUTES.

- a. Motion to approve the minutes of the February 19th, 2024 meeting.

4. BUSINESS.

- a. Update and Discussion regarding Feb - March Social Media and Media Campaigns
- b. Update and Discussion Regarding Pride Fest
- c. Update and Discussion Regarding event development/programming within the DEI S.M.A.R.T goals
- d. Land Back Movement event update and Discussion
- e. Update and Discussion on Equity Audit Analysis

5. SCHEDULE NEXT MEETING DATE.**6. ADJOURNMENT.**

Any person who has a qualifying disability as defined by the Americans with Disabilities Act that requires the meeting or materials at the meeting to be in an accessible location or format should contact the McFarland Municipal Center at (608)838-3153, 5915 Milwaukee Street, McFarland, Wisconsin, or village.clerk@mcfarland.wi.us by 2:00 p.m. at least 5 business days prior to the meeting so that any necessary arrangements can be made to accommodate each request. If the meeting or request is less than 5 business days from the meeting, requests for accommodations may still be made and reasonable efforts will be made to accommodate each request.

VILLAGE OF MCFARLAND
Diversity, Equity, and Inclusion Committee Minutes

Monday, February 19, 2024 - 6:00 PM

1. CALL TO ORDER, ROLL CALL.

Present - Stephanie Brassington, Monica Bruce, Angela Bazan, Mona Nelson, Miguel Pena
Excused - Edward Wreh

2. PUBLIC APPEARANCES.

No Public Appearances

- a. *This is an opportunity for members of the public to address the Diversity, Equity, and Inclusion Committee for items that are not on the agenda. Please remember this is a hybrid meeting conducted in person and through the Zoom online meeting platform. Meeting attendees wishing to address the Committee about items not on the agenda may do so at this time. Zoom attendees should type their name and address in the Question and Answer feature within the Zoom online meeting platform at this time. Members of the public who are present in person and wish to address the Committee should fill out a public comment form and turn into the meeting chairperson. When you are called upon to speak, state your name, address, and provide your comments to the Committee for their consideration. Please adhere to the 3-minute time limit. Additionally, you may send your public comments to communications@mcfarland.wi.us to be included as part of the meeting.*

Members of the public may also speak during their selected agenda item as they designate on the public comment form or in the Question and Answer feature on Zoom.

No Public Appearances

3. APPROVAL OF MINUTES.

- a. *Motion to approve the minutes of the January 17th, 2024 meeting.*

Motion to approve January 17 2024 minutes made by Stephanie Brassington, second by Angie Bazan.

5 - 0

4. BUSINESS.

- a. *Introduction to the Diversity, Equity, Inclusion, and Belonging (DEIB) Coordinator for the School District.*

Brittany Brazzel the DEIB coordinator for the McFarland School District attended the beginning of the DEI Committee meeting as an introduction.

Provided a brief summary of the work she is doing within the School District.

Brittany discussed the collaboration of the school district and the village, furthering the DEI missions of both organizations.

The DEI committee asked if there was anything that we could do to help. Those efforts include developing a strong collective collaboration. Brittany expressed the community's drive to be involved and that its important to let the community know that we are working together as a

group - getting information out

- events upcoming: looking at events that we can collaborate together on; learning focused events; information gathering events; skill development; committee would like to be involved in the planning stages of events;

- inclusive park: community grand opening - groundbreaking or a ribbon cutting; Matt went over the plan for the inclusion park -

b. Discussion and action to make a recommendation to the Village Board regarding definitions for the 2024 McFarland Observed Holidays.

The committee was presented with definitions for the words program and events.

During the discussion, the Committee agreed that non work restricted days, government should still hold meetings and programs.

While discussing the definition of events and programs, the committee agreed that the government functions in programs which, by definition, are a series of events.

During the discussion, the committee agreed that social programs should continue on non-work restricted observed holidays.

The committee decided to create the following definition.

Operational programs: decision-making/action and voting meetings are not permissible during observed holidays.

motion to recommend to the village board the definition and programs by village board, social programs/ the celebration.

operational programs will not occur unless a village board vote will happen - first by Stephanie, second by Mona Nelson

c. Discussion and Action on Awareness/Acknowledgment Spreadsheet

The DEI committee selected the following awareness/acknowledged months and days

The committee agreed to continue planning for the remaining of year after new appointments.

March -

- National Blood Donor Month
- Women's History Month
- World Teen Mental Health Day
- International Women's Day

April -

- Autism Acceptance Month
- Arab American Heritage Month
- World Autism Awareness Day
- Parkinson's Disease International Awareness Day

May -

- Mental Health Awareness Month
- Asian American & Pacific Islander Heritage Month
- Anniversary of School Desegregation Ruling
- World Day of Cultural Diversity for Dialogue and Development
 - The committee elected to have an in person event for World Day of Cultural Diversity for Dialogue and Development

June -

- Men's Health Awareness Month
- LGBTQIA+ Pride Month
- Immigrant Heritage Month
- Juneteenth

d. Discussion of event development topics within the DEI S.M.A.R.T. goals.

Committee decided on the following events to support/assist in planning

Pride -

Juneteenth -

Indigenous people day

Community Festival -

Leave 5th event open for school district collaboration

Winter Festival -

Start community day planning for May - 21st national world day diversity and dialogue day.

5. SCHEDULE NEXT MEETING DATE.

a. Monday, March 18th, 2024 at 6:00 pm

Next meeting scheduled for

March 18th 2024

6. ADJOURNMENT.

Motion made by Stephanie Brassington, Second by Mona Nelson

Motion passes 5-0

McFarland
SUMMARY SHEET

MEETING DATE: Monday, March 18, 2024

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Update and Discussion regarding Feb - March Social Media and Media Campaigns

PREVIOUS ACTION:

ISSUE SUMMARY:

The DEI Strategist will go over the observed days/awareness months.

Black History Month

Trivia ran from **02/12/2024 - 02/29/2024**

World Teen Mental Health Day

Carousel graphic and video about youth mental health

Women's History Month

Graphic for submissions came out on **03/01/2024**

We only have one response as of **03/11/2024**

Carousel graphic

Social Media "McFarland Celebrates"

Women's History Trivia

American Red Cross Month

Social Media Campaign

FINANCIAL/BUDGET IMPACT:

N/A

VILLAGE PLAN REFERENCE:

ORDINANCE REFERENCE:

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

ATTACHMENTS:

None

McFarland
SUMMARY SHEET

MEETING DATE: Monday, March 18, 2024

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Update and Discussion Regarding Pride Fest

PREVIOUS ACTION:

ISSUE SUMMARY:

A community organizer, Kristin Ellis, reached out to the DEI Strategist, on a collaboration for a fundraiser. The details included a joint initiative being a fundraiser for the McFarland Pride Fest and Transgender Visibility Day.

It is recommended by the DEI Strategist Krystal Johnson that the committee discuss possible ways to acknowledge Transgender Day of Visibility that aligns with the DEI Committee Municipal Code Ordinance.

- Additional Suggestions to discuss include: Advertising assistance on media channels, social media, providing community/government training, proclamation, resource fair.

FINANCIAL/BUDGET IMPACT:

VILLAGE PLAN REFERENCE:

ORDINANCE REFERENCE:

2-461 Diversity, Equity and Inclusion Committee

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

ATTACHMENTS:

1. Transgender Day of Visibility

Transgender Day of Visibility

Each year on March 31, the world observes Transgender Day of Visibility (TDOV) to raise awareness about transgender people. It is a day to celebrate the lives and contributions of trans people, while also drawing attention to the poverty, discrimination, and violence the community faces.

International TDOV was created in 2010 by trans advocate Rachel Crandall. Crandall, the head of Transgender Michigan, created TDOV in response to the overwhelming majority of media stories about transgender people being focused on violence. She hoped to create a day where people could re-focus on celebrating the lives of transgender people, empowering them to live authentically, while still acknowledging that due to discrimination, not every trans person can or wants to be visible.

Given that a minority of Americans say they personally know someone who's transgender, the vast majority of the public learns about trans people from the media. This is a problem because, as shown in the Netflix documentary [Disclosure](#), the media has misrepresented, mischaracterized, and stereotyped trans people since the invention of film. These false depictions have indisputably shaped the cultural understanding of who trans people are and have taught the public how to react to and treat trans people in their lives. It's going to take a lot of work to undo the harm caused by these depictions.

However, society is becoming more accepting as trans people feel increasingly comfortable and confident being publicly and fully themselves, and media representations of their lives begin to improve. This is especially apparent in the generational familiarity of trans people.

According to Gallup, while only about 30% of the general American public says they personally know a trans person, that percentage drastically varies when segmented by age. For example, 19% of Americans over 65 claim to know someone trans, while half (50%) of Americans under the age of 30 have a transgender friend or family member. This isn't surprising when taken into account that about 1 in 5 Gen Z adults identify as LGBTQ, according to Gallup's 2022 poll.

But there has also been a growing backlash from anti-LGBTQ activists who are targeting trans people, especially children, since marriage equality for same-sex couples was achieved in 2015.

In 2023, [over 400 anti-LGBTQ bills](#) have been filed so far, with over half specifically targeting trans people, particularly youth. Both 2021 and 2022 saw a massive increase

in anti-trans legislation. This anti-trans hypervisibility harms all trans people who are being demonized and scapegoated by politicians and in many media outlets.

That's why it's still necessary for trans people to be seen through authentic, diverse, and accurate stories which reflect the actual lived experiences of trans people; both for themselves and for those people who believe they've never met a trans person.

This includes in news media, where too often trans people's voices are missing from coverage of anti-trans laws and policies affecting their lives. Without trans people and experts weighing in, and without trans representation in newsrooms to help guide coverage, anti-trans discrimination is often misrepresented in the news as a "culture clash" and "just asking questions" rather than as willful misinformation and targeted hate.

We are starting to see progress in film and TV, but we still have a long way to go. While representation of TV characters has significantly improved over the years, as of TDOV 2022, there are 42 regular and recurring characters appearing on broadcast, streaming, and cable. However, these 42 characters cannot possibly represent the full diversity of the trans community nor undo one hundred years of misinformed, inaccurate, and harmful representation.

That's why this year for TDOV, GLAAD has partnered with and is supporting a number of advocates and organizations on initiatives to counteract the disinformation campaign targeting the trans community.

Source: [Transgender Day of Visibility | GLAAD](#)

McFarland
SUMMARY SHEET

MEETING DATE: Monday, March 18, 2024

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Update and Discussion Regarding event development/programming within the DEI S.M.A.R.T goals

PREVIOUS ACTION:

ISSUE SUMMARY:

On February 19th 2024, the DEI Committee selected the following awareness days to highlight

- Autism acceptance Month
- Arab American Heritage Month
- World Autism Day
- Parkinson's Awareness Day
- Mental Health Awareness Month
- Asian American and Pacific Islander Month

On February 19th 2024, the DEI Committee selected the following events/awareness days to participate/support

- World Diversity and Dialect Day (Joint event with school district)
 - Reserved Public Safety Training room on May 21st 3pm - 8pm
- Pride Fest
 - McFarland Pride Fest
- Juneteenth
 - MEP & BSU
- Community Festival
- Indigenious People Day

When discussing event, awareness, support and participation, it's recommended that we reference the Municipal code 2-461 - Diversity, Equity and Inclusion Committee to ensure that the decisions are aligned with the code.

- It's recommended that community, department and village board resources are provided



alongside acknowledgment of respected awareness days, events and programs.

FINANCIAL/BUDGET IMPACT:

N/A

VILLAGE PLAN REFERENCE:

N/A

ORDINANCE REFERENCE:

2-461 Diversity, Equity and Inclusion Committee

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

ATTACHMENTS:

1. Ordinance 2-461

2-461 Diversity, Equity, And Inclusion Committee

The Diversity, Equity, and Inclusion Committee is responsible for the following functions:

- (a) Making recommendations to the Village Board on diversity, equity, and inclusion planning, auditing, and related projects;
- (b) Serving as a resource, recommending goals, and advising the Village Board on existing and/or proposed ordinances, programs, actions, mission statements, vision statements, long-term Village-wide goals/objectives, and other best practices that promote diversity, equity, and inclusion within the community;
- (c) Serving as a resource to Village departments and staff on the development of racially and culturally inclusive structures, programs, and training with equity-sensitive leadership through the Village;
- (d) Promoting the Village's efforts to involve residents from underrepresented communities on Village boards, commissions, and committees as well as seeking employment with the Village;
- (e) Promoting the Committee to the public in order to help implement outreach and engagement strategies recommended for diversity, equity, and inclusion and assisting in informational opportunities, presentations, open houses, and other public initiatives providing information about the Committee to the public.
- (f) Making recommendations to the Village Board for widespread and ongoing diverse public involvement and assisting the Village Board by advising on methods by which the public can better participate in the decision-making process.
- (g) Holding joint meetings with the Village Board at least annually to align goals and objectives.

Editor's note(s)—Ord. No. 2022-02, §§ 41, 42, adopted Feb. 28, 2022, repealed the former § 2-461 and enacted a new § 2-461 as set out herein. The former § 2-461 pertained to jurisdiction and derived from Ord. No. 2013-08, § 2, adopted Sept. 9, 2013.

HISTORY

Repealed & Reenacted by Ord. [2022-02](#) §§ 41, 42 on 2/28/2022

McFarland
SUMMARY SHEET

MEETING DATE: Monday, March 18, 2024

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Land Back Movement event update and Discussion

PREVIOUS ACTION:

ISSUE SUMMARY:

On March 9th 2024, the Indigenous Solidarity Collective of McFarland held the Land Back Movement & McFarland at Waubesa Intermediate School. The event was positioned as a community conversation. During this event, community members were provided educational background on the mounds in McFarland. Ryan Greendeer provided education and representation from the HoChunk Nation. Community members were able to partake in a question and answer discussion.

One recommendation from Ryan Greendeer was to place an emphasis on the preservation of native indigenous education and resources needed to preserve cultural components of the Ho Chunk people. An example would be the protection of black ash to ensure basket making can continue.

The staff recommendation is that, as village government, we explore educational resources and opportunities to support the indigenous community.

FINANCIAL/BUDGET IMPACT:

VILLAGE PLAN REFERENCE:

ORDINANCE REFERENCE:

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

ATTACHMENTS:

1. Ho-chunkNationED-1
2. Ho-chunkNationED
3. Ho-chunkNationED-2
4. Ho-chunkNationED-3
5. Ho-chunkNationED-4
6. Ho-chunkNationED-5
7. Ho-chunkNationED-6
8. Ho-chunkNationED-7





Department of Education

Government ▶ Executive Branch ▶ **Education**

Welcome to the Department of Education

The Department of Education establishes and operates programs to provide financial and supportive services to Ho-Chunk Nation Tribal members in support of their educational goals. We provide for effective communication and dissemination of Tribal information to the Tribal population.

Services and Programs Offered

Cultural & Community Education

Disabilities Division

Ee Cooni Learning Center

Head Start

Higher Education

School Community Relations

Tutor Services Division



Phone: 715-284-4915 | **Toll Free:** 800-362-4476

Physical Address: W9814 Airport Road | Black River Falls, WI 54615

Mailing Address: PO Box 667 | Black River Falls, WI 54615

Office Hours: Monday - Friday 8:00a.m. - 4:30p.m.



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Cultural and Community Education

Government ▶ Executive Branch ▶ Education ▶ **Cultural and Community Education**

Welcome to Cultural and Community Education

The Cultural and Community Division consists of the Financial Literacy, Indigenous Arts and Sciences, and Seek Educational Equity & Diversity (S.E.E.D).

Services Offered

Financial Literacy

Indigenous arts & Sciences

SEED

Contact Information

Cultural and Community Education Director: [Michelle Cloud](#)

For Inquiries: honoryourfuture@ho-chunk.com



Office Hours: Monday - Friday 8:00am - 4:00pm.



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Disabilities Division

Government ▶ Executive Branch ▶ Education ▶ **Disabilities Division**

Welcome to the Disabilities Division

Our mission is to provide disability advocacy services to Ho-Chunk children and adult students with disabilities so they may access the general education curriculum and benefit from specialized instruction, related services, academic adjustments or reasonable accommodations under the individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Services Offered:

Direct Case Management

Advocacy, Referral, Transition

Training

Parent, Tribal Programs, District Collaboration

Technical Assistance

Accommodations and Procedural Questions



Phone: 715-284-4915 | **Toll Free:** 800-362-4476

Physical Address: W9814 Airport Road | Black River Falls, WI 54615

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Welcome to the Ee Cooni Learning Center

The vision of the Hoocak Ee Cooni pilot program is to educate the future guardians of the Hoocak Language and culture by building a bridge of knowledge between the timeless teachings of the past, present and future.

Contact Information

Ee Cooni Learning Center Director: [Mary Thundercloud-Eary](#)

Phone: 715-284-4915 | **Toll Free:** 800-362-4476

Physical Address: W9814 Airport Road | Black River Falls, WI 54615

Mailing Address: PO Box 667 | Black River Falls, WI 54615

Office Hours: Monday - Friday 8:00a.m. - 4:30p.m.



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Head Start Program

Government ▶ Executive Branch ▶ Education ▶ **Head Start Program**

Welcome to the Head Start Program

The Ho-Chunk Head Start Program embraces each family's individuality, and fosters each child to grow physically, intellectually, socially, emotionally, culturally, and spiritually.

Head Start Program Locations

Indian Mission

Nekoosa

Sand Pillow

Tomah

Wisconsin Dells

Wittenberg

To register for Head Start, please click [HERE](#)

To receive a Head Start brochure, please click [HERE](#)

Contact Information



Division of Higher Education

Government ▶ Executive Branch ▶ Education ▶ **Division of Higher Education**

Welcome to the Division of Higher Education

The Higher Education Division is to provide guidance and financial assistance to Ho-Chunk members who intend to pursue a post secondary education. Scholarships are granted as a privilege with the intent that graduates will return to the Ho-Chunk Nation to use their knowledge and expertise to protect and strengthen the economic self-sufficiency and sovereignty of the Ho-Chunk Nation.

Ho-Chunk Nation Scholarship Program

The Ho-Chunk Scholarship Program provides financial resources to help enrolled Ho-Chunk members complete a progressive post secondary degree. The recipients must attend a nonprofit Title IV regionally accredited institution. The Ho-Chunk Scholarship Program is intended for students working toward degree completion.

Financial Aid and Tax Filing Statement

In order to receive a Ho-Chunk Nation Scholarship, students are required to file a Free Application for Federal Student Aid (FAFSA) with accurate information. Accurate information



scholarship until such discrepancies are resolved.

Forms and Information

Higher Education Applications

[Ho-Chunk Scholarship Application 2023-2024](#)

[Free Application for Federal Student Aid \(FAFSA\)](#)

[College Access Program Application](#)

[2023 Summer Application](#)

Documents/ Notices

[Per Capita Payment Notice](#)

[Per Capita Information - Department of Justice](#)

Forms

[College Access Program](#)

[CDIB Request Form - Enrollment Office](#)

[Special Request Program Application](#)

[Special Request Application – Computer and Technical Support Program](#)

[W9 - Electronic Form](#)

Higher Education Policies

[Higher Education Operating Policy 2023-2024](#)

Important Links



Resources:

[College Navigator](#)

[Wisconsin University Transfer Wizard](#)

[Pre-College Summer Law Institute](#)

[Vocational Rehabilitation for Native Americans \(VRNA\)](#)

[American Indian College Fund \(AICF\)](#)

[American Indian Graduate Center \(AIGC\)](#)

[Wisconsin Online Bachelor Degree Program](#)

Contact Information

Primary Email Address: higher.education@ho-chunk.com

Higher Education Division Director: [Dr. Marcus Lewis](#)

Phone: 715-284-4915 | **Toll Free:** 800-362-4476

Physical Address: W9814 Airport Road | Black River Falls, WI 54615

Mailing Address: PO Box 667 | Black River Falls, WI 54615

Office Hours: Monday - Friday 8:00a.m. - 4:30p.m.



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School Community Relations

Government ▶ Executive Branch ▶ Education ▶ **School Community Relations**

Welcome to School Community Relations

Our goal is to assist Native American students and their families to access programs and services provided by their local school districts, the Ho-Chunk Nation, and/or Johnson O'Malley to promote academic excellence and perpetuate and preserve the cultural values, history, and language.

Services Offered

Johnson O' Malley Program

Pre K-12 Grant Program

BIA Internet Reimbursement Program

Contact Information

School Community Relations Director: [Bethany Redbird](#)



Mailing Address: PO Box 667 | Black River Falls, WI 54615

Office Hours: Monday - Friday 8:00a.m. - 4:30p.m.



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Tutor Services Division

Government ▶ Executive Branch ▶ Education ▶ **Tutor Services Division**

Welcome to the Tutor Services Division

Our mission is to offer academic support and enrichment activities to Ho-Chunk Youth in grades K-12 through student mentorship, family support, and advocacy.

Applications/Documents

Tutor Services Application 

Contact Information

Contact Us at Tutor Services tutor.services@ho-chunk.com

Phone: 715-284-1660

Physical Address: W9814 Airport Road | Black River Falls, WI 54615



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McFarland
SUMMARY SHEET

MEETING DATE: Monday, March 18, 2024

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Update and Discussion on Equity Audit Analysis

PREVIOUS ACTION:

ISSUE SUMMARY:

DEI Strategist - Krystal Johnson is in the process of analyzing the Equity Audit - Upon completion, the DEI committee will be provided recommendations to take to the village board, departments and additional committees.

The purpose of this agenda item is to identify three focal departments for the first half of the second quarter and three focal departments for the second half of the second quarter.

FINANCIAL/BUDGET IMPACT:

VILLAGE PLAN REFERENCE:

ORDINANCE REFERENCE:

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

ATTACHMENTS:

1. Equity Audit

Appendix F1 Business Ownership

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	# of Businesses	American Indian owned	Asian owned	Black owned	Hawaiian/ Pacific Islander owned	Hispanic owned	White owned	2 or more races owned	Residents with Disabilities owned	Male owned	Female owned
2018											
2019											
2020											

Appendix G1

Budget by Park

(List names of parks in headers below)

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	Capital Budget by Park	Arnold Larson	Brandt	Cedar Ridge	Community Park	Discovery Garden	Egner	Jaeger	Lewis	McDaniel	Dog Exercise Area	Orchard Hill
2018	\$2,685,000	0	\$396,933	0	0	\$200,562	\$45,955	\$304	0	\$275,787	0	\$183,741
2019	\$3,800,000	0	(\$839)	0	\$867,936	0	0	0	0	\$79,537	0	\$38,574
2020	\$1,665,000	\$11,724	0	\$26,314	\$10,319	0	0	0	\$12,292	\$405,326	\$710,569	\$2,070

Cont.	Ridgeview Tot Lot	Siggelkow Road	William McFarland		Presently, we do not have a mechanism to track operating expenses according to individual parks. This would require a pay code for each park and employees would need to track their time according to which park they worked on. Additionally, we would need to establish an activity code within accounts payable to track which expenses applied to which park. It's not impossible, but just noting it would require a shift in procedure and time to adjust. -MGS							
2018	0	0	\$665	\$1,103,946								
2019	0	0	0	\$985,209								
2020	\$17,627	\$5,824	\$9,439	\$1,211,503								

Appendix G2

Geographical location of parks

(List names of neighborhoods in headers below)

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Conservation		Parks	
	Total # of parks	Please visit our Parks Facilities website .	
2018	The Village of McFarland is home to 16 parks, 2 tot lots, and 8 conservancy areas (26 in total).	<i>Map of the geographical location of each park within the Village's inventory has been provided at the end of this document.</i>	
2019			
2020			

*Indicates affordable housing in the area

Appendix H1

4th Grade Reading Proficiency

(Include total number of students and percent proficient)

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	Total # of Students in 4th grade	American Indian	Asian	Black	Hawaiian/Pacific Islander	Hispanic	White	2 or more races	Students with Disabilities	Students without Disabilities	ELL	Not ELL	Male	Female
2018-2019	175	2 1.14%	1 0.57%	0 0.00%	0 0.00%	3 1.71%	86 49.14%	5 2.86%	7 4.00%	90 51.43%	1 0.57%	96 54.86%	47 26.86%	50 28.57%
2020-2021	142	0 0.00%	2 1.41%	0 0.00%	0 0.00%	4 2.82%	53 37.32%	4 2.82%	5 3.52%	58 40.85%	1 0.70%	62 43.66%	33 23.24%	30 21.13%

Appendix H2

Office Discipline Referrals K-5

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	Total # of referrals	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Students with Disabilities	Students without Disabilities	ELL/4L	Not ELL	Male	Female
2018-2019	604	0	1	15	0	14	466	108	175	429	4	600	550	54
2019-2020	543	0	2	5	0	5	423	108	186	357	2	541	498	45
2020-2021	100	0	1	1	0	1	88	9	34	66	1	99	78	22

Appendix H3

Office Discipline Referrals 6-8

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	Total # of referrals	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Students with Disabilities	Students without Disabilities	ELL	Not ELL	Male	Female
2018-2019	729	0	5	21	0	16	628	59	322	407	7	722	574	155
2019-2020	473	0	5	7	0	12	379	70	252	221	7	466	362	111
2020-2021	336	0	5	20	0	11	253	47	133	203	3	333	233	103

Appendix H4
Office Discipline Referrals 9-12
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	Total # of referrals	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Students with Disabilities	Students without Disabilities	ELL	Not ELL	Male	Female
2018-2019	3,051	10	155	213	0	300	2,111	262	631	2,420	110	2,941	1,971	1,080
2019-2020	1,917	5	37	91	0	126	1,517	141	535	1,382	44	1,873	1,337	580
2020-2021	1,490	9	18	107	0	107	1,156	93	337	1,153	28	1,462	998	492

Appendix H5
Police Calls to Schools Resulting in Citation or Arrest
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	Total # of police calls to the school district	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Students with Disabilities	Students without Disabilities	ELL	Not ELL	Male	Female
2018														
2019														
2020														

Appendix I1 Contract Bidding

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	Total # of Contract Bids	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female
2018	5											
2019	3											
2020	2											

Demographics not collected.

Appendix J1 Case Management

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	Total # of residents with case managers	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female
2018	121	0	0	0	0	4	121	Unknown	n/a	n/a	43	78
2019	138	1	1	2	0	2	138	Unknown	n/a	n/a	47	95
2020	165	1	0	2	0	4	162	Unknown	n/a	n/a	52	113

Appendix J2 Nutrition Services

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	Total # of residents receiving nutrition services	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female	Other
2018	156	n/a	n/a	2	n/a	7	144	n/a	Not Collected	Not Collected	47	109	3
2019	173	1	1	4	n/a	6	159	n/a	Not Collected	Not Collected	58	115	2
2020	154	1	1	1	n/a	8	139	n/a	Not Collected	Not Collected	56	98	2

Appendix J3 Health and Wellness Activities

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	Total # of residents participating in health & wellness activities	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female
2018	<i>No data collection was taken before 2020.</i>											
2019												
2020	260	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	n/a	n/a	32	228

Appendix J4 Educational Programs

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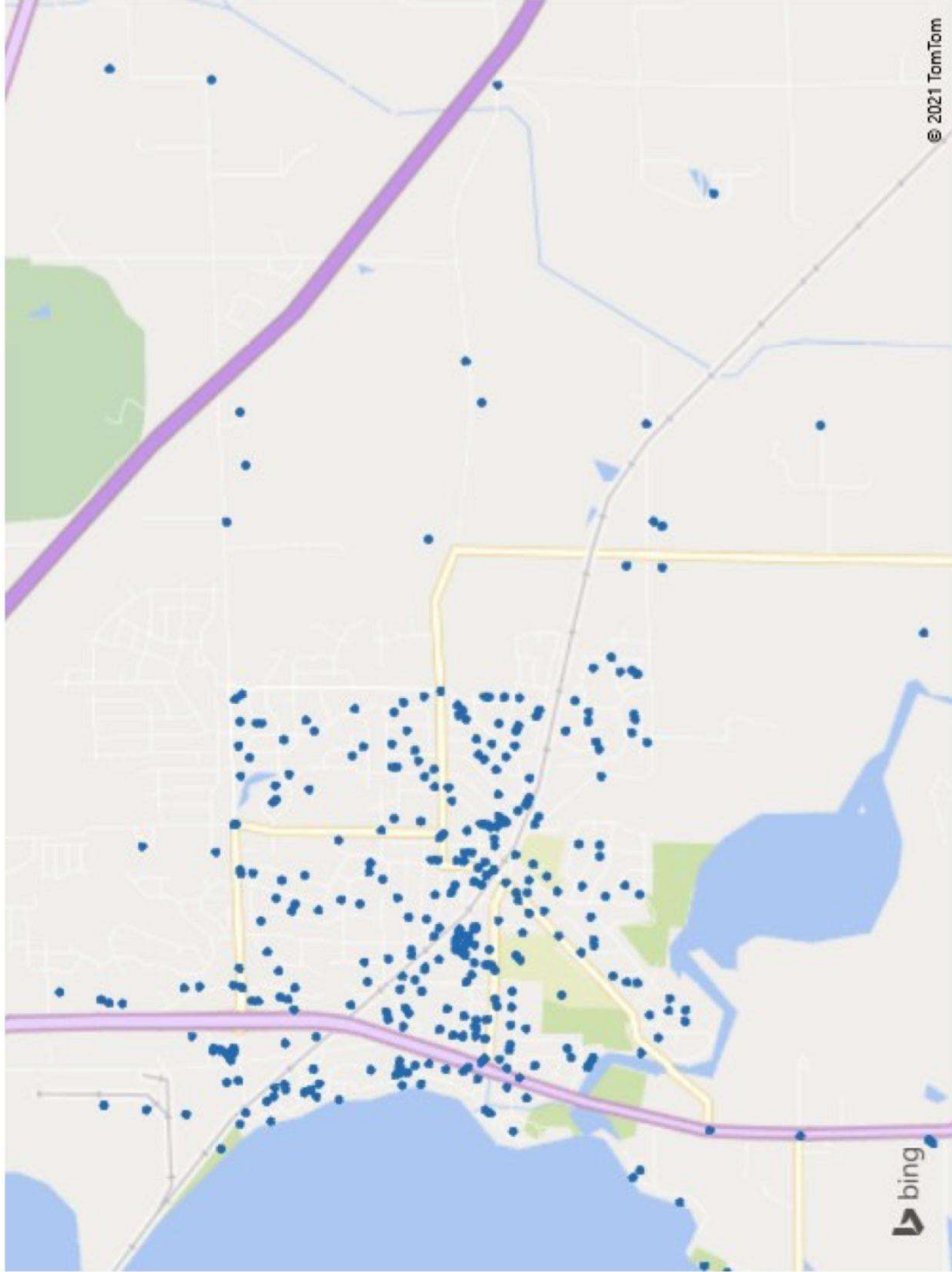
	Total # of residents participating in educational programs	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female
2018	<i>No data collection was taken before 2020.</i>											
2019												
2020	15	0	0	1	0	0	14	Unknown	n/a	n/a	3	12

Appendix J5 Social Groups

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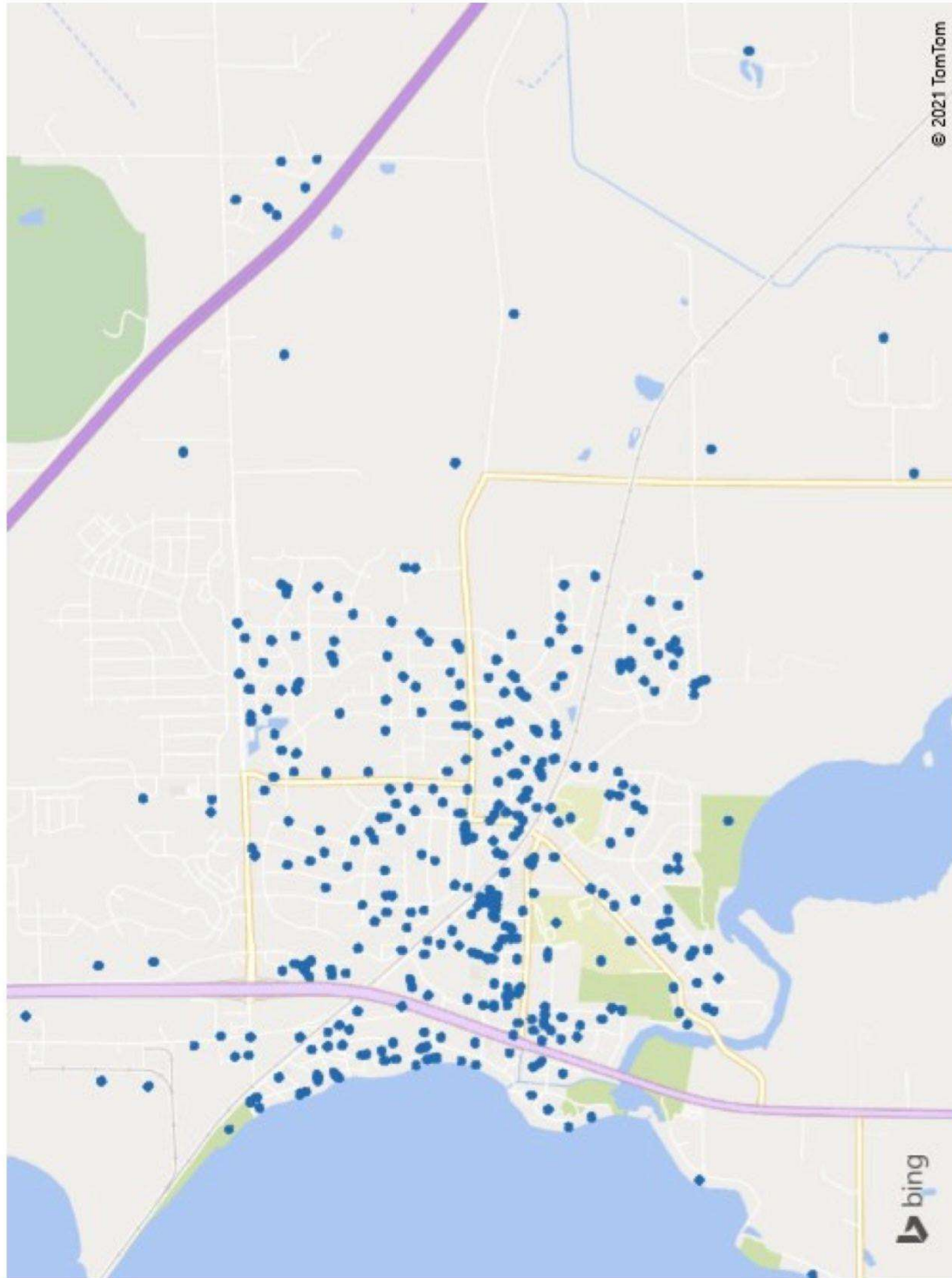
	Total # of residents participating in social group activities	American Indian	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female
2018	<i>No data collection was taken before 2020.</i>											
2019												
2020	123	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	n/a	n/a	Unknown	Unknown

E2. Fire & Rescue Calls (2018)



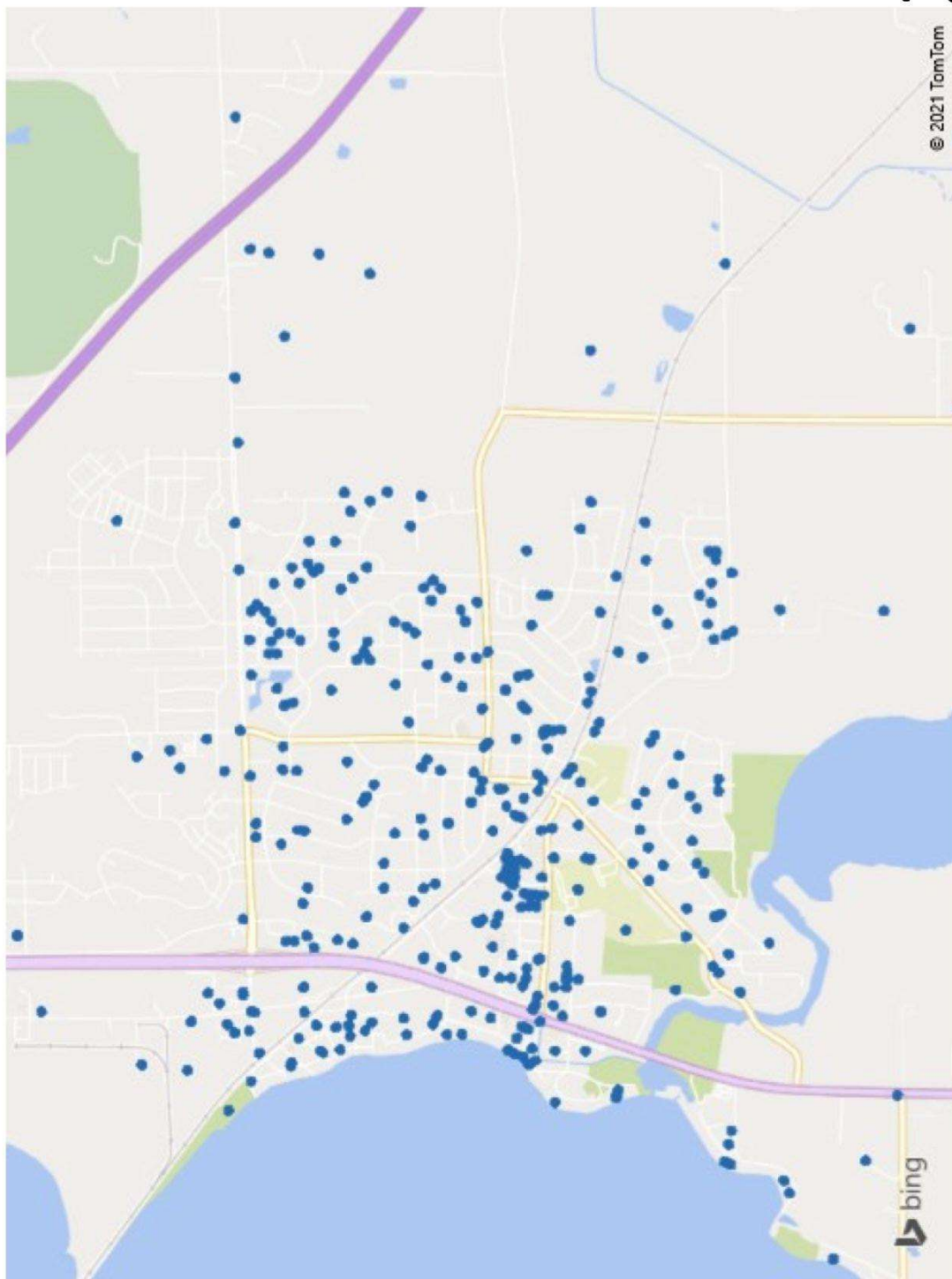
2018

E2. Fire & Rescue Calls (2019)



2019

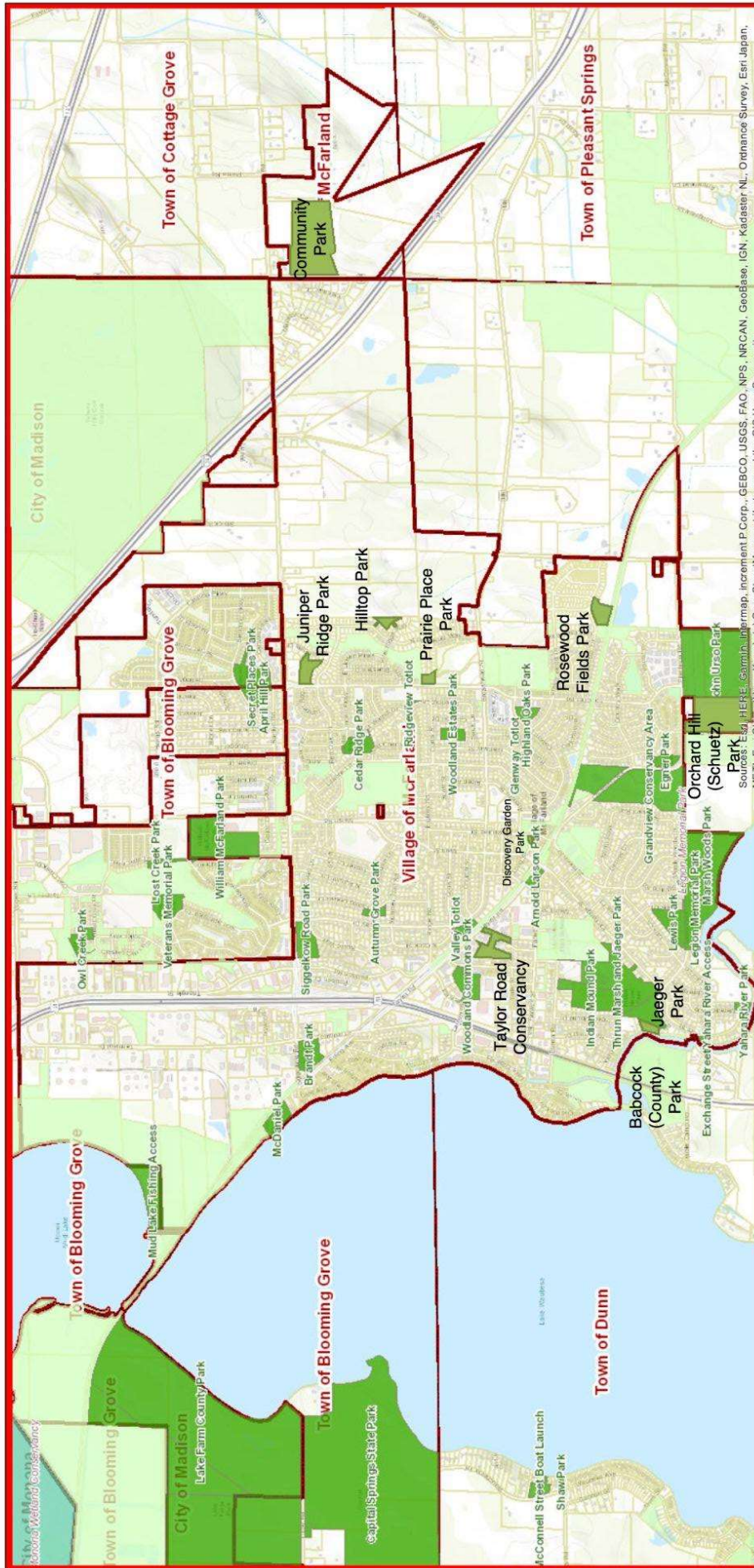
E2. Fire & Rescue Calls (2020)



2020

G2. Parks Map

Dane County Map



October 5, 2021



DEI Committee SWOT

STRENGTHS What does the DEI do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)? • Original resolution helped us focus as a subcommittee and community • Connecting the school and village • Collaborative approach • Result-oriented • Engaging with the public, esp with concerns • Progress that has been made by committee and Village staff, as well as efforts to sustain	WEAKNESSES What are the areas with which DEI either struggles or fails to deliver? • Gov't [sub]committee and understanding the process that it takes • Attracting more diversity to subcommittee • Scope of responsibilities; power to true change ◦ i.e. budget • Identify what works and what doesn't within the public sector/municipal entity • Early on, what to focus on • Employment & diverse talent • Training [internally] - not a part of regular curriculum for staff • Communications/Marketing - purpose and goals
OPPORTUNITIES Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength? • Communications/Marketing - purpose and goals • Educational opportunities within community ◦ Communicate effectively & be a resource ◦ Don't come off as aggressive or blaming • Partner with school district • Create safe spaces with community members for thoughts they want to share • Exposure; getting to know the issues	THREATS Are there emerging challenges that DEI should be aware of in order to better position itself for the future? • Lack of communication between school, village, community members; leads to misinformation • [Financial] support, esp from village residents • Alienating those while still trying to be inclusive ◦ balance • Communication and messaging • External and internal threats • Remembering that it's not just about race, but also gender, religion, sexual orientation, etc.

Public Safety Committee SWOT Group 1

STRENGTHS What does Public Safety do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)? • McPD- support racial diversity & providing resources • McPD- making public statements in support of DEI • PS providing open & honest communication within the committee (which then benefits our shareholders (community)) • McPD/EMS understanding diverse needs (eg: special needs residents and the need for family/community support) • PS/McPD/EMS/community: all willing to listen, grow and adapt to demand for change • Willingness to be involved (members, committees, community) • Diversity within our committee (organically, recruitment based) • Community sense of value for Public Safety (financial, social, time commitment)	WEAKNESSES What are the areas with which Public Safety either struggles or fails to deliver? • Visibility to groups outside of mainstream (eg: schools, municipal events, etc); for example: families with children <5yo, no children, elderly, etc? • Diversity within the workforce ("majority of PD force is white male") • Recruitment (police, fire, EMS) aside from part time staffing (within and without diversity) • Space/storage/training limitations (new Public Safety Center in 2022!) • Providing an avenue for outside feedback based on encounters of the Public with members of our safety teams (PD, fire, EMS) without fear or concern for retaliation (neutral third party feedback system?) • Work life balance vs training & maintaining competence
OPPORTUNITIES Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength? • Leverage social media (enhance transparency between PS and community) • Create/form new relationships (post COVID interaction surge) • "Department 360" "Post Hoc analysis" "Post response Huddle" "After Action Report" • Safety Teams from MHS/JMMS/WIS/CEPS (diversity recruiting from the diversity within our schools)- school to work programs • pay/benefit increases across positions within public safety teams (current compensation analysis in process) • Potential federal dollars for COVID support?	THREATS Are there emerging challenges that Public Safety should be aware of in order to better position itself for the future? • Misinterpretation of motives (eg: fake news, etc) • Being "ahead" of the negativity narrative and divisive dialogue (eg: fostering collaboration vs being engaged in the threat) • Missing (or fear of missing?) the proactive ways to find common ground • Constant threat of division (not just racially, but politically, and other ways, as well) • THEME: DEHUMANIZING FACTORS • Staffing to meet demands of a growing community ◦ Allocation and reallocation of resources

Senior Outreach Committee SWOT

STRENGTHS What does the Senior Outreach Specialist do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)? • Reaching out and connecting to senior citizens. • Commitment from the Director of Senior Outreach Services • Ability to identify and secure funding • Current programming: Meals on Wheels and other social services are strong • Effective in reaching seniors outside of the Village • Commitment from long standing community members • The Director has vision for the future • Depth and width of experience the committee members have • McFarland Area Outreach Endowment • Commitment from department staff • Tax levy has more than tripled • Coffee in the park • 96% of residents have technology and access to internet	WEAKNESSES What are the areas which Senior Outreach Specialists either struggle or fail to deliver? • Lack of space needed for staff • Inability to provide programming because of space and how department is structured • Cross communication between department and subcommittees. ◦ Ex. Parks having discussions without considering senior citizens perspectives • Communication and alignment between the Village board members, departments and subcommittees • No Senior Center for one stop shop servicing (recreation, community building, reading, etc...) • Department is understaffed • Space is a huge barrier to programming and opportunities for senior citizens • Call to sacrifice social services funding for recreation • Senior citizens may not be as civically engaged as others in the community when lobbying for resources • Communicate programming to everyone in the village. Some residents don't have internet, cell phones, etc...
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OPPORTUNITIES

Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength?

- Design a new program focused on the needs and wants of the community.
- Developing square footage for office space and programming at the Senior Citizen community center
- Building on programming that is currently strong
- Building on people that are nearing senior citizen status
- Considering what the village can do for the community b/c of the increase in tax levy
- Financial opportunities (Dane County funding, meals program, etc....)
- 110 square miles of area serviced by the Senior Outreach Services Dept. The Village may find opportunity to do more specific to the village if services beyond the village are discontinued
- Shared resources with building and space for more opportunities
- Wellness component
- Practical goal setting or blue print
 - Short term and long term goals
- Building a village for walkers

THREATS

Are there emerging challenges that Senior Outreach Specialists should be aware of in order to better position itself for the future?

- Pushback on spending because of other projects
- The pandemic has opened eyes about the ways in which senior citizens are served
- In person programming because of the pandemic
- The senior community has a diverse range and make up 16% of the population. The senior community is not as unified as it should be to support lobbying for programming and services
- More community based care and people living with limited capabilities much longer
- Gun violence and sexual assault across the greater Madison area
- Diversity: Uptick in racial slurs being used in schools and parents reaction
- Mission is so broad that nothing is accomplished
- Access to affordable housing, transportation and health care
- The village was built for cars
- Communication
- Varying degrees of communication styles within the community

Parks, Recreation and Natural Resources **SWOT**

STRENGTHS What does the. Parks, Recreation and Natural Resources do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)? • Completed a 15 month project for new parks • Provides sound long term planning • Parks provides a resource for community members of all ages, particularly the youth • Open mindedness • Committee provides diverse perspectives • Support to village staff • Planning project involved the community to get their voice • Electronic and print surveys • Newspaper to communicate with the community • Collaboration with other groups	WEAKNESSES What are the areas with which Parks, Recreation and Natural Resources either struggles or fails to deliver? • Short term projects can get lost because of detailed long term planning and the amount of time it takes. • Public input may be skewed (most times from people who are against) and not reflective of the broader community. • Not much open space/Parks are limited and small • Connecting with the community in a more effective way (COVID) • Village Board representation turnover • Groups that the committee collaborate with are not diverse/reflective of the community • The new park may not be accessible to families (low-ses, not in proximity for certain community members, etc...) • Disconnect between the Village and the school district with programming. The school district runs the programs and has community space but isn't really community b/c there are school based programs always using the space.
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OPPORTUNITIES

Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength?

- Village Board approval of the parks plan
- Community Center
- Align programming between parks, school district
- Making park equipment more accessible for users
- Linking up with neighboring communities with trails
- Outreach and engagement internally and externally
- CDA and looking for other partnerships to support the well being of the village.

THREATS

Are there emerging challenges that Parks, Recreation and Natural Resources should be aware of in order to better position itself for the future?

- Fundraising and borrowing money to fund projects
- Ongoing maintenance of pools, parks, landscaping, etc...
- Balance between capital and operating costs
- Population

Library Board Committee SWOT

STRENGTHS What does the Library Board do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)? • One service where it is truly inclusive and serves the majority of the community. • 95% of McFarland checkouts are in the McFarland branch. • Madison, Town of Dunn and McFarland make up the users of the library. • Mapping project to locate users of the library. • Listened to the community and eliminated late fines. • The library offers a variety of programs for the youth and senior citizens. The programs are free of charge. ◦ Cooking Club: People represent a variety of ethnic and racial backgrounds ◦ Go Big Read ■ Book club with a speaker from Ghana to speak on immigration • Participation rates for programming were high! ◦ During the pandemic, more than 100,000 people participated. • Amazing library staff! • Bilingual and Sensory story time: Partnered with the school districts • Senior Citizen ◦ Memory text ◦ Financial planning for retirement/estates ◦ Book clubs ◦ Hybrid programming • The public supports the library based on feedback	WEAKNESSES What are the areas with which the Library Board either struggles or fails to deliver? • Limited resources. • Connecting or marketing to community members who are non users or don't have access to technology. • Library space is maxed out. • As the Village grows, accessibility may become a problem. • Lacking bilingual support. • Identifying underserved populations and building a bridge to access the library. • Books published in different languages •
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- o Endowment for start up funding • Teen librarian is working closely with McFarland High School - o 120 9th and 10th graders toured the library this year. • Amazing children's library • Technology Support • Bilingual apps	THREATS Are there emerging challenges that the Library Board should be aware of in order to better position itself for the future? • The demographics of the service is a challenge and not really a threat. • Divided community from political polarization - o Not as intense as other communities • Climate change • Climate control at the library...lol! • Voices of color are not legitimated. • Financial/Limited Resources • People who will be unwilling to change their mindset about embracing diversity • Village board elections • Subcommittees are oftentimes filled with community members who are working in the professional working class and middle aged.
- o Endowment for start up funding • Teen librarian is working closely with McFarland High School - o 120 9th and 10th graders toured the library this year. • Amazing children's library • Technology Support • Bilingual apps	OPPORTUNITIES Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength? • Partnerships/collaboration with outside organizations and other departments within the village. • Identifying parts of the community that are underserved. • New endowment fund. • Long range plan that includes an expansion and remodeling of the current building. • More space can create more programming and diversity of offerings. • Partnering with the community festival board for the Community Festival. • New community center will be in close proximity to the library. • Stronger partnerships/collaboration with the school district. • Taking advantage of grant opportunities - o Strong grant writer on staff - o Received grants from Southeast Asian and African studies

McFarland Community SWOT

STRENGTHS

What does the McFarland Community do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)?

- School
- Friendly
- Committed Village staff
- Parks and natural resources
- Walkable
- People willing to participate and opportunities
- Proximity to other communities
- Growth strategy
- Sense of community
- Bike path
- Willingness to move forward
- New people feel welcome
- Access to opportunities
- Committed district members

WEAKNESSES

What are the areas which The McFarland Community either struggle or fail to deliver?

- White/Christian is the norm
- Affordable housing and affordable senior housing
- Financial inequity
- Values McFarland lifetime residents vs new comers
- Lack of hiring diversity
- Infrastructure- Walking, no transportation
- Affordable child care
- Lack of physical identity
- Lack of diverse businesses (and village staff)
- Secluded
- Not enough community groups
- Social services in McFarland
- High Property Taxes

OPPORTUNITIES

Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength?

- Community willing and time is right for DEI
- Community expanding to bring more opportunities and diversity
- Creating and building community center
- Community Festival
- Strategic development
- Affordable housing
- Leveraging resources to expand them
- Meet with habitat for humanity for affordable purchase opportunities
- Grass roots- Generational engagement

THREATS

Are there emerging challenges that The McFarland Community should be aware of in order to better position itself for the future?

- Irresponsible spending
- Not developing communication plan
- Lack of engagement
- COVID
- Complacency and lack of commitment
- “Good Ol’boy network
- Stuck in negative situation/circumstances
- Not allowing people to grow hold them accountable
- Assume someone else will do it

Timestamp	How do I keep moving forward in my understanding of race and equity now that the Equity Institute is over?	How can we support one another moving forward in doing this very challenging and rewarding work? (What will you need from your colleagues/staff, your administrators, parents, and other participants? And, what will you do to support others?)	If you would be willing to offer a testimonial to your experience with Equity Institute please do so.
5/15/2022 20:02:13	Continue the conversation with those that attended and bring more people into the conversation. I also need to read more. There are many great books that help shed light on the history ongoing struggles surrounding DEI. Finally, it's bringing what I learned into spaces that I have influence with, such as community organizations and Village committees.	Make sure the momentum continues to build. We need to look at our DEI work, and determine where exactly we want to go, and how we're going to get there. Once some of those pieces are formed, it'll be a framework to work off of in other community spaces. We will always need an open mind by everyone involved as well as enthusiasm to make sure the framework is not only implemented, but successfully carried out.	The Equity Institute was an incredibly illuminating experience. It provided a wonderful opportunity to dig in deep and understand my individual beliefs and understanding of the topic, and exposed me to new information and ideas that I know I will bring to other spaces and discussions in the community.
5/16/2022 16:27:07	Continue to listen, learn and recruit like minded individuals.	More gatherings to build relationships with like minded people. Form your tribe and focus on the 20-60-20.	

Timestamp	How do I keep moving forward in my understanding of race and equity now that the Equity Institute is over?	How can we support one another moving forward in doing this very challenging and rewarding work? (What will you need from your colleagues/staff, your administrators, parents, and other participants? And, what will you do to support others?)	If you would be willing to offer a testimonial to your experience with Equity Institute please do so.
5/17/2022 22:41:31	Proceed to step involving action and gathering like minded folks to share in the goals to reach those who need to hear these ideas.	Listening skills are a great support. Respectful engagement and make all bridge building better.	This was an invaluable experience. The information was well-structured and provided essential groundwork that we all need to continue to develop. I am grateful for the opportunity to clean insights from this experience!
5/18/2022 15:10:06	Being purposeful in continuing training and education	Continuing access to training and education resources for Village employees, committee members, and the public at large.	

Timestamp	How do I keep moving forward in my understanding of race and equity now that the Equity Institute is over?	How can we support one another moving forward in doing this very challenging and rewarding work? (What will you need from your colleagues/staff, your administrators, parents, and other participants? And, what will you do to support others?)	If you would be willing to offer a testimonial to your experience with Equity Institute please do so. The institute was an amazing experience. Percy and Rainey did an amazing job of creating an atmosphere where everyone could let their walls down, and have an honest raw, powerful experience but in a controlled manner where the space was safe. My only one thought after going through it, it is likely best split up perhaps over a longer period of time. I know that was not an option, and we had a reason and purpose for the schedule we chose. But definitely wishing I had more time to process before coming back to unpackage things. Again not a criticism as I understand why the decisions were made.
5/20/2022 12:19:29	Continue to be reflective of the work, and make sure we keep it at the forefront. Also, take steps to put an action plan in place. This likely involves setting goals, timelines, and action plans to accomplish this work. Overall, making sure we do more than just reflect on the powerful work from this week, but be actionable.	Just continue to have these conversations and support one another. Not sure if there is a place for this, but perhaps this group as a whole can get together going forward to build on the work. I think what is likely is we crammed a lot of work and thought into three days. Much of that work, as you outlined, as likely began permeating in our subconscious. Most of us having been processing this work, and will continue to process this all. Might be beneficial to get to follow up on additional thoughts we had on and how we can carry this work forward.	
5/25/2022 18:06:59	Keep the conversation going and stay active in the community. Vote.	Be there for each other, open, and accepting. Open to criticism and change.	