

Monday, April 21, 2025**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 Note: Virtual attendance is offered as a convenience, but technical difficulties beyond the Village's control may prevent or limit its availability at any meeting. The public is encouraged to attend the meeting in person to assure full access to the proceedings.*

PLEASE CLICK THE LINK BELOW TO JOIN THE ZOOM WEBINAR:

<https://us02web.zoom.us/j/83289668615>

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

Webinar ID: 832 8966 8615

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 March 27, 2025 meeting.
4. BUSINESS.
 - a. Introductions of committee members.
 - b. General committee background and review of essential functions within ordinance.
 - c. Discussion and action to make a recommendation to the Village Board on creation of Chapter 2 as the Flag Raising Policy.
 - d. Updates and discussion on planning for upcoming events.
5. SCHEDULE NEXT MEETING DATE.
 - a. Monday, May 19, 2025 at 6:00 pm.

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
SUMMARY SHEET

MEETING DATE: Monday, April 21, 2025

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Introductions of committee members.

PREVIOUS ACTION:

ISSUE SUMMARY:

Committee members will briefly introduce themselves, including their name, role, and affiliation. This provides an opportunity to establish familiarity among members.

- Trustee Miguel Peña - Committee Chair
- Trustee Kathy Annen
- Monica Bruce - Resident Appointment
- Mona Nelson - Resident Appointment
- Kelly Thompson - Resident Appointment
- Cyndi Jaye - Resident Appointment
- Meghan Kelling-Shanks - Resident Appointment

FINANCIAL/BUDGET IMPACT:

VILLAGE PLAN REFERENCE:

ORDINANCE REFERENCE:

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

ATTACHMENTS:

None


VILLAGE OF
McFarland
SUMMARY SHEET

MEETING DATE: Monday, April 21, 2025

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: General committee background and review of essential functions within ordinance.

PREVIOUS ACTION:

ISSUE SUMMARY:

Staff will provide an overview of the committee’s purpose, how it was established, and the key responsibilities outlined in the ordinance. Staff will provide a quarter 1st update of items the committee has been working on.

It’s a chance to ensure all members have a shared understanding of the committee’s role and the work ahead.

General Meeting & Committee Overview -

- Quorum
- Virtual Attendance
- Tablets/Computer Use
- Structure of meeting
 - Updates
 - Staff support

FINANCIAL/BUDGET IMPACT:

VILLAGE PLAN REFERENCE:

ORDINANCE REFERENCE:

2-461 Diversity, Equity, And Inclusion Committee

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

ATTACHMENTS:

1. DEI_VOM_Background
2. Ordinance 2-461



3. Equity Audit

Background of the Diversity Equity and Inclusion Committee

- Its inception was charged by students, in the wake of the George Floyd Murder in 2020
- Committee has been around for almost five years
- Started as a sub-committee and is now a standing Village of McFarland committee falling under Village Ordinance 2-461 Diversity, Equity, And Inclusion Committee



Background of the Diversity Equity and Inclusion Committee

- 2021
 - Became members of GARE – Government, Alliance for Racial Equity
 - Began working with consultants
- 2022
 - Completed Equity Audit
 - Completed a Community Equity Audit
 - Developed Goals

Background of the Diversity Equity and Inclusion Committee

- 2023
 - Department Heads presented on DEI Initiatives
 - Diversity Equity and Inclusion Strategist Position
- 2024
 - Foundation building
 - Began revision of SMART Goals
 - Hosted Village Events
 - Projects - Decision making Guide

Current - Quarter 1 update

- 2025
 - Smart Goal Revision - Goal 1 & 2
 - Flag Raising Policy
 - 3 community events
 - Library events
 - Decision Making guide - pause

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

Appendix F1 Business Ownership

[Return to top](#)

	# 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)

[Return to top](#)

	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	
2018	0	0	\$665	\$1,103,946
2019	0	0	0	\$985,209
2020	\$17,627	\$5,824	\$9,439	\$1,211,503

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

Appendix G2
Geographical location of parks
 (List names of neighborhoods in headers below)
[Return to top](#)

		Total # of parks
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		

Please visit our [Parks Facilities website](#).

*Indicates affordable housing in the area

Appendix H1
4th Grade Reading Proficiency
 (Include total number of students and percent proficient)
[Return to top](#)

	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
[Return to top](#)

	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
[Return to top](#)

	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
[Return to top](#)

	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
[Return to top](#)

	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

[Return to top](#)

	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

[Return to top](#)

	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**

[Return to top](#)

	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**

[Return to top](#)

	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	<i>No data collection was taken before 2020.</i>											
2020	260	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	n/a	n/a	32	228

**Appendix J4
Educational Programs**

[Return to top](#)

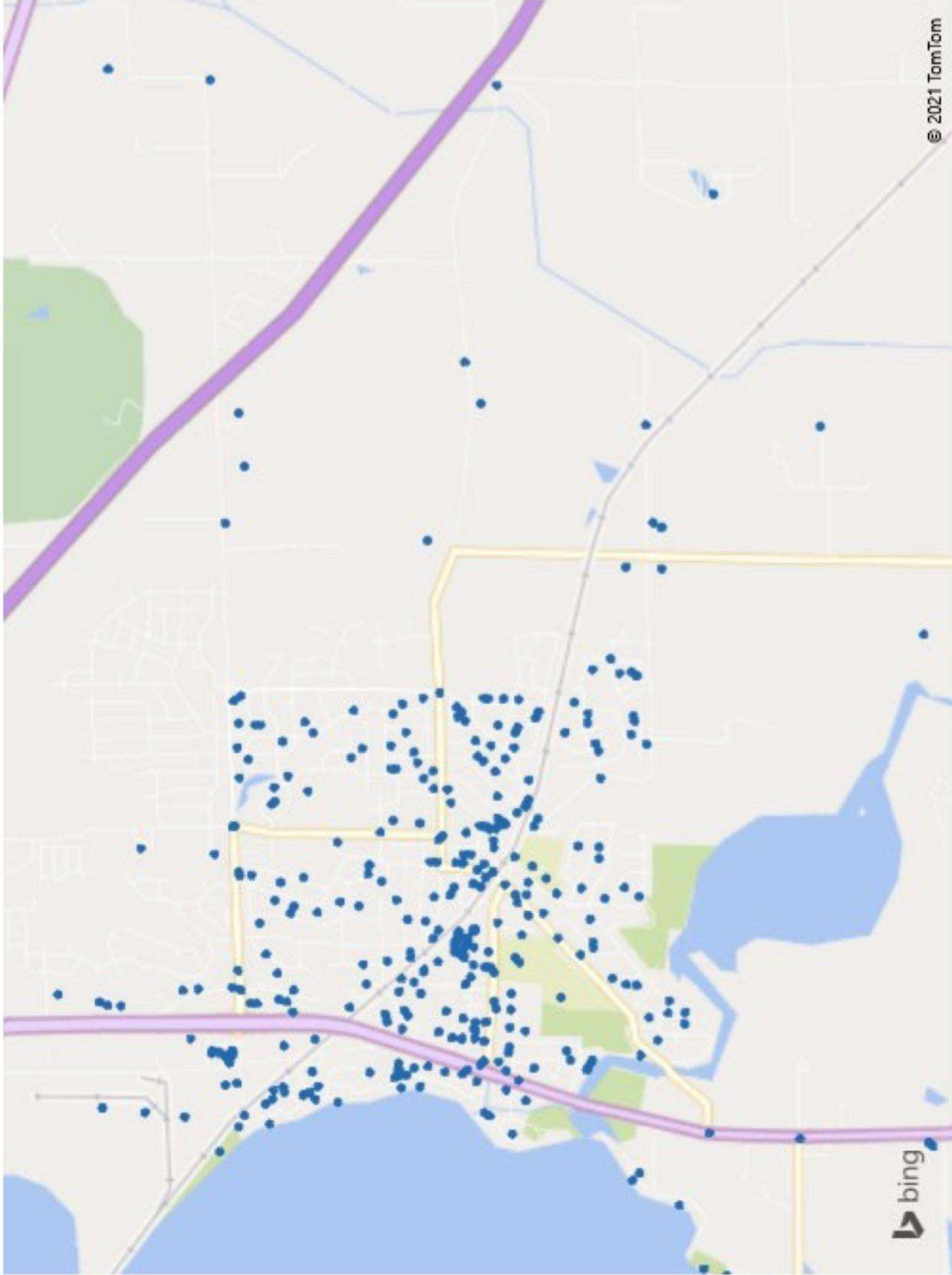
	Total # of residents participating in educational programs	American Indian	Asian	Black	Hawaiian/Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female
2018	<i>No data collection was taken before 2020.</i>											
2019	<i>No data collection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

**Appendix J5
Social Groups**

[Return to top](#)

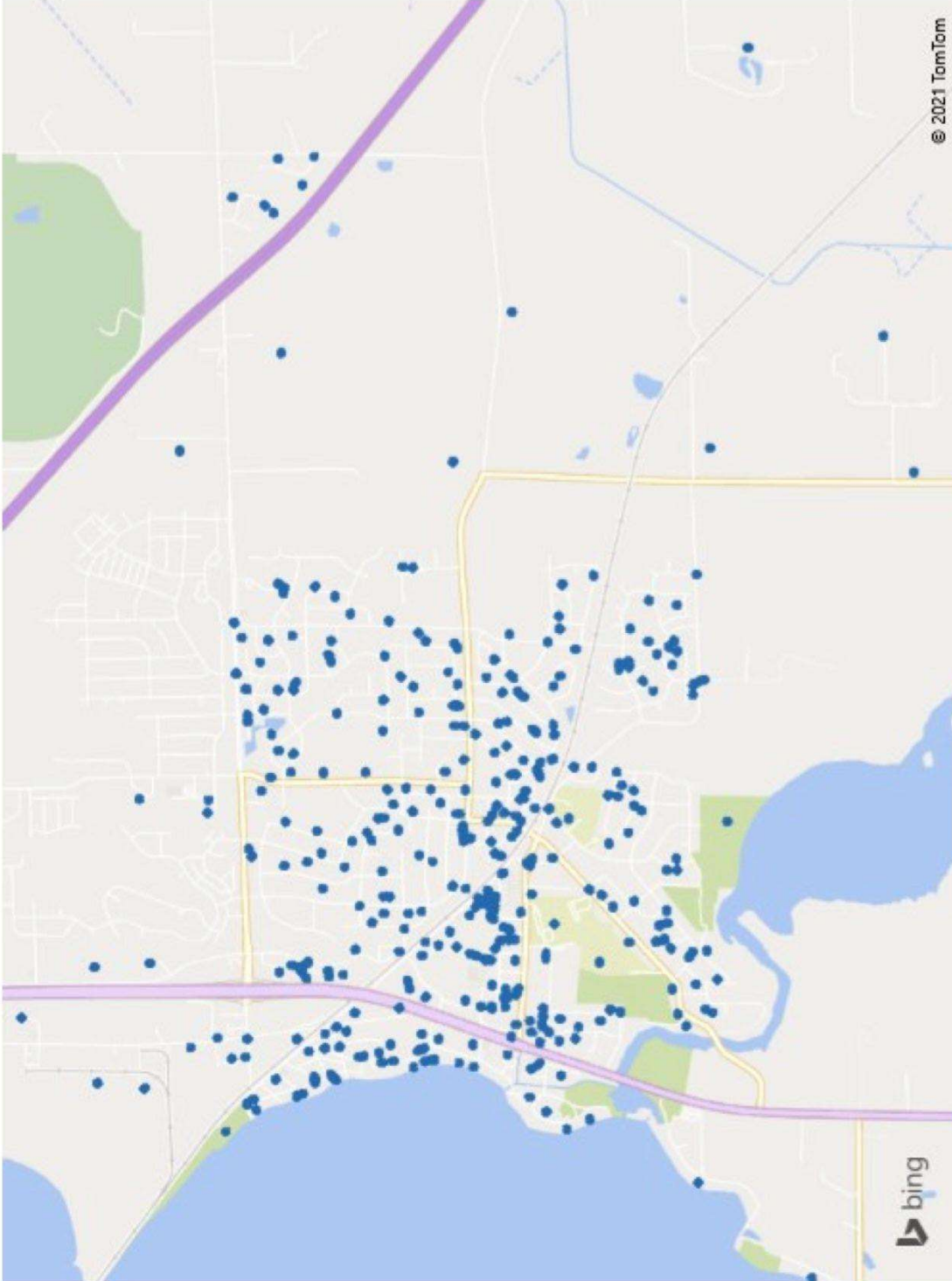
	Total # of residents participating in social group activities	American Indian	Asian	Black	Hawaiian/Pacific Islander	Hispanic	White	2 or more races	Residents with Disabilities	Residents without Disabilities	Male	Female
2018	<i>No data collection was taken before 2020.</i>											
2019	<i>No data collection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

E2. Fire & Rescue Calls (2018)



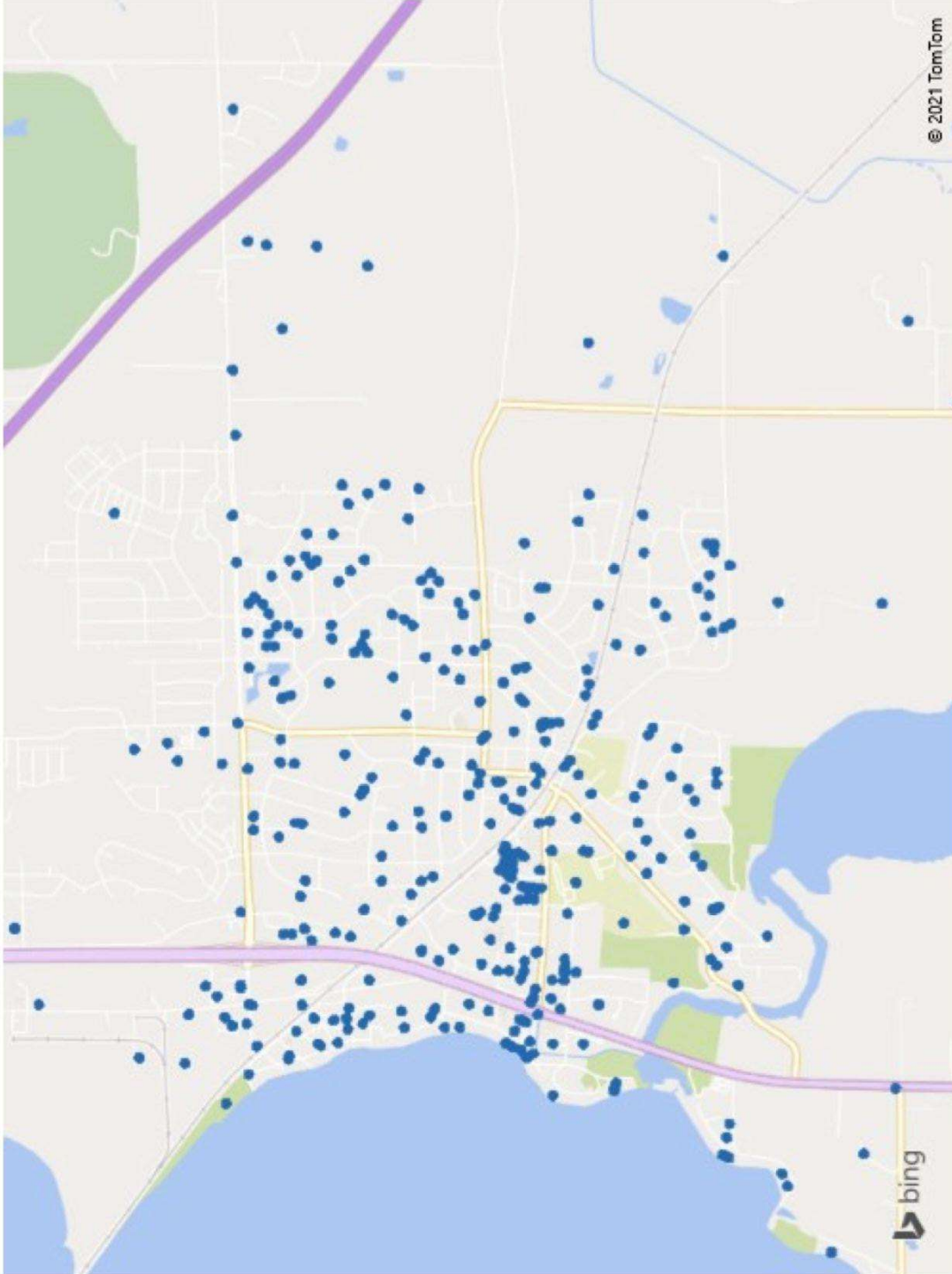
2018

E2. Fire & Rescue Calls (2019)



2019

E2. Fire & Rescue Calls (2020)



2020

DEI Committee SWOT

<h2>STRENGTHS</h2> <p>What does the DEI do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)?</p>	<h2>WEAKNESSES</h2> <p>What are the areas with which DEI either struggles or fails to deliver?</p>
<h2>OPPORTUNITIES</h2> <p>Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength?</p> <ul style="list-style-type: none"> • Communications/Marketing - purpose and goals • Educational opportunities within community <ul style="list-style-type: none"> ◦ 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 	<h2>THREATS</h2> <p>Are there emerging challenges that DEI should be aware of in order to better position itself for the future?</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ◦ 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

<p style="text-align: center;">STRENGTHS</p> <p>What does Public Safety do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)?</p> <ul style="list-style-type: none"> • 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) 	<p style="text-align: center;">WEAKNESSES</p> <p>What are the areas with which Public Safety either struggles or fails to deliver?</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;">OPPORTUNITIES</p> <p>Are there emerging trends or situations that could prove beneficial to either improve a weakness or further develop a strength?</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: center;">THREATS</p> <p>Are there emerging challenges that Public Safety should be aware of in order to better position itself for the future?</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Allocation and reallocation of resources

Senior Outreach Committee SWOT

<h2>STRENGTHS</h2> <p>What does the Senior Outreach Specialist do well that matters to the stakeholders of the Village (e.g., students, parents, and the community)?</p>	<h2>WEAKNESSES</h2> <p>What are the areas which Senior Outreach Specialists either struggle or fail to deliver?</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lack of space needed for staff • Inability to provide programming because of space and how department is structured • Cross communication between department and subcommittees. <ul style="list-style-type: none"> ○ 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...

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

SWOT

Parks, Recreation and Natural Resources

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.

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
-

- Endowment for start up funding
- Teen librarian is working closely with McFarland High School
 - 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
 - Strong grant writer on staff
 - Received grants from Southeast Asian and African studies

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
 - 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.

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

<p>Timestamp</p>	<p>How do I keep moving forward in my understanding of race and equity now that the Equity Institute is over?</p>	<p>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?)</p>	<p>If you would be willing to offer a testimonial to your experience with Equity Institute please do so.</p>
<p>5/15/2022 20:02:13</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>5/16/2022 16:27:07</p>	<p>Continue to listen, learn and recruit like minded individuals.</p>	<p>More gatherings to build relationships with like minded people. Form your tribe and focus on the 20-60-20.</p>	

<p>Timestamp</p>	<p>How do I keep moving forward in my understanding of race and equity now that the Equity Institute is over?</p>	<p>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?)</p>	<p>If you would be willing to offer a testimonial to your experience with Equity Institute please do so.</p>
<p>5/17/2022 22:41:31</p>	<p>Proceed to step involving action and gathering like minded folks to share in the goals to reach those who need to hear these ideas.</p>	<p>Listening skills are a great support. Respectful engagement and make all bridge building better.</p>	<p>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!</p>
<p>5/18/2022 15:10:06</p>	<p>Being purposeful in continuing training and education</p>	<p>Continuing access to training and education resources for Village employees, committee members, and the public at large.</p>	

Timestamp	<p>How do I keep moving forward in my understanding of race and equity now that the Equity Institute is over?</p>	<p>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?)</p>	<p>If you would be willing to offer a testimonial to your experience with Equity Institute please do so.</p>
<p>5/20/2022 12:19:29</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>5/25/2022 18:06:59</p>	<p>Keep the conversation going and stay active in the community. Vote.</p>	<p>Be there for each other, open, and accepting. Open to criticism and change.</p>	


VILLAGE OF
McFarland
SUMMARY SHEET

MEETING DATE: Monday, April 21, 2025

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Discussion and action to make a recommendation to the Village Board on creation of Chapter 2 as the Flag Raising Policy.

PREVIOUS ACTION:

On February 17th, 2025 the DEI committee requested a series of questions be answered and applied to the policy and brought back to committee for review.

On March 27th, 2025 the DEI Committee reviewed a revised draft from the Village Attorney that provided his comments on recommended changes to improve the draft.

ISSUE SUMMARY:

Discuss and take action on creating a Flag Raising Policy that will give guidelines for elected officials, village staff, and residents on how flags are raised at Village Facilities. The goal is to establish a process for deciding which flags can be displayed and what rules should be followed. The policy will help ensure that flag displays are done consistently and in a way that is unifying of the community.

A draft of this policy was introduced at our February meeting and a revised version following Village Attorney review was reviewed in March. Since that time period, Department Heads have reviewed and discussed the proposed policy offering their support plus final comments.

Their comments have been incorporated into the enclosed final draft which addressed consideration of display inside and outside, duration, flag sizing, and other related topics.

Our objective for this meeting is to complete our review of this policy and if acceptable, move the issue to the Village Board as a recommendation from Committee.

FINANCIAL/BUDGET IMPACT:

None.

VILLAGE PLAN REFERENCE:

None.

ORDINANCE REFERENCE:

None.

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

Recommended action:



Motion, second to make a recommendation to the Village Board on creation of Chapter 2 as the Flag Raising Policy.

ATTACHMENTS:

1. Revised_Flag Raising Policy Draft 04172025
2. Revised_Flag Raising Policy Draft 04172025 REDLINE

CHAPTER 2 Display of Flags Policy

SECTION 2.01 Policy Purpose

This Policy entitled “Display of Flags Policy” is referred to herein as the “Policy.” The purpose of this Policy is to establish guidance for the display of flags on facilities or within property owned by the Village, including Commemorative Flags. Flags to be considered within the policy are: the flag of the United States of America, State of Wisconsin, POW/MIA as well as any flags for parades, holidays, cultural recognition, and celebrations as determined by the Village Board. The Village Board controls the flags displayed on facilities or within property owned by the Village with exception of library facilities and other property which falls under the jurisdiction of the Library Board.

SECTION 2.02 Definitions

- (a) **Wisconsin Flag.** The State Flag of Wisconsin as defined in Wis. Stat. § 1.08.
- (b) **Village Facility.** All real property and/or buildings that are owned or operated by the Village.
- (c) **Commemorative Flag.** Any other flag not otherwise included within these definitions conditioned upon the flag must be designed to symbolize and honor a specific event, person, group, or historical milestone. The commemorative flag is for significant occasions such as historical anniversaries, celebrations, memorials, or achievements. Commemorative flags serve as visual reminders of important moments in time and often carry symbolic elements or imagery relevant to the event or individual being commemorated. Commemorative Flags may not exceed 3’x5’ in size.
- (d) **Flag Laws.** The applicable laws and policies of the United States, the State of Wisconsin, or the Village of McFarland related to the display of the United States of America Flag and the Wisconsin Flag, including, but not limited to, U.S. Code Title 4, Chapter 1, and Wis. Stat. §§ 1.08, 1.14, and 5.35.
- (e) **POW/MIA Flag.** The flag of the National League of POW/MIA – Prisoner of War/Missing in Action Families and as described in Wis. Stat. § 84.04(4)(a).
- (f) **U.S. Flag.** The flag of the United States as defined in 4 USC 1.
- (g) **Tree City USA Flag.** The flag certifying Tree City USA status by the Arbor Day Foundation.
- (h) **Ho Chunk Nation Flag.** The flag certified as the official flag for the Ho-Chunk Nation.

SECTION 2.03 Objectives

- (a) Provide criteria for flags and guidelines for flag displays within Village Facilities.
- (b) Encourage a sense of community identity and pride by establishing guidelines for the respectful and appropriate display of flags within Village Facilities.
- (c) Establish clear and consistent protocols for the display of flags at government buildings and public spaces to ensure uniformity and respect for flag etiquette.
- (d) Develop procedures that recognize and respect the ability for the display of flags representing different cultures, religions, and community groups.
- (e) Protect the symbolic integrity of flags by outlining procedures for the proper handling, storage, and retirement of flags to prevent damage.
- (f) Promote public awareness and understanding of the significance of flag-raising ceremonies and the symbolism behind different flags through educational outreach programs and community engagement initiatives.

SECTION 2.04 Flag Selection Criteria

Flags considered for display at Village Facilities should have direct relevance to the local government or community, represent other official government entities, commemorate significant historical events, or celebrate cultural values or contributions or recognize community-supporting organizations. All flags shall be subject to approval by the Village Board as promoting a message which the Village government chooses to support, including the honoring of individuals or organizations, the commemoration of significant events, or the promotion of civic policies.

SECTION 2.05 Compliance with Flag Codes.

- (a) All flags displayed at Village Facilities shall comply with the United States Flag Code [4 U.S.C. Ch. 1], including, but not limited to, laws and regulations addressing the order in which flags shall be displayed on a flagpole and laws and regulations addressing display of flags at half-staff.
- (b) Outdoor flags will be flown at Village of McFarland facilities in the following order of precedence: first, the U.S. Flag; second, state flag or one or more commemorative flag as physical space allows.
- (c) **Half – Staff.**
 - (1) The flag will be half-staff for the following circumstance. Half-staff orders will come from presidential proclamations or Governor Orders. Unless directed by the President of the United States, The U.S. flag should generally not be flown at half-staff during national holidays, except as provided below. The considerations for displaying flags at half-staff include the following:

- (i) The mourning of the death of a highly regarded National or State Figure as provided in 4 U.S.C. §7(m).
- (ii) Marking a state or national tragedy or the anniversary thereof,
- (iii) Memorial Day (until noon).
- (iv) Patriot Day (September 11).
- (v) National Fallen Firefighters memorial service.

(d) **Commemorative Flags.**

- (1) Commemorative Flag displays including duration at a Village Facility may be authorized only by the Village Board

(g) **Other Considerations.**

- (1) Flags shall not be displayed in inclement weather; provided, however, an all-weather flag may be flown on a 24-hour basis if illuminated.
- (2) Any flag flown by the Village shall be clean and serviceable with dimensions no less than (3 ft by 5 ft) and no greater than (4.5 ft by 9 ft) unless otherwise be approved by the Village Board. Within these dimensions, the U.S. Flag should generally be larger than or equal in size to other flags when displayed together.
- (3) The Village's flagpoles are intended as a means of expression by the Village reflecting policies determined by the Village Board, and are not intended to serve as a forum for expression by the public or any member thereof.
- (4) The Public Works Department will be responsible for display including proper handling, storage, and retirement of flags where applicable.

Adopted: XXXX XX, 2025

Amended: None.

CHAPTER 2 Display of Flags Policy

SECTION 2.01 Policy Purpose

This Policy entitled “Display of Flags Policy” is referred to herein as the “Policy.” The purpose of this Policy is to establish guidance for the display of flags on facilities or within property owned by the Village, including Commemorative Flags. Flags to be considered within the policy are: the flag of the United States of America, State of Wisconsin, POW/MIA as well as any flags for parades, holidays, cultural recognition, and celebrations as determined by the Village Board. ~~Subject to the United States Flag Laws code, the~~ Village Board controls the flags displayed on facilities or within property owned by the Village ~~including any Commemorative Flags~~ with exception of ~~the~~ library facilities and other property which falls under the discretion-jurisdiction of the Library Board.

SECTION 2.02 Definitions

- (a) **Wisconsin Flag.** The State Flag of Wisconsin as defined in Wis. Stat. § 1.08.
- (b) **Village Facility.** All real property and/or buildings that are owned or operated by the Village ~~at which the State of Wisconsin Flag Code requires the Village to display the United States of America Flag or the State of Wisconsin Flag.~~
- (c) **Commemorative Flag.** Any other flag not otherwise included within these definitions conditioned upon the flag must be designed to symbolize and honor a specific event, person, group, or historical milestone. The commemorative flag is for significant occasions such as historical anniversaries, celebrations, memorials, or achievements. Commemorative flags serve as visual reminders of important moments in time and often carry symbolic elements or imagery relevant to the event or individual being commemorated. Commemorative Flags may not exceed 3’x5’ in size.
- (d) **Flag Laws.** The applicable laws and policies of the United States, the State of Wisconsin, or the Village of McFarland related to the display of the United States of America Flag and the ~~State of~~ Wisconsin Flag, including, but not limited to, U.S. Code Title 4, Chapter 1, and Wis. Stat. §§ 1.08, 1.14, and 5.35.
- (e) **POW/MIA Flag.** The flag of the National League of POW/MIA – Prisoner of War/Missing in Action Families and as described in Wis. Stat. § 84.04(4)(a).
- (f) **U.S. Flag.** The flag of the United States as defined in 4 USC 1.
- (g) **Tree City USA Flag.** The flag certifying Tree City USA status by the Arbor Day Foundation.
- (h) **Ho Chunk Nation Flag.** The flag certified as the official flag for the Ho-Chunk Nation.

SECTION 2.03 Objectives

- (a) Provide criteria for flags and guidelines for flag ~~raising~~ displays within en-Village Facilities ~~property~~.
- (b) Encourage a sense of community identity and pride by establishing guidelines for the respectful and appropriate display of flags ~~within local government jurisdiction~~ within en-Village Facilities ~~government properties~~.
- (c) Establish clear and consistent protocols for the ~~raising, lowering, and~~ display of flags at government buildings and public spaces to ensure uniformity and respect for flag etiquette.
- (d) Develop procedures that recognize and respect the ~~ability variety of local community, including provisions~~ ability variety of local community for the display of flags representing different cultures, religions, and community groups.
- (e) Protect the symbolic integrity of flags by outlining procedures for the proper handling, storage, and retirement of flags to prevent damage.
- (f) Promote public awareness and understanding of the significance of flag-raising ceremonies and the symbolism behind different flags through educational outreach programs and community engagement initiatives.

SECTION 2.04 Flag Selection Criteria and Compliance

Flags considered for display at Village Facilities should have direct relevance to the local government or community, representing other official government entities, commemorate significant historical events, or celebrate cultural values or contributions or recognize recognition, or community-supporting organizations. ~~Therefore, the p~~ All potential flags recommendations should have the following broad categories for consideration: shall be subject to approval by the Village Board as promoting a message which the Village government chooses to support, including the honoring of individuals or organizations, the commemoration of significant events, or the promotion of civic policies.

SECTION 2.05 Compliance with Flag Codes.

- (a) All flags displayed at Village Facilities shall comply with the United States Flag Code [4 U.S.C. Ch. 1], including, but not limited to, laws and regulations addressing the order in which flags shall be displayed on a flagpole and laws and regulations addressing ~~the lowering of flags to~~ display of flags at half-staff.
- (b) Outdoor flags will be flown at Village of McFarland facilities in the following order of precedence: first, the ~~United States flag~~ U.S. Flag; second, state flag or one or more commemorative flag as physical space allows.

(c) **Half – Staff.**

- (1) The flag will be ~~considered for~~ half-staff for the following circumstance ~~unless otherwise acknowledged~~. Half-staff orders will come from presidential proclamations or Governor Orders. Unless directed by the President of the United States, The U.S. flag should generally not be flown at half-staff during national holidays, except as provided below. The ~~threshold considerations~~ for displaying flags at half-staff ~~under these circumstances will~~ include ~~one or more of~~ the following:
- (i) ~~United States Flag Code Section 7(m), T~~he American Flag is flown at half-staff to mourning of the death of a highly regarded National or State Figure as provided in 4 U.S.C. §7(m).
 - (ii) ~~A~~ Marking a state or national tragedy or the anniversary ~~such as 9/11 thereof, or mass shooting~~.
 - (iii) Memorial Day (until noon).
 - (iv) Patriot Day (~~9/11~~ September 11).
 - (v) National Fallen Firefighters memorial service.

(d) **Commemorative Flags.**

- (1) Commemorative Flag displays including duration ~~may be requested~~ at a Village Facility ~~when may be authorized~~ approved only by the Village Board ~~and subject to this Policy~~:
- ~~(i) A request to display a Commemorative Flag will be provided to the Village Administrator or their designee.~~
 - ~~(ii) The request will include the proposed flag to be considered for display, date/time/duration of display, and a statement noting the direct relevance to the local government or community, representing other official government entities, significant historical events, cultural recognition, heritage, or other relation to community organizations.~~
 - ~~(iii) Upon receipt of a request, the Village Administrator or their designee shall forward it to the Diversity, Equity, and Inclusion Committee for review and recommendation to the Village Board. The Village Board shall receive the recommendation of Committee and take final action on the request within its sole discretion.~~
 - ~~(iv) No more than one Commemorative Flag shall be displayed at a time when authorized.~~

~~(v) Village Board authorized flag requests will be forwarded to the Public Works Department to be implemented per the approval granted in the request.~~

(g) **Other Considerations.**

(1) ~~Weather permitting, flags flown by the Village of McFarland outdoors may be displayed daily in front of or at the Village of McFarland Municipal Center or from Village owned property.~~ Flags shall not be displayed in inclement weather; provided, however, an all-weather flag may be flown on a 24-hour basis if illuminated.

(2) Any flag flown by the Village shall be clean and serviceable with dimensions no less than (3 ft by 5 ft) and no greater than (4.5 ft by 9 ft) ~~or as may~~ unless otherwise be approved by the Village Board. Within these dimensions, the U.S. Flag should generally be larger than or equal in size to other flags when displayed together.

(3) The Village's flagpoles are intended as a means of expression by the Village reflecting policies determined by the Village Board, and are not intended to serve as a forum for ~~free~~ expression by the public or any member thereof.

(4) The Public Works Department will be responsible for display including proper handling, storage, and retirement of flags where applicable.

Adopted: XXXX XX, 2025

Amended: None.


VILLAGE OF
McFarland
SUMMARY SHEET

MEETING DATE: Monday, April 21, 2025

SECTION: Business

DEPARTMENT: Administration

CONTACT: Krystal Johnson, DEI Strategist

AGENDA ITEM: Updates and discussion on planning for upcoming events.

PREVIOUS ACTION:

Confirmed goals of event

ISSUE SUMMARY:

The committee will receive updates and hold a discussion on the planning and preparation for upcoming events: World Day of Cultural Diversity for Dialogue and Development and Pride Flag Raising. This includes reviewing timelines, responsibilities, and any new developments.

Background on WDCDDD - In 2024, the committee selected several annual initiatives to fulfill the SMART goal of event development/community space. World Day of Cultural Diversity for Dialogue and Development was selected to be an annual event hosted by the Village of McFarland.

Background - The Village of McFarland has raised the Pride Flag annually during the Month of June in observance of Pride Month. During this time the flag is raised, there is a small program and refreshments are provided.

Staff recommends: To ensure consistent planning and preparation for the annual event, it is proposed that the event be routinely scheduled for the first Wednesday in June at 5:30 pm each year. An alternative date of the first Thursday in June at 5:30 pm.

FINANCIAL/BUDGET IMPACT:

n/a

VILLAGE PLAN REFERENCE:

n/a

ORDINANCE REFERENCE:

n/a

BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:

To ensure consistent planning and preparation for the annual event, it is proposed that the event be routinely scheduled for the first Wednesday in June at 5:30 pm each year. An alternative date of the first Thursday in June at 5:30 pm.



ATTACHMENTS:

1. WDCDDD_Planning
2. UNESCO_ThematicIndicators
3. UNESCO_Indicators
4. Pride_Flag_2025

World Day for Cultural Diversity for Dialogue and Development

Event Goal:

To celebrate and promote the purpose of WDCDDD by creating an experience that empowers communities through dialogue, creative expression, and cross-cultural exchange—highlighting how arts, music, food, social constructs and diverse cultural contributions can inspire understanding, spark solutions, and drive local and global development.

Saturday May 17th, 2025

World Culture Passport Experience

Families/ Participants will receive a "passport" and visit cultural booths representing different countries. Each booth offers a taste of food, a quick cultural fact, a music or dance demo, and a stamp

- Culture-Inspired Cupcake Decorating Station
 - o A sweet hands-on activity where kids decorate cupcakes inspired by different countries (colors of flags, spices, symbols, etc.). Each station includes a little card about the country's cuisine and culture.
- My Culture, My Story Booth
 - o A recording booth or photo station where families (especially kids) can share a short story, memory, or fact about their heritage or identity. These can be displayed in a "Community Culture Wall" or compiled into a short video montage.
- Culture Parade – Wear Your Roots
 - o Invite families and kids to dress in traditional clothing that represents their heritage Participants can join a mini parade with music and flags, celebrating global diversity.
-

Tuesday May 20th, 2025 -

Talks That Transform – Mini Speaker Series

Community conversations from local artists, educators, or cultural leaders on the intersection of culture and development.

Cultural Clash or Cultural Connect?

Interactive game or debate-style session exploring how cultural misunderstandings arise and how we can build empathy through shared values. Great for teens and young adults.

The Dialogue Café – Sip, Share, Solve

A relaxed café-style space where attendees can grab coffee or tea and take part in rotating “table talks” led by facilitators with topics like equity, cultural preservation, or youth leadership.

Thematic Indicators for Culture in the 2030 Agenda

The UNESCO Thematic Indicators for Culture in the 2030 Agenda (*UNESCO Culture/2030 Indicators*) is a framework of thematic indicators whose **purpose is to measure and monitor** the progress of culture's enabling contribution to the national and local implementation of the Goals and Targets of the 2030 Agenda for Sustainable Development.

The role of culture in building a more sustainable world is now widely recognized and reflected in the international agenda. UNESCO's advocacy efforts for the culture and development approach over the last decade resulted in several UN Resolutions on Culture and Development adopted by the UN General Assembly, the latest in December 2021 – following 8 similar Resolutions adopted in the previous years, voicing the need to adapt policy frameworks to better anchor culture within sustainable development. A landmark event in this process has been the integration of culture in the 2030 Agenda for Sustainable Development adopted in 2015. Culture is explicitly

referenced in Target 11.4, 'Strengthen efforts to protect and safeguard the world's cultural and natural heritage,' for which the globally agreed upon indicator 11.4.1 has been elaborated and is reported by UNESCO Institute of Statistics (UIS). Beyond Target 11.4, culture contributes both as a sector of activity and transversally across other sectors. The contribution of culture to sustainable development is also clearly recognized in other milestone international frameworks, including the New Urban Agenda (UN-Habitat).

The framework assesses both the role of culture as a sector of activity, as well as the transversal contribution of culture across different SDGs and policy areas. As a set of thematic indicators, it is intended to support and complement the global indicators agreed upon within the 2030 Agenda and foster linkages between different Goals and Targets. The *UNESCO Culture/2030 Indicators* framework aims to:



Raising the Pride Flag in McFarland

Event Goal:

The Village of McFarland raises the Pride flag as a visible and heartfelt symbol of our commitment to inclusion, respect, and love for all members of our community. This simple but powerful gesture shows that McFarland is a place where everyone regardless of who they are or who they love is welcome, valued, and supported. This gesture promotes social awareness of the challenges the community faces, past and present day.

Wednesday, June 4th, 2025 @ 5:30 pm

Event Program

5:00 PM – Welcome & Gathering

Guests arrive and gather near the flagpole. Light refreshments and water available. *Local artist or local artist playlist playing in the background.*

5:10 PM – Opening Remarks

Village President / Local Official

A warm welcome to attendees, the significance of the Pride flag in McFarland, and the village's ongoing commitment.

5:20 PM – Community Voices

Short speeches from:

- Open options

5:35 PM – Pride Flag Raising Ceremony

As the flag is raised, a moment of reflection and unity. Background music or a live performance (optional)

5:40 PM – Moment of Recognition

A brief thank-you to volunteers, organizations, and attendees. Mention of Pride Month activities or local events.

5:45 PM – Community Connection Time

Stick around to connect with neighbors, take photos, and learn about local resources. Information tables available from local LGBTQ+ organizations, community groups, and allies.

6:00 PM – Closing

Event formally concludes