

Dodgeville School District Pupil Nondiscrimination Evaluation Report: Spring 2017

**To Be Acted Upon by the Board of Education
May 8, 2017**

**PI 9 District Designee:
Jeff Jacobson, Superintendent
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Dodgeville, WI 53533
608-935-3307**

**Report Compiled by:
John Humphries
Consultant, School District Administration**

Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Evaluation (Source - DPI website: <http://dpi.wi.gov/sped/pndg-toc.html>)

The evaluation required by PI 9.06, Wis. Admin. Code, is both a legal requirement and a valuable tool to strengthen our commitment and efforts in fostering equitable and successful schools for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process was referred to as Cycle I. The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin's pupil nondiscrimination law. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. The Cycle II evaluation required more than an assessment of whether compliance had been achieved with the procedural requirements of the law. In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In other words, school districts were asked to report "how they are doing" in achieving these goals.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III were much different than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- "Methods, practices, curriculum, and materials used in ... counseling..." (PI 9.06(1)(c), Wis. Admin. Code)
- "Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district" (PI 9.06(1)(f), Wis. Admin. Code)
- "Participation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code).

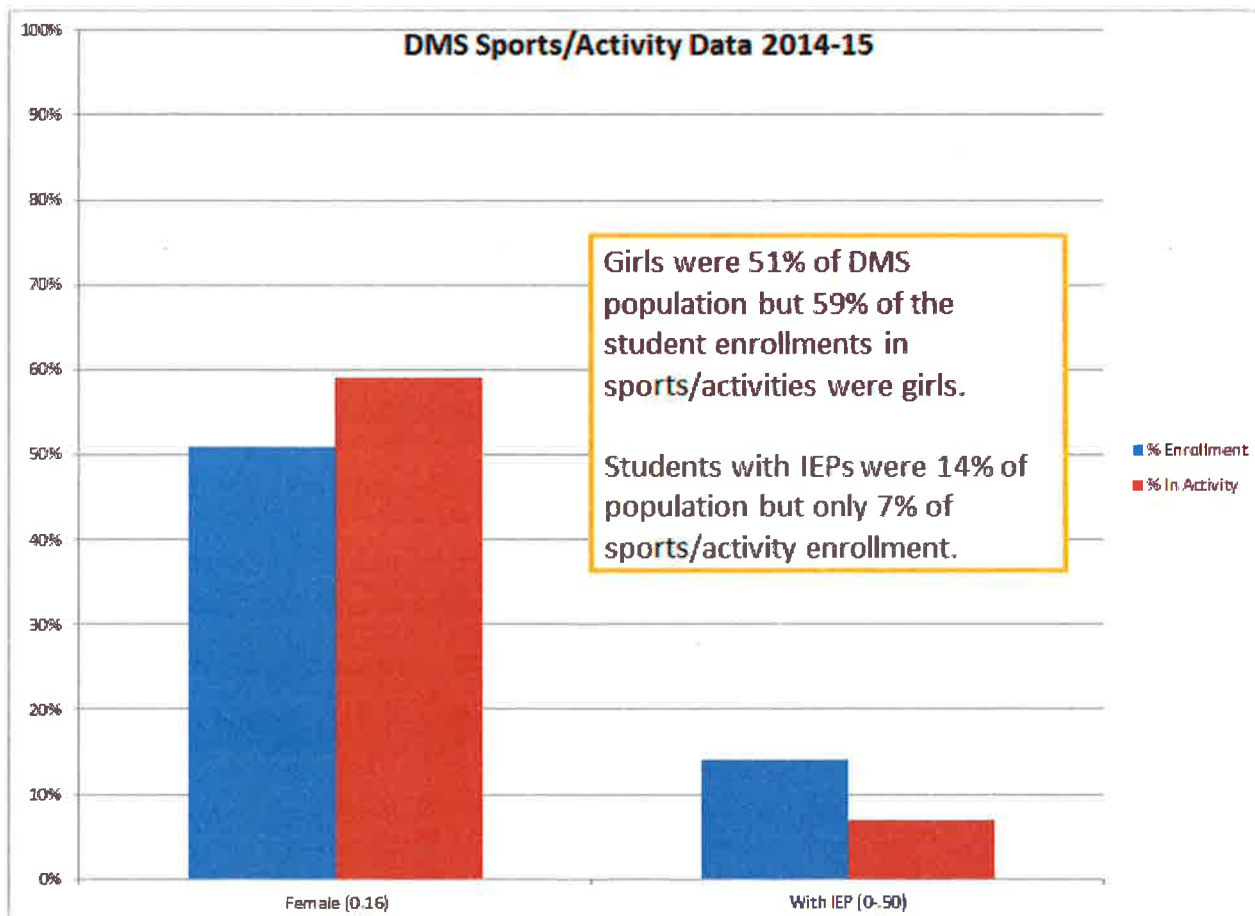
In 2011-12, school districts were required to complete Cycle III of the self-evaluation focusing on these three elements. Cycle III continues for 2016-17, requiring school districts to evaluate these elements, create an evaluation report, and assure the department of their work.

Data Collection and Use in the Nondiscrimination Evaluation

DPI sets forth certain requirements for data collection and review. In conducting the evaluation, all relevant data and information, from all available sources, were considered and evaluated by the committee. These include data that had already been submitted to DPI.

Districts must avoid disclosure of confidential information about small groups of students, either directly or indirectly. A group is considered small if the number of students in the group is five or less. Indirect disclosure occurs when data are reported both for all students in a group and for a large subset of this group leaving only a small subset not reported. Sometimes, districts are unable to report data about groups larger than five in order to avoid possible indirect disclosure of confidential information about the smaller group. The disaggregated data are then compared with overall enrollment data to determine if there is proportionate representation. In addition, numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality. Since the Dodgeville School District has very few students who are English-Language Learners, the data for that group were not shared with the committee. Instead, the group reviewed data on race, gender, and disability.

Secretarial staff members collected and collated relevant data from the last three years in the domains of athletics and awards. The data were then used to generate graphs to show the relative levels of participation of various groups. Here is an example using data for girls and students with disabilities (having an IEP) in sports and activities at DMS. Readers should note that the counts used for sports and activities were “duplicated” counts. In other words, a student who participated in track/field, in a musical, and in a play was counted three times. This allows us to consider overall participation rather than basing our decisions on what could be a limited engagement in one activity.



**Section II - Contributors to the Pupil Nondiscrimination Evaluation Report
PI-9.06(2)**

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Evaluation Report:

Name	Position
Community Team Members	
Ms. Heather Dampf	Parent
Ms. Carrie Hansen	Parent
Mr. Eli Wieczorek	Parent
School District Team Members	
Dr. Jeff Jacobson	Superintendent
Ms. Jacque Goetzke	Director of Curriculum
Ms. Amy Tranel	Director of Pupil Services
Dodgeville High School Team Members	
Ms. Laura Nyberg	High School Principal
Mr. Scott Tolzman	High School Assistant Principal/ Athletic and Activities Director
Ms. Anne Fimreite	High School Counselor
Ms. Jenni Allen	High School Counseling and Athletic/Activities Secretary
Dodgeville Middle School Team Members	
Ms. Sally Baxter	Middle School Principal
Ms. Shelby Rideout	Middle School Counselor
Ms. Debi Flynn	Middle School Secretary
Elementary School Team Members	
Ms. Julie Piper	Dodgeville Elementary School Principal
Ms. Amy Tranel	Dodgeville Elementary School Assistant Principal
Ms. Jacque Goetzke	Ridgeway Elementary Principal
Ms. Susan Trainor	Ridgeway Elementary School Counselor
Ms. Erika Brunson	Dodgeville Elementary School Counselor

**Section III - Methods, Practices, Curriculum and
Materials used in School Counseling
PI-9.06 (1)(c)**

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling to determine whether all students are being included in the learning process. By evaluating this area, school districts will have an opportunity to:

1. Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
2. Determine whether and how current methods, practices, and materials influence student achievement.
3. Identify and develop ways to ensure that every student is provided with an optimal learning environment that leads to proficient and advanced performance for all students

Methods, practices, curriculum, and materials used in instruction, counseling and pupil assessment and testing.(PI 9.06(1)(c), Wis. Admin. Code)	
Area of Review	Findings
Methods & Practice	
What are the district's policies regarding multiple perspectives in and through counseling?	<ul style="list-style-type: none"> • Policy ACH prohibits discrimination in counseling. • Policy IJAB requires intervention for all students who may be experiencing suicidal thoughts. • Bullying and Harassment Policy JFCF prohibits harassment and bullying on the basis of any identified group. • Policy AC prohibits discrimination in all district practices.
What are the district's practices regarding multiple perspectives in and through counseling?	<ul style="list-style-type: none"> • Information provided to all students regarding career planning • All referrals are followed up on regardless of race, disability status, gender, etc. • Individual academic and career planning meetings are completed with all students in grades 8 and 12 • All students at DES, RES, and DMS have access to tier 2 interventions • All students have access to large group counseling, small group counseling and individual counseling services. • A high school committee was formed and completed a Bullying Prevention Program assessment. Priorities were identified and an action plan was started.
Does the district provide culturally and linguistically accessible support services to students and families?	<ul style="list-style-type: none"> • ELL teachers are provided for students and to support instructional staff with strategies and modifications. • For parents who have language barriers, an interpreter is provided. • There is an “International Student’s Club,” paired with Spanish Club. • There is a group of students who travel to London every other year. This is tied into English and Social Studies class. • There are two Spanish teachers on staff. • Classes are provided for families/adults who are learning English. • Deaf and Hard of Hearing services are provided. • We pair non-English speaking students with students who speak their language to assist with their transition • Teachers provide curriculum modifications for students learning English.
How have counselors been trained to recognize bias or	<ul style="list-style-type: none"> • Graduate training in counseling includes skills and perspectives, includes training in ethics and law and reducing bias. • All training provided by the WI School Counseling Association and our

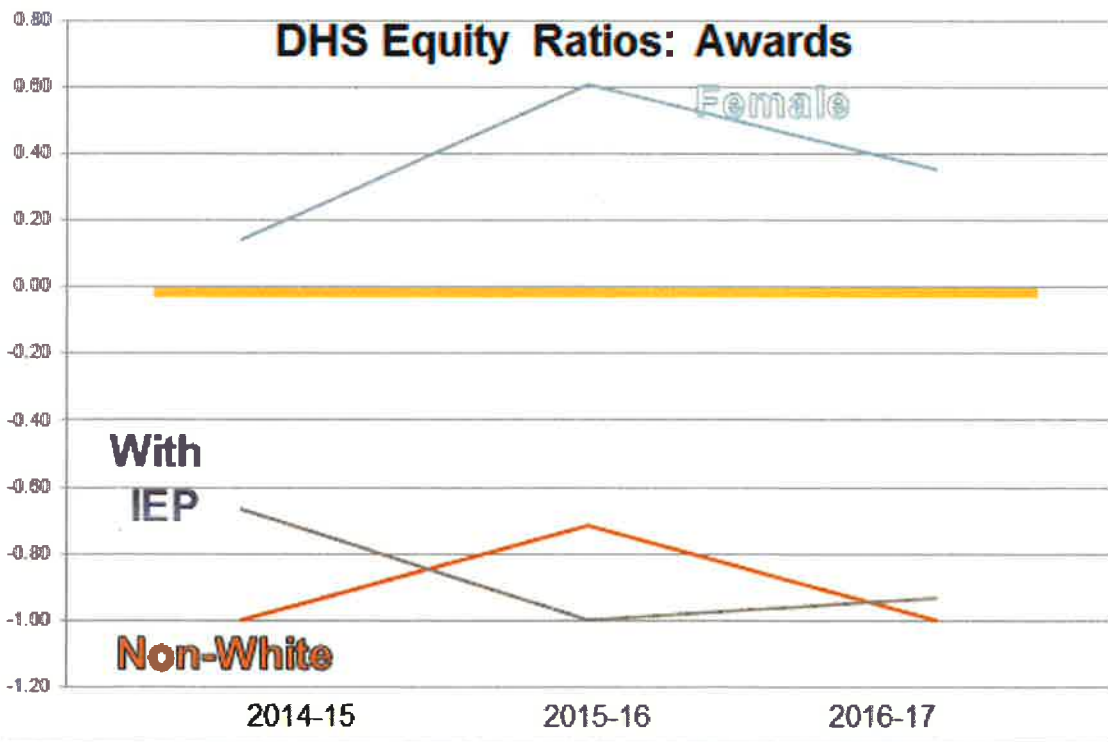
**Section IV - Trends and Patterns in Awarding Scholarships and
Other Forms of Recognition
PI-9.06(1)(f)**

The purpose of this section to evaluate the trends and patterns in awarding scholarships, other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition. By evaluating this area, school districts will have an opportunity to:

1. Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate in violation of s.118.13.
2. Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.
3. Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

[Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is nondiscriminatory, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships. Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs. Please consult the DPI website for details and statute citations.]

Data on scholarships were collected by high school secretarial and guidance staff and are reported below using dollar amounts per group as the metric for equity analysis.



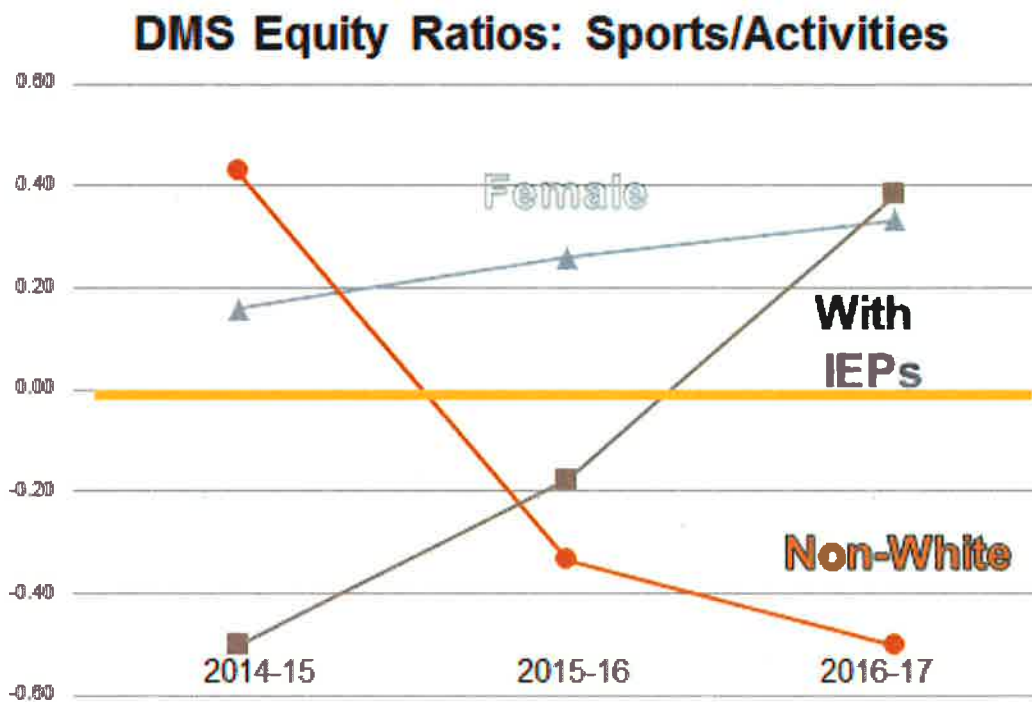
Section IV - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

PI-9.06 (1)(e)

In this section, the district is asked to review participation trends in PK-12 athletic, extracurricular and recreational activities to determine whether all of the protected groups participate and/or are encouraged to participate in these school sponsored activities. By evaluating this area, school districts will have the opportunity to:

1. Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
2. Determine whether current practices might deter some students from participating in these activities.
3. Identify and develop ways to increase participation of underrepresented groups.
4. Identify and formulate ways for students to develop and act on knowledge and skills for fairness, equity, inclusiveness, and human relations and diversity.

Data on activities and athletics was collected by high school secretarial staff and are reported below using a duplicated count of participation per group as the metric for equity analysis.



Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities PI-9.06
 (1)(e)

Area of Review	Findings
Is support equitable in the district's separate interscholastic athletic programs for males and females?	<ul style="list-style-type: none"> ▪ Coach salaries based on years of experience, not sport ▪ Uniforms are replaced on a rotation ▪ Budgets for same sports are equal (i.e. basketball) ▪ Transportation access is equal for all sports ▪ All sports have equal access to facilities ▪ All sports have equal access to student support (band, cheer) ▪ All sports are equally scheduled for games and practices ▪ Coaches are hired based on skill levels ▪ Trainers are equally available for all sports
Does attendance at athletic events reflect the diversity of students?	<ul style="list-style-type: none"> ▪ Yes. We have promoted attendance by making all sporting events are free to all students.
Do coaches get training in diverse communication styles and recognizing and neutralizing bias or stereotyping? Do coaches get training to prevent hazing and harassment of/by athletes?	<ul style="list-style-type: none"> ▪ Training and materials cover diverse communication styles and recognizing and neutralizing bias or stereotyping. ▪ Training and materials cover prevention of hazing and harassment of and by athletes. ▪ Coaches get training from the Athletic Director ▪ Coaches are provided with written materials ▪ Coaches who are also DSD staff members tend to get more training than others because of the professional development opportunities in the district.
Does the selection of specific sports and levels of competition accommodate varied interests? Has the district periodically conducted surveys to determine athletic interests?	<ul style="list-style-type: none"> ▪ A recent survey of DHS students indicated that one of their strongest beliefs about the school is that they have opportunities to participate in activities that interest them (3.85 on a 5-point scale). ▪ The Athletic Director has recently used informal interest surveys to add a Dance Team.
Are special accommodations available for students w/disabilities?	<ul style="list-style-type: none"> ▪ When we have students with disabilities who are interested in participating in sports, IEP Teams determine whether accommodations are necessary for the student to participate. ▪ If no accommodations are needed, the student participates in the same way as students without an IEP. ▪ If accommodations are needed, the Director of Special Education collaborates with the Athletic Director and coaches to ensure that the student's needs are met. The Director then contracts with adults who can work with the student.
Are activities provided to meet the expressed interests of all groups?	<ul style="list-style-type: none"> ▪ Our schools continue to provide a wide range of activities and the staff works hard at supporting the needs and interests of our students.
Are students and their parents/guardians encouraged to organize	<ul style="list-style-type: none"> ▪ Yes, we added Trap Shooting last year at the request of a parent and student. ▪ We used a signup process to allow all students to participate. ▪ We made announcements to all students to encourage participation.

Section VI – Written Report PI-9.06(3)
PUPIL NONDISCRIMINATION EVALUATION – Report
“RECOMMENDATIONS FOR IMPROVEMENT”

School District: **DODGEVILLE** DATE: **5/8/17**

A. Counseling: Major Challenge

- Identifying students for interventions and a system for doing that using data to ensure that students get help when needed
 - Use data more effectively
 - Include a focus on mental health issues as a challenge area including additional professional development for staff and leadership
 - Consider providing mental health services in school with parental consent
 - Get psychiatric care via tele-health in school or at a pharmacy.

B. Scholarships/Awards: 1-2 Major Challenges

- Consider having scholarship criteria available via print not just online
- How can we identify students with abilities early on who may be giving up on the scholarship process? Can we focus on assets and provide supports so all can access awards and scholarships?
- How can we reach out to students who need additional supports, especially from underrepresented groups? Workshops are possible but also consider offering something in classes (was already tried in Senior English but need to update 2017-18).

C. Sports/Activities: 1-2 Major Challenges

- Participation of some student groups in activities is lower than expected
 - Economics are a barrier for supplies, transportation, and skill development.
 - How to recruit underserved population with already high levels of participation?
 - Consider recruitment and skill development in early ages
 - Consider activities for students focused on diversity including disability and race/ethnicity.
- Build awareness of diversity
 - Staff members need additional training on diversity.
 - Consider additional/new equity training for coaches who are not school staff members.
 - Inquire of WIAA about our ability to modify activities for students with disabilities.

D. Overall Recommendation: Create an *Equity and Diversity Council*

- In order to focus the district’s efforts, the committee recommends to the Board of Education the creation of an *Equity and Diversity Council* to serve as an advisory group. The Council would meet 2-3 times per year to review reports from the administrative team, counselors, and teaching staff and to provide input and advice on needs and next steps. Membership on the Council would include community members, a member of the Board of Education, administrators, and staff as assigned by the Superintendent. The Council would have the following areas of focus:
 1. Assess the current status of diversity and equity efforts in the district using the information collected in this evaluation as a baseline and starting point. Additional data collection and ongoing data review would be an important part of council’s role.
 2. Follow up on the recommendations made in this report. While some recommendations are simple and can take place relatively soon, others will take some time to develop and implement. The Council can support the district’s efforts to prioritize this work.
 3. Support and review district efforts to reach out to diverse families, to learn more about their experiences and to identify steps to support their full participation in district programs and activities.
 4. Support the efforts of educators to create and implement curriculum materials and activities to address issues of diversity and equity.

AT EACH TABLE PLEASE
HAVE AT LEAST ONE
COMMUNITY MEMBER,
ONE STAFF MEMBER, AND
ONE ADMINISTRATOR

Dodgeville School District
Pupil Nondiscrimination
Evaluation Committee
John Humphries
Consultant for State and Federal Programs
April 4, 2017

Agenda for Today
5:00-5:15 Welcome (Jeff Jacobson)
5:15-5:30 Orientation and the Data (John Humphries)
5:30-5:45 Review of **Counseling** (Team)
5:45-6:00 Review of **Sports/Activities** (Scott Tolzman)
6:00-6:15 Review of **Scholarships** (Laura Nyberg)
6:15-6:30 Large Group Discussion, Q & A, Closing

Introductions

- Please introduce yourself to the other people at your table.
 - Name
 - Background with the district
 - What interests you about nondiscrimination



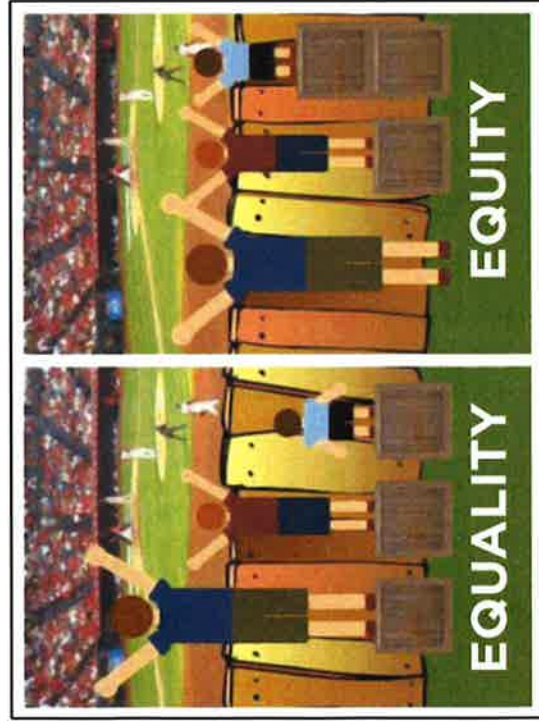

What is "Nondiscrimination?"

- It's the opposite of "Discrimination."
- Under state law 118.13, no pupil may be excluded from a public school, or from any school activities or programs, or be denied any benefits or treated in a different manner because of membership in a "protected class," including:
 - Gender
 - Race/ethnicity
 - Disability
 - National Origin
 - And more...



Equal Opportunity Goal

- The law requires each school district to submit an annual compliance report to the Department of Public Instruction and periodically conduct a self-evaluation of the status of pupil nondiscrimination and **equality of educational opportunity**.
- One way to ensure that we provide equal opportunities is to look at results, i.e. what do the data say about participation and success of protected groups?
- Then, we consider whether there are challenges and what, if anything, the district should do about it?
- DPI's guidance is organized around that model.

What is the evaluation process?

- Schools are required to identify to what extent they have removed barriers, provided access, and met **equal outcome** goals...
- Some of the information is qualitative, as with counseling information. We will go over that, then cover data and questions about sports/activities and scholarships

3. Bias is absent from counseling materials and techniques?

- Counselors review materials to ensure that counseling materials include multiple ethnicities, as well as both males and females.
- Bullying and harassment complaints are thoroughly investigated regardless of gender, disability status, ethnicity.
- Counseling services are offered to all students.
- We take into consideration all learning styles and meet all learner needs by using teaching strategies and materials to optimally engage all learners.
- All elementary students receive social-emotional instruction in skills for learning, empathy, emotion management and problem solving skills, bullying prevention and the Child Protection unit.
- Academic and behavior data are reviewed and used at problem-solving meetings.
- Social-emotional curriculum has an emphasis on teaching empathy and perspective-taking.

4. Culturally and linguistically accessible support services?

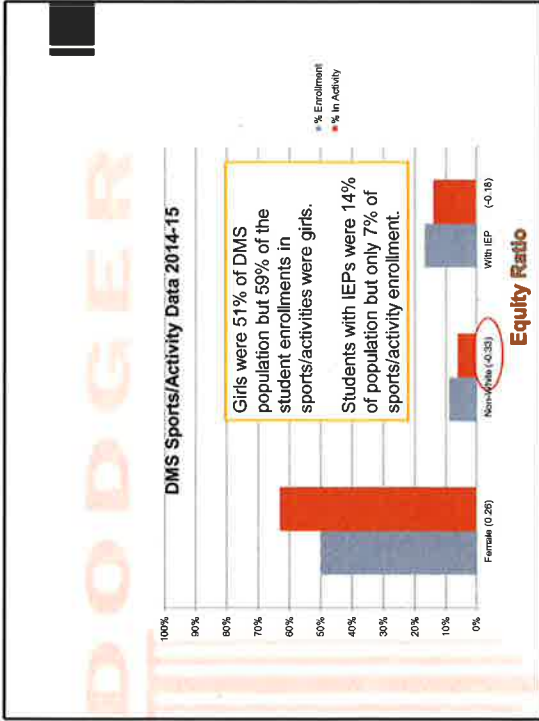
- ELL teachers are provided for students and to support instructional staff with strategies and modifications.
- For parents who have language barriers, an interpreter is provided.
- There is an "International Student's Club," paired with Spanish Club.
- There is a group of students who travel to London every other year. This is tied into English and Social Studies class.
- There are two Spanish teachers on staff.
- Classes are provided for families/adults who are learning English.
- Deaf and Hard of Hearing services are provided.
- We pair non-English speaking students with students who speak their language to assist with their transition
- Teachers provide curriculum modifications for students learning English.

5. Services to assist students in closing achievement gaps?

- Counselors regularly work in Tier 2 behavior interventions that lead to improvements in closing achievement gaps.
- Data will be collected as we move toward Academic and Career Planning for all students in grades 6-12.
- Academic enabling skills contribute to closing achievement gaps and counselors provide and coordinate that instruction through Second Step.
- As a staff, the high school has been reviewing systems and processes to identify gaps, needs and best practices.

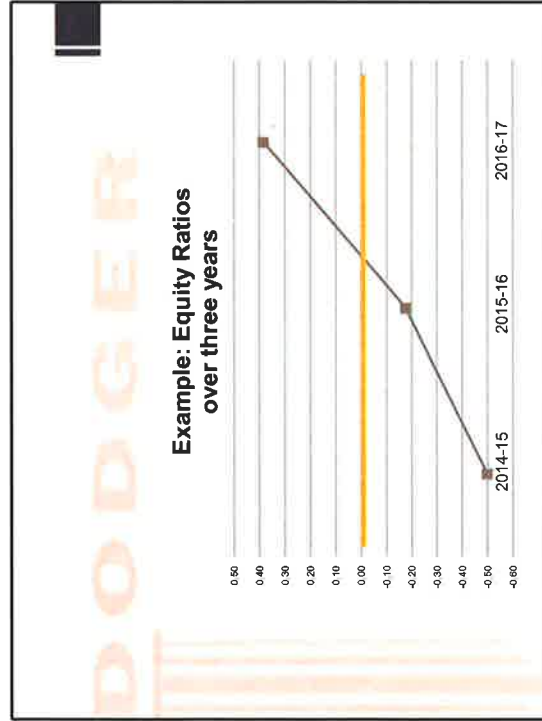
6. Counseling services aligned with mainstream?

- Academic and career planning services are delivered within classroom curriculum in 6-8
- All 8th grade students take a Career Planning course in which curriculum is entirely based on academic and career planning and utilizes Career Cruising software for assessment and instruction.
- All students at DHS have "Advisory" class for 25 minutes per day, and Academic/Career planning lessons have been included.
- All students in grades 6-12 have Career Cruising accounts
- Counselors regularly collaborate with regular education and special education teachers, administrators and other staff to address academic, personal/social and behavior concerns
- Assessments and data are used to identify students who require interventions and additional supports
- All students, regardless of disability receive instruction in core areas



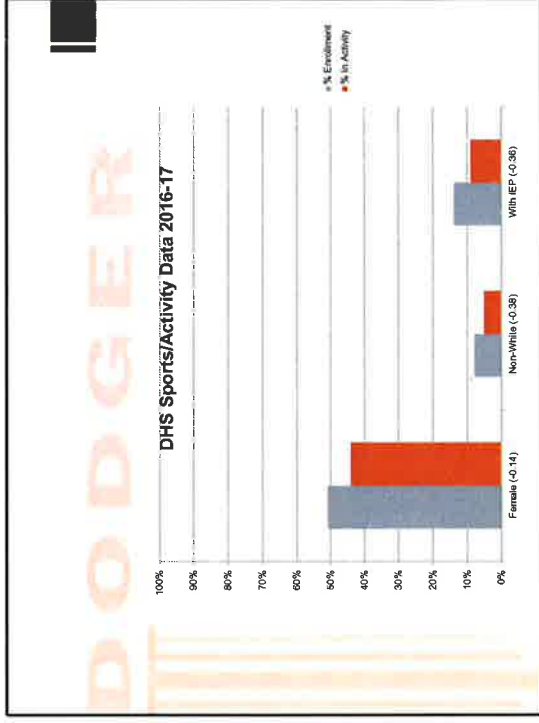
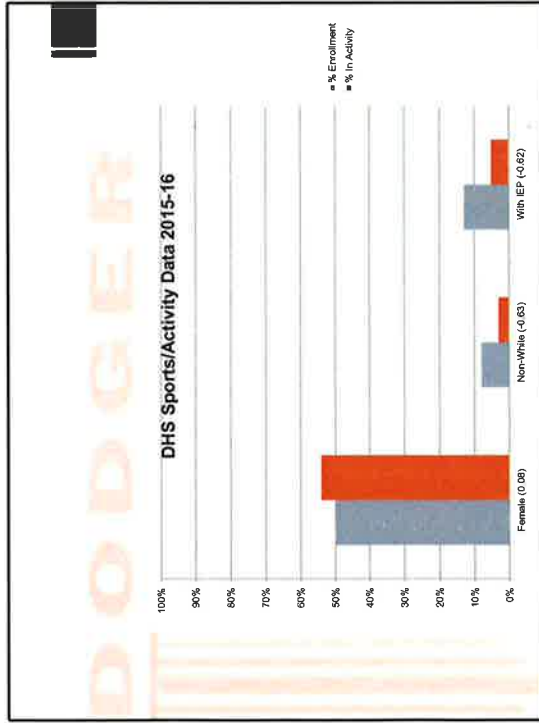
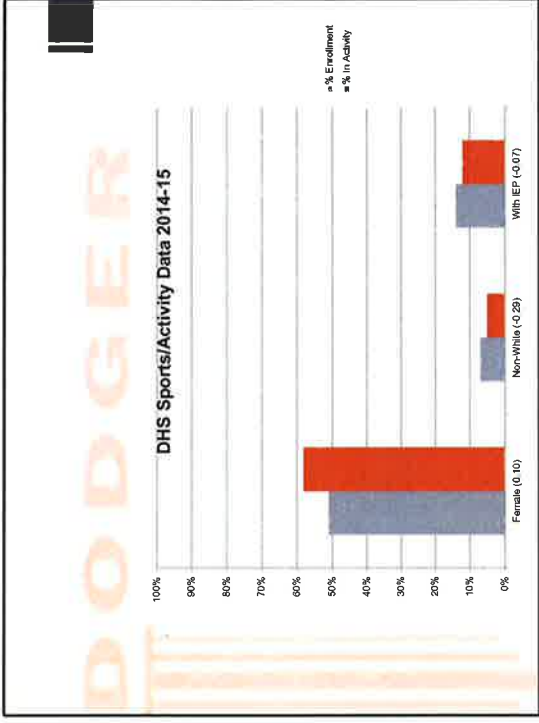
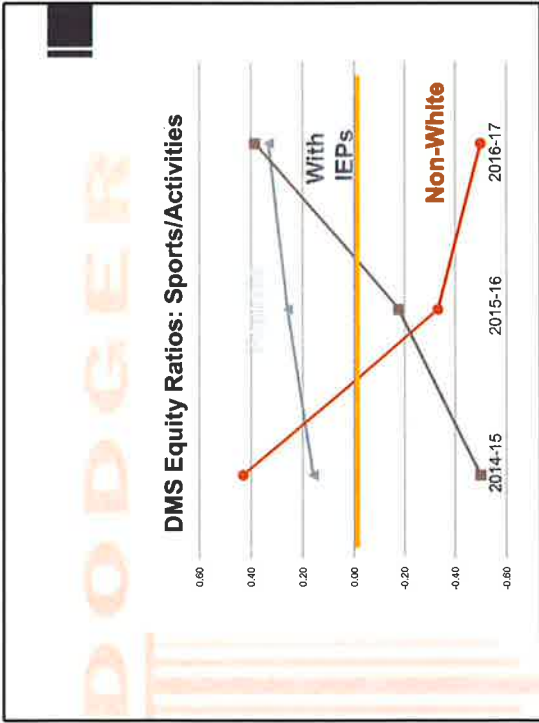
The "Equity Ratio"

- We do some simple math and create a ratio of engagement in activities to enrollment (and subtract 1) to yield "Equity Ratio"
- Equity Ratio = $[(\% \text{Activity} / \% \text{Enroll}) - 1]$
- "Perfect Equity" scores a 0
- Positive scores result from over-representation (as with girls in the DMS example)
- Negative scores result from under-representation (as with kids who have IEPs in the DMS example)
- There are important reasons for the findings, and some issues should be addressed while others may make perfect sense in context. Our job is to make some determinations.



Area 2

Sports & Activities: 15 Minutes



3 & 4: Coaches training?

- Training and materials cover diverse communication styles and recognizing and neutralizing bias or stereotyping.
- Training and materials cover prevention of hazing and harassment of and by athletes.
- Coaches get training from the Athletic Director
- Coaches are provided with written materials
- Coaches who are also DSD staff members tend to get more training than others because of the professional development opportunities in the district.

5 & 6: Interests & Surveys?

- A recent survey of DHS students indicated that one of their strongest beliefs about the school is that they have opportunities to participate in activities that interest them (3.85 on a 5-point scale).
- The Athletic Director has recently used informal interest surveys to add a Dance Team.

7. Accommodations for Students with Disabilities

- When we have students with disabilities who are interested in participating in sports, IEP Teams determine whether accommodations are necessary for the student to participate.
- If no accommodations are needed, the student participates in the same way as students without an IEP.
- If accommodations are needed, the Director of Special Education collaborates with the Athletic Director and coaches to ensure that the student's needs are met. The Director then contracts with adults who can work with the student.

Mr. Tolzman

Now onto Activity Questions

4. Process seeking status? All approved if follow process?

- Board policy is followed when deciding whether to add an activity.

5. Effective strategies to encourage participation?

- We do not currently have a system in place.

Sports/Activities Discussion: 5 min.

In your small groups, please briefly discuss the information presented and answer the discussion questions:

1. Do you need more information about any area?
2. Did you see any areas of concern?
3. Did you see any areas that you feel are strengths?
4. Feel free to add comments and suggestions.

Area 3
Scholarships and Recognition:
15 Minutes

Awards: Ms. Nyberg

1. What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?
2. What procedures are in place to track and analyze applications for and awarding of scholarships and other forms of recognition by protected class status? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?
3. What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?

1. Promote applications?

- There are two categories of Local Scholarships. One category is for scholarships that are selected by donor committees.
- Once the application deadline has passed, the donor-selected scholarships are delivered/picked up by a donor representative.
- The second category is for scholarships that are selected by a local/school committee. The school committee is comprised of staff who volunteer to serve. If a student has applied to either category of scholarships, their application is considered.
- A Scholarship Meeting was held to go over scholarship materials, guidelines, the deadline, etc.
- The meeting was in the announcements for at least one week.

2. Procedure to track applications?

- All applications are tracked on a spreadsheet. For example, if a student applies for ten scholarships, the name of the student, as well as the name of the ten scholarships, are reported on the spreadsheet. After going through the Pupil Non-Discrimination Self-Evaluation, columns will be added to the spreadsheet to track gender, ELL and disability status.

3. Criteria for selecting recipients?

- All applications for scholarships are considered. Criteria varies between the scholarships.
- Some criteria for the various scholarships include, a certain college major, a minimum grade point average or being part of a club.
- All Local Scholarships are funded by outside donors. The Local Scholarship criteria is included. The local scholarship committee reviews the criteria for each scholarship and determines who meets the criteria.

**PLEASE MIX UP THE
GROUPS FROM LAST
TIME**

**Dodgeville School District
Pupil Nondiscrimination
Evaluation Committee**
John Humphries
Consultant for State and Federal Programs
April 20, 2017

Agenda for Today

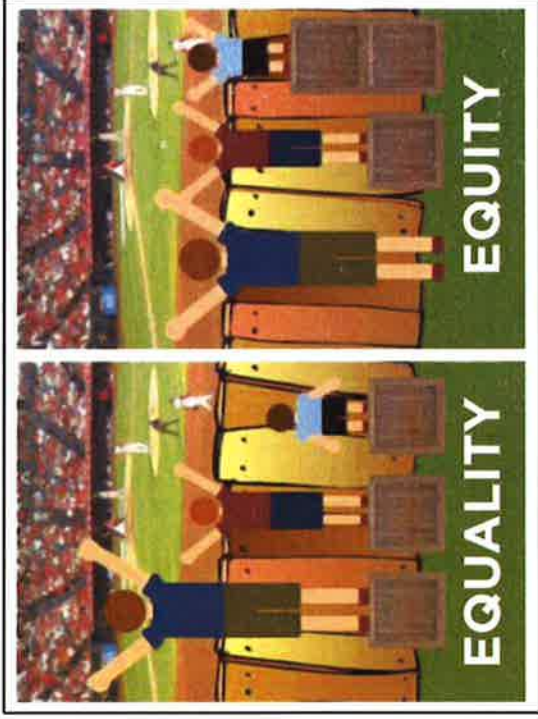
5:00-5:05	Opening/Sharing/Review Norms
5:05-5:15	Additional Data Requested
5:15-5:35	Counseling
5:35-6:00	Sports/Activities
6:00-6:25	Scholarships
6:25-6:30	Closing

Introductions

- Please introduce yourself to the other people at your table.
 - Name
 - Background with the district
 - What interests you about nondiscrimination

Equal Opportunity Goal

- The law requires each school district to submit an annual compliance report to the Department of Public Instruction and periodically conduct a self-evaluation of the status of pupil nondiscrimination and **equality of educational opportunity**.
- One way to ensure that we provide equal opportunities is to look at results, i.e. what do the data say about participation and success of protected groups?
- Then, we consider whether there are challenges and what, if anything, the district should do about it?
- DPI's guidance is organized around that model.



Area 1

School Counseling: 20 Minutes

Methods, practices, curriculum and materials used in counseling.

1. What are the district's policies and practices regarding multiple perspectives in and through counseling?
2. Training to recognize bias, to present multiple perspectives in and through counseling, and improving counseling?
3. How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?
4. Does the district provide culturally and linguistically accessible support services to students and families?
5. Do academic planning and support services assist students in closing achievement gaps?
6. How are counseling or student services aligned with mainstream curriculum, instruction and assessment?

Counseling Strengths to Build On

- A lot happening with systems in place, many programs
- Counseling staff have strong training
- Students are able to access counseling services
- Professional development about cultural bias
- Data-driven programming in social-emotional domain (esp. Second Step)

Challenges from the group

- Achievement gaps within the groups
- Identifying students for interventions
- How to deal with student mental health issues?
- Adequate access (staffing ratio)
- Small group services at DHS
- Some groups under-represented (Race, LGBT, Poverty)
- Is the bullying definition adequate?
- After taking time with the information since our last meeting, do you see other challenge areas? (List below)

1 or 2 Major Challenges to Equity

- Group discussion: Identify 1-2 priority items. Remember that we want to focus on things the board can change or can direct projects for the staff and administration to work on.
- Timeframe is the next 3-5 years
- Resources are limited but available

Now, identify action steps

- After reviewing the Counseling Programs in the Dodgeville School District, the Pupil Nondiscrimination Evaluation Committee believes that the Board of Education should address _____ by taking the following steps:
 - A
 - B
 - C

Take a moment to brainstorm ideas alone and then we will share as a group

Additional Data Requested

- Actual numbers of participants (see new slides)
- Coaches and club/activity leaders by race and gender
- Do coaches read the parent handbook and understand bias?

Remember data collected ...

- Participation in activities and sports
 - We used a duplicated count—a student who participated in track and basketball was counted twice
- Scholarships and awards
 - We gathered the data for each award separately
 - We report on % of total dollars awarded, not number of awards

DMS participants

- 2014-15
 - 260 of 442 participants were female (59%)
 - 46 of 442 participants were non-white (10%)
 - 31 of 442 participants had an IEP (7%)
- 2015-16
 - 243 of 388 participants were female (63%)
 - 23 of 388 participants were non-white (6%)
 - 53 of 388 participants had an IEP (14%)
- 2016-17
 - 212 of 329 participants were female (64%)
 - 20 of 329 participants were non-white (6%)
 - 59 of 329 participants had an IEP (8%)

DHS Activities

- 2014-15
 - 196 of 384 participants were female (51%)
 - 25 of 384 participants were non-white (7%)
 - 55 of 384 participants had an IEP (14%)
- 2015-16
 - 210 of 417 participants were female (50%)
 - 33 of 417 participants were non-white (8%)
 - 53 of 417 participants had an IEP (13%)
- 2016-17
 - 215 of 419 participants were female (51%)
 - 33 of 419 participants were non-white (8%)
 - 57 of 419 participants had an IEP (14%)

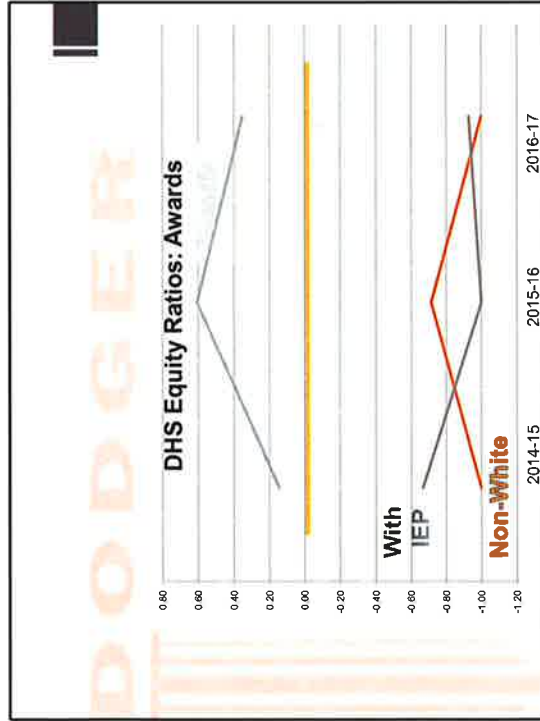
Now, identify action steps

- After reviewing sports and activities in the Dodgeville School District, the Pupil Nondiscrimination Evaluation Committee believes that the Board of Education should address _____ by taking the following steps:
 - A
 - B
 - C

Take a moment to brainstorm ideas alone and then we will share as a group

Area 3

**Scholarships and Recognition:
25 Minutes**



Additional Data Requested

- Do we assist students in writing applications?
- What are the barriers?
- Are kids who don't get an award told why?
- Demographics of class?
- Do we have a guide for people who want to establish a scholarship? Does this open the door for minorities?
- Can we reach out to specific groups regarding their needs?
- Can we put information into the hands of parents?
- Who is getting these scholarships?