

Wisconsin Department of Public Instruction Pupil Nondiscrimination Self-Evaluation Report: Cycle III – Spring 2017

School District of Greenfield

**Approved by the School Board on
4/10/17**

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Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source - DPI website: <https://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>)

The self-evaluation required by PI 9.06 of the Wisconsin Administrative Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students and to ensure that all students are college and career ready upon graduation.

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 is referred to as Cycle I. **The focus of Cycle I was primarily whether compliance had been achieved with the procedural requirements established under section 118.13 of the Wisconsin State Statutes, 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 and 2011-12, districts were required to complete Cycle III of the self-evaluation focusing on the three elements below. Cycle III continues for 2016-17, requiring school districts to evaluate the same three elements, create an evaluation report, and assure the department of their work. The following report has been constructed to meet this requirement.

During the school year 2016-17, all districts must evaluate the status of nondiscrimination and equality of educational opportunity in the school district. The evaluation shall include the following three elements:

- “Methods, practices, curriculum, and materials used in ... counseling...” (PI 9.06(1)(c), Wis. Admin. Code); and
- “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).

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

| Wisconsin State Statute 118.13 | Administrative Rule PI 9.06 |
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| <p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability | <p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s.118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patters in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p> |

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

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

| Name | Position |
|------------------------|--|
| Patrice Ball | Director of Curriculum, Assessment, and Instruction 6-12 |
| DaLynn Brookshire-Cain | Assistant Principal, Greenfield Middle School |
| Mary Coubal | Student Enrollment Coordinator/Data Specialist |
| Lisa Elliot | Superintendent |
| Lisa Frey | Regular Education Teacher, Greenfield High School |
| Monica Garcia Warnke | Director of Pupil Services |
| Trent Lower | Athletics and Activities Director |
| Charity Meyer | Director of Curriculum, Assessment, and Instruction K-5 |
| Brittany Pfeifer | Physical Education Teacher, Greenfield Middle School |
| Danielle Rudnick | Parent |
| Dale Van Keuren | Assistant Principal, Greenfield High School |
| Noemi Voskuil | Teacher of English Learners, Greenfield High School |
| Michelle Wauer | School Counselor, Greenfield High School |

**Opportunities to Participate in the Writing and/or Development
of the Pupil Nondiscrimination Self-Evaluation Cycle III Report
PI-9.06(2)**

Opportunity for participation in the writing and/or development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- ❖ Individual meetings
- ❖ Discussion at an administrative meeting
- ❖ Posting on the District website

Opportunities to Participate in the Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle III Report 9.06(2)

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- ❖ Open meeting portion of a scheduled school board meeting
- ❖ Individual meetings
- ❖ Discussion at an administrative meeting
- ❖ Posted on District website

**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 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

School Counseling

Methods, Practices, Curriculum and Materials Analysis

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| <p>Methods and Practices</p> | <p>How are accommodations and support services provided to students? (Students with disabilities, ELL, etc...)</p> <p><i>The District offers support services to all students at all grade levels. This includes Special Education services, accommodations for students with 504 plans, at-risk students, and English-language learners. Resources are offered during the school day and after school through various programs. Professional staff are made available to students and trained to help students.</i></p> <p>How are accommodations and support services provided to families?</p> <p><i>Counselors offer individual meetings with all families in multiple grades as a part of the service delivery model, and as needed, or requested, by families. Families have access to student grades, attendance, message centers, and other school-related information via an online portal.</i></p> <p>Are culturally and linguistically accessible support services to students and families provided?</p> <p><i>Yes. We have teachers who provide English Language Learners with additional support during the school day and outside of the day. The District has several World Language teachers that can assist with interpretation and programming. The district outsources translation services for families and students as needed.</i></p> <p>Does academic planning and support services assist students in closing the achievement gap?</p> <p><i>Analysis of data related to minority student achievement would indicate that we are providing the necessary academic and support services. Our academic planning and support services take into consideration cultural issues and relevance.</i></p> <p>How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability?</p> <p><i>Counselors provide information through multiple venues and to multiple audiences in order to engage students and families. At the secondary level, information regarding courses and programs is delivered during the school day to ensure that all students hear the same information and understand the opportunities available. Additionally, students have an individual meeting with a counselor during the student's 8th grade and 11th grade years to review college and career options. We extend an invitation to families to attend these planning meetings along with their student.</i></p> <p>What strategies do counselors use to monitor their own biases and stereotypes?</p> <p><i>At this time our school counselors and teaching staff have engaged in self-reflection as part of our professional practice, including development of PPGs and SLOs on an annual basis. This is a component to continue to develop in the future.</i></p> |
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| <p>Curriculum and Materials</p> | <p>Is there a written counseling curriculum for the district?</p> <p><i>The District has a written school counseling curriculum for all levels and it follows the Wisconsin School Counseling Model. The District's curriculum is continually reviewed. Counseling services and support are based on meeting the developmental needs for each grade level and are reflective of the curricular objectives. In addition, our counselors serve as members on collaborative problem solving teams which review academic and social progress and provide recommendations for possible supports.</i></p> <p>How is the counseling curriculum implemented in the K-12 classroom?</p> <p><i>Classroom activities and interdisciplinary curricular development occur at all grade levels.</i></p> <p>What is the process that involves all students in academic planning? What is the process that involves students in career planning?</p> <p><i>Counselors meet with all students to discuss course selection as it relates to academic planning. The district is currently in the process of developing and planning the formal process of Academic and Career Planning through the 6-12 grade levels. This process is for all, by all, which includes students, parents, teachers, staff and community members as active participants.</i></p> <p>What methods are used to insure that bias and stereotyping are absent from counseling resources and materials?</p> <p><i>By following Wisconsin Comprehensive School Counseling Model, we ensure that our resources and materials avoid bias and stereotyping. Per Board Policy 2260, our instructional materials are selected to ensure that all perspectives are included and considered.</i></p> |
| <p>Recommendations for Growth</p> | <p><i>Generating more student data as it relates to the achievement gap among students.</i></p> |

**Section IV – Participation 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.

Athletic Programs

Questions for Consideration

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| <p>Participation Trends and Patterns</p> | <p>Over the past 3 years, what are the athletic participation rates for students, based on the PI-9 protected categories?</p> <p><i>The athletic participation rates at the high school generally reflect the composition of the student body. Participation over the past three years has been 34%, 35%, and 29%. Female participation has been 46%, 46%, and 37%, while male participation rates are 54%, 54%, and 63%. Minority participation has been 38%, 39%, and 40%. Students with disabilities receiving special education services participation rates have been 4%, 6%, and 5%.</i></p> <p><i>At the middle school level, participation rates over the past three years has been 31%, 28%, and 25%. Female participation has been 56%, 57%, and 54%, while male participation rates are 44%, 43%, and 46%. Minority participation has been 34%, 40%, and 46%. Students with disabilities receiving special education services participation rates have been 5%, 1%, and 6%. Please see the Appendix A for all data.</i></p> <p>Is the athletic participant ratio comparable to enrollment ratios in sex, race, national origin and disability?</p> <p><i>Yes.</i></p> <p>Are procedures in place annually to record participation in athletic programs by sex, race, national origin and disability?</p> <p><i>Yes, student participation in athletics is tracked in our student information system (Infinite Campus).</i></p> <p>Has the district conducted surveys in order to determine if the current athletic program meets the athletic interests of both sexes, diverse racial and national origin groups, and students with disabilities?</p> <p><i>No, however Greenfield High School offers every sport sanctioned by the WIAA. Where student interest is insufficient to form a complete team, Greenfield has cooperative programs with other area high schools.</i></p> |
| <p>District Support & Equitable Access</p> | <p>Are school mascots, team names and logos free from bias and stereotyping?</p> <p><i>Our mascot, team names and logos are free of bias and stereotyping.</i></p> <p>Are accommodations available for students with disabilities who participate in athletics?</p> <p><i>Yes, to the extent permitted by the WIAA.</i></p> <p>Is equitable support provided for athletics in the following areas:</p> <ul style="list-style-type: none"> ○ coaching and other staff salaries, ○ provision of uniforms, ○ equipment and supplies, ○ provision of transportation, ○ access to locker rooms, practice and competitive facilities, ○ availability of pep band, pom poms, cheerleaders, ○ scheduling of games/events, and practice times and publicity efforts. |

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| | <p><i>Yes, support for all sports is done on an equitable level. Remuneration for coaches is set by the Teacher Handbook in accordance with the length of the season. Access to facilities, transportation, and scheduling are all done centrally by the Athletic Director to ensure that all teams have equal access.</i></p> <p>Do coaches receive training to prevent bullying, hazing and harassment of athletes?</p> <p><i>Yes. Coaches attend an annual meeting with the Athletics Director where these issues are addressed.</i></p> <p>Do coaches receive training in communication styles, bias and/or stereotyping?</p> <p><i>Yes, at the annual meeting, the Athletics Director addresses issues of communication with players, parents, and the media.</i></p> |
| <p>Publications and Notice</p> | <p>How often and in what forums are the district’s nondiscrimination policies and practices regarding athletic activities communicated to students and parents?</p> <p><i>The Student Handbook contains the District’s nondiscrimination policies and practices. All students must read the Student Handbook annually. Since those who participate in athletics are students, and therefore subject to the Student Handbook, all students are subject to the provisions related to the nondiscrimination policies. Furthermore, all athletic activities are school-sponsored wherein the nondiscrimination policy is in effect.</i></p> <p>Do students participating in athletics receive written policy regarding bullying, hazing and harassment?</p> <p><i>Yes, the Student Handbook contains written policy on harassment and hazing.</i></p> <p>Is the district’s nondiscrimination policy included in athletic handbooks, brochures and/or programs?</p> <p><i>No, it is not in the Athletic Code of Conduct.</i></p> <p>Is information regarding athletic events published in languages other than English?</p> <p><i>The information regarding athletic events is posted online. Accordingly, the language can be translated using online software.</i></p> <p>Are the qualifications for athletic program participation published and made available to all students and parents?</p> <p><i>Yes, the qualifications are found in the Athletic Code of Conduct.</i></p> |
| <p>Summary Report Data and Recommendations for Growth</p> | <p>Findings:</p> <p><i>Our athletic program is in compliance with all applicable federal and state laws, as well interscholastic regulatory bodies and Board rules.</i></p> <p>Methods of Analysis:</p> <p><i>Review of Athletic Code of Conduct, Student Handbook, Coaching Handbook, and analysis by Athletic Director.</i></p> |

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| | <p>Supporting Data: 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.</p> <p><i>Please see Appendix A charts and data.</i></p> <p>Recommendations for Growth:</p> <p><i>Include pupil nondiscrimination policy and prohibition on bullying policy in the Athletic Code of Conduct and Coaching Handbook.</i></p> <p>Implementation Strategies:</p> <p><i>Prior to publishing the Athletic Code of Conduct and Coaching Handbook, include pupil nondiscrimination policy 2260 and policy for Bullying 5517.01.and discuss the inclusion with coaches at the annual meeting.</i></p> |
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Extracurricular, Recreational and Other School-Sponsored Activities

Questions for Consideration

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| Participation Trends and Patterns | <p>Using three years of data determine if the extracurricular and activities offered PK-12 reflect the interests of students, staff, and parents/guardians?</p> <p><i>For several years, students have been able to propose clubs to the Athletics and Activities Director. Numerous clubs and activities that reflect the interests of students, staff and parents have grown out of that process.</i></p> <p><i>At the Middle School, for several years, students, staff and parents have been able to propose clubs to the athletics and activities director and the Principal. From that process, a number of clubs and activities that reflect the interest of students, staff and parents have been implemented.</i></p> <p>To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>See attached data – the data displays a much higher participation rate among females compared to males</i></p> <p>Is there a procedure in place to annually record participation in extracurricular activities by student group?</p> <p><i>Yes, student participation in athletics is tracked in our student information system (Infinite Campus).</i></p> <p>Are there any unique factors that might influence student participation in school activities?</p> <p><i>There are no unique factors at the high school level besides the higher female participation rate compared to male participation rate.</i></p> <p><i>The middle school offers a wide variety of clubs and extra-curricular activities to students. That is unique of itself to have such a large variety to choose from.</i></p> |
| District Support & Equitable Access | <p>Has the district surveyed students to determine their interests in extracurricular, recreational and other activities?</p> <p><i>Students provide input to the Athletics and Activities Director, in lieu of a formal survey.</i></p> <p>Does the district encourage students and their parents/guardians to organize extracurricular activities or clubs that target their needs as members of a protected class?</p> <p><i>Yes, all students are encouraged to organize extracurricular activities and clubs.</i></p> <p>Are special accommodations available for children with disabilities who participate in extracurricular and other recreational activities?</p> <p><i>Yes, when requested. Our district also participates in a Special Olympics team as well.</i></p> <p>Do school assemblies, special programs and speakers reflect the diverse pluralistic nature of the school and the community?</p> |

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| | <p><i>Yes, all pep rallies are facilitated by students that represent our diverse population.</i></p> |
| <p>Publications and Notice</p> | <p>Are the qualifications for extracurricular, recreational and other program activity participation published and made available to all students and parents?</p> <p><i>Yes, this information is detailed in the Student Handbook.</i></p> <p>What process is used to ensure that all public information regarding extracurricular, recreational and other program activities is inclusive and free of bias, stereotyping and discrimination?</p> <p><i>The school board reviews and approves all programs prior to implementation.</i></p> <p>How often and in what forums are the district’s nondiscrimination policies and practices regarding extracurricular, recreational and other activities communicated to students and parents?</p> <p><i>Annually, students must sign off that they have received a Student Handbook, which contains the District’s nondiscrimination policy.</i></p> |
| <p>Summary Report Data and Recommendations for Growth</p> | <p>Findings:</p> <p><i>Our extracurricular programs are free of discrimination and bias. The process of data collection is effective. See Appendix B.</i></p> <p>Methods of Analysis:</p> <p><i>We reviewed the Student Handbook and interviewed the Athletics and Activities Director.</i></p> <p>Recommendations for Improvement:</p> <p><i>There are no additional recommendations at this time.</i></p> |

Section V - 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.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants:
(Please consult the DPI website for details and statute citations.)

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 nondiscretionary, 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.

Scholarships and Awards *Questions for Consideration*

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| <p>Award Trends and Patterns (Note: any disparity greater than 5% in scholarship data should be considered significant)</p> | <p>Using three years of data, to what extent do the number of scholarship applications reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>We did not have three years of data to analyze; however, the trends we recognized are:</i></p> <ul style="list-style-type: none"> ○ <i>Gender - Increase from 2014-15 to 2015-16</i> ○ <i>Race - Gaps in percentage of non-white students</i> <p>Using three years of data, do the number of awards and the fiscal amounts of the scholarships reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>The financial payout for scholarship is not data we currently track. However, based on gender and race/national origin it does not reflect the student body.</i></p> <p>Are some student groups awarded greater numbers of scholarships or greater amounts of money than other groups?</p> <p><i>Overall, female students earn a greater number of scholarships.</i></p> <p>What factors contributing to possible disparities should be identified?</p> <p><i>Many scholarships have varying requirements; however, many awards are generally based on academic achievement.</i></p> <p>What efforts does the district undertake to ensure or promote a representative distribution of scholarships/awards?</p> <p><i>There currently is no effort to ensure representative distribution of scholarships and awards.</i></p> <p>Does the district collect and review scholarship award data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</p> <p><i>No.</i></p> |
| <p>Publication and Notice</p> | <p>How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?</p> <p><i>Parents come to us for awards and opportunities. Currently all of our information is in English.</i></p> <p>How are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships?</p> <p><i>There is no formal notification process; however, board policy requires that the awarding of scholarships be done in a nondiscriminatory fashion.</i></p> |

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| | <p>Does the disseminated information related to the scholarships/awards clearly explain the application process? How does the district know that this information is made available to all students?</p> <p><i>Yes, the application process is made as simple as possible for students. The Student Services Office provides any assistance needed for students. Students must check the scholarship board to know if a scholarship is available.</i></p> <p>Is the award process clearly defined and available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?</p> <p><i>Yes, the process is clear. For students in need of assistance, we provide translation services, when requested.</i></p> |
| <p>Policy and/or Operational Procedures</p> | <p>Are there policies and procedures in place for accepting and awarding scholarships from groups both within and outside of the school?</p> <p><i>In accordance with our District policy, we do not discriminate in the dissemination of information and scholarships.</i></p> <p>Does the district have formal operational guidelines for students and parents that address all aspects of the scholarship/awards process?</p> <p><i>For all scholarships, all information is on the school website in terms of dates, deadlines, and procedures for applying.</i></p> <p>Are the criteria for each scholarship objective, measurable, free of bias, and non-stereotyping?</p> <p><i>To the extent possible, the scholarships are free of blatant bias and focus on measurable objectives; however, we do not use consistent criteria to evaluate bias.</i></p> <p>What is the process for distributing scholarship information to students?</p> <p><i>The school website and student services board are the sources for distribution; newsletters are with available scholarships are also distributed.</i></p> <p>What procedures are in place to ensure that scholarship criteria are applied in a nondiscriminatory manner?</p> <p><i>None-currently; this is an area to grow</i></p> |
| <p>Summary Report Data and Recommendations for Growth</p> | <p>Findings:</p> <p><i>Our scholarships generally do not reflect the student composition; students of color are under-represented.</i></p> <p>Methods of Analysis:</p> <p><i>Reviewing trends for scholarship awards, interview with scholarship coordinators, and review of current practices. See Appendix C.</i></p> <p>Support Data:</p> <p><i>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.</i></p> |

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| | <p>Recommendations for Growth:</p> <p><i>Developing and maintaining a systematic/documented process for gathering, analyzing and communicating records as to who is receiving awards, both school and community based, and encourage students with disabilities to apply for scholarships.</i></p> <p>Implementation Strategies:</p> <p><i>Counselors can track recipients of scholarships and encourage all students to seek scholarship opportunities.</i></p> |
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Other Forms of Recognition and Achievement

Questions for Consideration

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| Award Trends and Patterns | <p>Does the district collect and review data to assure that the recipients of other forms of recognition and achievement reflect the overall composition of the student population by race, gender, national origin, and disability?</p> <p><i>The district does track this data.</i></p> <p>Are there opportunities for students from all representative groups to receive other forms and recognition and achievement?</p> <p><i>Yes. All recognitions and achievements are available to all students.</i></p> <p>What efforts does the district undertake to ensure or promote a representative distribution of recognitions and achievements?</p> <p><i>Teachers, administrators and outside representatives collaborate to review that all students have access to recognitions and awards.</i></p> <p>Does the district collect and review recognition and achievement data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</p> <p><i>No, we have not collected the data longitudinally in order to identify patterns and trends.</i></p> |
| Publication and Notice | <p>How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize student recognition and achievement opportunities?</p> <p><i>Our administration and counseling staff is available to review and discuss any student recognition and achievement opportunities for students.</i></p> <p>Do students receive information on how to pursue these opportunities?</p> <p><i>As opportunities are presented, multiple communication channels, such as daily announcements, counselor emails and online access center, will inform students of such.</i></p> <p>How are students and parents made aware of the district's nondiscrimination policies and practices for awarding other forms of recognition and achievement?</p> <p><i>Handbooks contain the district's nondiscrimination policy.</i></p> <p>Is information regarding other forms of recognition and achievement, and the eligibility requirements for such awards made available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?</p> <p><i>All requests for accommodations are provided.</i></p> |
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| <p>Policy and/or Operational Procedures</p> | <p>Are there policies and procedures in place for accepting and awarding other forms of recognition and achievement from groups both within and outside of the school?</p> <p><i>The District does not recognize awards from 3rd party organizations.</i></p> <p>Does the district have formal operational guidelines for students and parents that address all aspects of the recognition and achievement award process?</p> <p><i>There has not been a need for formal operational guidelines.</i></p> <p>Are the criteria for each recognition and achievement objective, measurable, free of bias, and non-stereotyping?</p> <p><i>Yes, according to board policy, the district does not discriminate or engage in stereotyping.</i></p> <p>What is the process for distributing recognition and achievement information to students?</p> <p><i>At different buildings, there are different processes. At the high school, there is annual recognition evening. At the middle and elementary schools, recognitions are done more frequently during the school day.</i></p> <p>What procedures are in place to ensure that recognition and achievement criteria are applied in a nondiscriminatory manner?</p> <p><i>All participants in the selection process sign a form that indicates that they will not discriminate.</i></p> <p>How are professionals who participate in the selection and award of recognitions and achievements made aware of the selection process?</p> <p><i>This form details the criteria for selection of the students.</i></p> |
| <p>Summary Report Data and Recommendations for Growth</p> | <p>Findings:</p> <p><i>Based on policy, our district distributes recognitions and awards in a nondiscriminatory fashion. Our data lacks longitudinal information that would permit a more comprehensive review.</i></p> <p>Methods of Analysis:</p> <p><i>Board policy, counselor, teacher and administrator review.</i></p> <p>Support Data:</p> <p><i>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.</i></p> <p>Recommendations for Growth:</p> <p><i>Reviewing the data on a longitudinal basis.</i></p> |

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| | <p>Implementation Strategies:</p> <p><i>Retain and review data about student recognitions particularly at the elementary and middle school levels.</i></p> |
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Section VI - Methods Used in Conducting the Self Evaluation PI-9.06(2)

The purpose of this section is to assess how the district provided residents, students, teachers, administrators, and parents with an opportunity to participate in the self-evaluation. Active and meaningful participation of each of these groups is essential to achieving a comprehensive and informative evaluation.

By evaluating this area, school districts will have an opportunity to:

1. Evaluate whether the self-evaluation was comprehensive and whether there was inclusive and broad-based participation
2. Develop and build partnerships and networks that will help strengthen and support the district's equity goals and help ensure a school environment that will promote safety and respect for all students.
3. Identify, develop, and rely upon resources that will assist in achieving the district's equity goals.

Conducting an Evaluation

Questions for Consideration

| | |
|-----------|---|
| Methods | <p>What were the methods used in conducting the self-evaluation?</p> <p><i>The review was based on the available data and primary sources of information.</i></p> <p>How did teachers, students, parents, school administrators and residents participate in the self-evaluation process?</p> <p><i>They were interviewed, allowed to offer suggestions, notice of opportunity was posted on the web page for Pupil Services.</i></p> <p>What contributions did each group provide?</p> <p><i>Each group focused on their own sources of knowledge and collaborated with the whole group to discuss the process and findings. Several large group meetings were scheduled during the 2016-17 school year.</i></p> <p>How were people notified of the opportunity to participate in the self-evaluation process?</p> <p><i>Information was shared via email notification and on the website.</i></p> |
| Diversity | <p>Did the participants in the evaluation reflect the diversity within the school?</p> <p><i>The people selected to participate where the most knowledgeable about the programs in the District and it represented various professions.</i></p> <p>Did the participants in the evaluation reflect the diversity within the community?</p> <p><i>Yes.</i></p> <p>Was the notification of the opportunity to participate in the self-evaluation process publicized in other languages in addition to English?</p> <p><i>No.</i></p> |
| Outcomes | <p>How will staff and others learn about the PI-9 self-evaluation findings completed for the Cycle III report?</p> <p><i>The report will be posted on the District website and reviewed at a Board meeting.</i></p> <p>Where will the PI-9 Cycle III written report be filed so that it remains available for review by residents of the district?</p> <p><i>It will be filed with the Director of Human Resources & the Director of Pupil Services in the District Administration Office.</i></p> <p>Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district?</p> <p><i>The Athletics & Activities Director, counseling staff, school administration, Data Coordinator and the Director of Human Resources & Director of Pupil Services will all be responsible for implementing the strategies.</i></p> |

Section VII – Written Report PI-9.06(3)
PUPIL NONDISCRIMINATION SELF-EVALUATION – CYCLE III Report
“RECOMMENDATIONS FOR GROWTH”

School District: School District of Greenfield

DATE: March 31, 2017

- ❖ Based on the review of several data sources, on the following chart, identify the “Recommendations for Growth” that your PI-9 team has identified.
- ❖ Establish a timeframe/target date for developing a new process, revising a practice, or implementing a new procedure based on the recommendations identified.
- ❖ After reviewing each “recommendation for growth”, determine who will be responsible for monitoring the recommendation.
- ❖ Assess the outcome of the development, revision and/or implementation of the recommendation when it is completed.

| PI-9 Code | Recommendations for Growth | Target Date for development/ revision or implementation | Person / Committee Monitoring Recommendations | Outcome |
|----------------|--|---|---|---------|
| 9.06 (1)(c) | <i>Generate more student data as it relates to the achievement gap among students.</i> | Fall 2017 | Administration & counseling | |
| 9.06(1) (e) | <i>Include pupil nondiscrimination policy (Board policy 2260) and prohibition on bullying policy (5517.01) in the Athletic Code of Conduct and Coaching Handbook.</i> | Fall 2017 | Athletics & Activities Director | |
| 9.06 (1)(f) | <i>Develop and maintain better records as to who is receiving awards, both school and community based, and encourage students who fall outside our representation group to apply for scholarships.</i> | Fall 2017 | Counseling | |

Appendix A: Athletic Participation

| GHS | TOTAL STUDENTS | ATHLETES | FEMALE ATHLETES | MALE ATHLETES | ETHNIC BACKGROUND | SPECIAL EDUCATION |
|----------------|-----------------------|-----------------|------------------------|----------------------|--------------------------|--------------------------|
| 2014-15 | 1298 | 444 (34%) | 206 (46%) | 238 (54%) | 169 (38%) | 19 (4%) |
| 2015-16 | 1229 | 434 (35%) | 201 (46%) | 233 (54%) | 171 (39%) | 26 (6%) |
| 2016-17 | 1197 | 346 (29%)* | 128 (37%) | 218 (63%) | 139 (40%) | 18 (5%) |

*Note: Spring sports are not included in this data.

| GMS | TOTAL STUDENTS | ATHLETES | FEMALE ATHLETES | MALE ATHLETES | ETHNIC BACKGROUND | SPECIAL EDUCATION |
|----------------|-----------------------|-----------------|------------------------|----------------------|--------------------------|--------------------------|
| 2014-15 | 757 | 238 (31%) | 134 (56%) | 105 (44%) | 80 (34%) | 13 (5%) |
| 2015-16 | 765 | 213 (28%) | 122 (57%) | 91 (43%) | 85 (40%) | 3 (1%) |
| 2016-17 | 782 | 194 (25%) | 105 (54%) | 89 (46%) | 89 (46%) | 12 (6%) |

Appendix B: Extracurricular Participation

| GHS | TOTAL STUDENTS | STUDENTS IN CLUBS | FEMALE STUDENTS IN CLUBS | MALE STUDENTS IN CLUBS | ETHNIC BACKGROUND | SPECIAL EDUCATION |
|----------------|-----------------------|--------------------------|---------------------------------|-------------------------------|--------------------------|--------------------------|
| 2014-15 | 1298 | 268 (21%) | 184 (69%) | 84 (31%) | 72 (27%) | 6 (2%) |
| 2015-16 | 1229 | 290 (24%) | 208 (71%) | 82 (29%) | 92 (32%) | 9 (3%) |
| 2016-17 | 1197 | 290 (24%) | 206 (71%) | 84 (29%) | 86 (30%) | 8 (3%) |

| GMS | TOTAL STUDENTS | STUDENTS IN CLUBS | FEMALE STUDENTS IN CLUBS | MALE STUDENTS IN CLUBS | ETHNIC BACKGROUND | SPECIAL EDUCATION |
|----------------|-----------------------|--------------------------|---------------------------------|-------------------------------|--------------------------|--------------------------|
| 2014-15 | 757 | 221 (29%) | 164 (74%) | 57 (26%) | 67 (30%) | 12 (5%) |
| 2015-16 | 765 | 166 (22%) | 107 (64%) | 59 (36%) | 65 (39%) | 10 (6%) |
| 2016-17 | 782 | 172 (22%) | 114 (66%) | 58 (34%) | 63 (37%) | 7 (4%) |

Appendix C: Scholarships & Awards

2015-16

Female/Male: 50/53

Hispanic:22

Asian: 5

Caucasian: 52

2 or more races: 4

2014-15

Female/Male: 60/24

Hispanic:13

Asian: 8

African American: 2

Caucasian: 58

2 or more races: 3