

DPI

Pupil Nondiscrimination

Self-Evaluation Report:

Spring 2017

**Assurances Submitted to Paul Sherman, DPI Pupil Nondiscrimination Program-Special
Education Team**

Unified School District of Marshfield

**Approved by the School Board on
March 8, 2017**

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Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source - DPI website: <http://dpi.wi.gov/sped/pndg-toc.html>)

The self-evaluation required by PI 9.06, Wis. Admin. 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.

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 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 has 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).

Cycle IV: In 2011, districts were once again required to complete Cycle IV of the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work. The following report has been constructed to meet this requirement.

In the 2016-2017 school year, districts are required to continue the self-evaluation from Cycle III. Districts will create an evaluation report and assure DPI of their work. The following report may aid districts in creating the written report.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<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> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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 </div>	<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 patterns 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 IV Report PI-9.06(2)

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

Name	Position
Tracey Kelz	PI-9 District Designee/ Director of Student Services
Barb Wilson	Director of Human Resources
Nathan DeLany	Athletic Director
Renaë Guldán	High School Counselor
Krystal Salzmann	High School Counselor
Char Ulrich	Nasonville Elementary Principal
Peg Geegan	Washington Elementary Principal
Brooke Bargender	Lincoln Elementary Principal
Tiffany Scheer	Madison Elementary Principal
Jeff Damrau	Grant Elementary Principal

Opportunities to Participate in the Writing and/or Development of the Pupil Nondiscrimination Self-Evaluation Cycle IV 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:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Focus groups for students and staff
- Staff meeting for school personnel
- Discussion item at an administrative meeting

Opportunities to Participate in the Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV 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
- Staff meeting for school personnel
- Discussion item at an administrative meeting

Unified School District of Marshfield

PI-9 School Demographics for 2013 (Baseline), 2014, 2015 and 2016

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. Although data on race, national origin and English language learners is a component of the PI-9 statute, in most cases, *** DPI guidelines on data disaggregation suggests that the student enrollment must be more than five to identify the population for analysis.**

Year-Baseline	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2013	3758	48	52	.2	2.6	1.2	3.9	2.3	12.4

Year	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2014	3772	47	53	.3	2.6	1.1	4.1	1.7	11.5

Year	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2015	3791	48	52	.4	2.3	1.1	4.6	1.6	10.7

Year	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2016	3790	48	52	.4	2.4	.9	4.8	1.5	10.6

Unified School District of Marshfield

Demographics by School Buildings 2013, 2014, 2015, 2016

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. Although data on race, national origin and English language learners is a component of the PI-9 statute, in most cases, *** DPI guidelines on data disaggregation suggests that the student enrollment must be more than 5 to identify the population for analysis.**

Nasonville Elementary

Year	K-6 Enrollment	% Female	% Male	% Race other than white	% with Disabilities
2012-2013	300	48	52	5.33	10.0
2013-2014	299	46	54	4.68	10.7
2014-2015	292	49	51	5.14	8.9
2015-2016	292	48	52	5.82	9.3

Washington Elementary

Year	K-6 Enrollment	% Female	% Male	% Race other than white	% with Disabilities
2012-2013	341	50	50	9.68	12.0
2013-2014	346	49	51	9.25	9.8
2014-2015	355	50	50	8.45	7.3
2015-2016	347	50	50	7.78	8.7

Lincoln Elementary

Year	K-6 Enrollment	% Female	% Male	% Race other than white	% with Disabilities
2012-2013	342	48	52	13.16	8.8
2013-2014	347	50	50	12.97	7.5
2014-2015	354	49	51	15.82	7.1
2015-2016	340	48	52	15.00	8.2

Madison Elementary

Year	K-6 Enrollment	% Female	% Male	% Race other than white	% with Disabilities
2012-2013	351	51	49	7.41	14.0
2013-2014	348	50	50	9.48	12.6
2014-2015	357	49	51	8.96	11.8
2015-2016	343	52	48	8.45	11.7

Grant Elementary

Year	K-6 Enrollment	% Female	% Male	% Race other than white	% with Disabilities
2012-2013	640	48	52	8.75	13.3
2013-2014	658	49	51	8.66	11.3
2014-2015	692	49	51	8.38	9.4
2015-2016	680	49	51	9.41	10.4

Middle School

Year	6-8 Enrollment	% Female	% Male	% Race other than white	% with Disabilities
2012-2013	571	46	54	6.83	12.1
2013-2014	555	46	54	8.47	11.0
2014-2015	530	47	53	7.55	11.3
2015-2016	568	44	56	9.51	11.4

High School

Year	9-12 Enrollment	% Female	% Male	% Race other than white	% with Disabilities
2012-2013	1213	47	53	6.76	13.3
2013-2014	1219	45	55	6.56	13.3
2014-2015	1211	45	55	7.35	13.4
2015-2016	1220	47	53	6.72	11.6

**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

Counseling Practices

<p>Methods & Practices</p>	<p>How are accommodations and support services provided to students (Students with disabilities, EL, etc...)?</p> <ul style="list-style-type: none"> ❖ English Learners (EL): Our district does not have a comprehensive plan for supporting EL students. Currently, classroom teachers provide academic support using interventions that they are finding on-line or through CESA support. EL intervention training has been offered in the past but not well attended. We do contract with interpreters who are able to participate in various meetings and events (IEP meetings, parent-teacher conferences) and who translate needed paperwork (IEP paperwork, newsletters). The language line is also utilized to facilitate phone conversations with families. ❖ Students with Disabilities: Accommodations are written in the IEP and followed by staff members who work with the students (classroom teachers, assistants). Counseling services are sometimes included in the IEP, but are typically provided to students with the greatest needs regardless. ❖ Social-Economic Status: fees waived, referrals to outside agencies <p>How are accommodations and support services provided to families?</p> <ul style="list-style-type: none"> ❖ The student service department annually updates the parent resource manual and the AODA resource manual. This is available for parents as a hard copy as well as on-line. This manual is not currently available in languages other than English but could be translated at parent request. ❖ Community Learning Centers (CLC) are operating at two elementary schools and are grant funded based on free and reduced data. Students who qualify for these programs (based on teacher referrals) are provided with academic enrichment and support as well as activities to complement regular academic programs. ❖ Parent engagement is a focus of the new IEP forms. When completing the forms, IEP managers are required to demonstrate ways they have communicated with families in regards to academic and social/emotional interventions and support. ❖ Families are offered opportunities throughout the school year to communicate with teachers and to stay in-touch with events in the buildings (parent-teacher conferences, special nights such as parent engagement and informational meetings, newsletters, web-content and online formats). ❖ Referrals to outside agencies for needed supplies/resources <p>Are culturally and linguistically accessible support services to students and families provided?</p> <ul style="list-style-type: none"> ❖ Currently our district does not have direct support personnel in the area of EL support, however we are part of the CESA5 consortium which provides supports on intervention ideas and helps us with budgeting processes for EL. We are currently looking at how we can facilitate a train-the-trainer model in our district for EL support which would help our regular education teachers know how to better support students. ❖ We have contracted staff who are available to translate paperwork, attend meetings, and help with assessment when needed. Our supports are mainly related to Spanish and it has been challenging to find supports for less common languages such as Vietnamese.
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	<ul style="list-style-type: none"> ❖ Our district does not currently offer family support services outside of immediate need situations. <p>Does academic planning and support services assist students in closing the achievement gap?</p> <ul style="list-style-type: none"> ❖ Our district has launched Personalized Learning this school year which provides students with more options related to what they learn and how they learn. ❖ Students in grades K-8 have personal I-Pads which has helped in differentiating the learning process. This has been especially helpful for EL students as they are able to use Google Translate to improve communication and learning. Students with disabilities also have more options especially related to how they are learning. We have purchased many specialized apps to help with academic and social/emotional learning. ❖ Career Cruising was implemented this school year for all students, grades 6-12, as part of academic and career planning. Students are starting to look at their strengths and preferences earlier on to help with the academic planning and career pathways.
Curriculum	<p>Is the district trained and implementing the Wisconsin Comprehensive School Counseling Model? Explain how the model has improved the program.</p> <ul style="list-style-type: none"> ❖ School Counselors have been trained on various levels of the model. Our student services curriculum review team used the WI Comprehensive School Counseling Model and standards as a foundation for our review process. ❖ As part of the model, our student service staff members, as well as Nursing and Gifted and Talented have composed program guides. <p>Is there a written counseling curriculum for the district?</p> <ul style="list-style-type: none"> ❖ Our student service curriculum was reviewed in 2016 and past counseling curriculum was reviewed and proposed changes will go to the School Board during the spring of 2017. <p>How is the counseling curriculum implemented in the PK-12 classroom?</p> <ul style="list-style-type: none"> ❖ Elementary: Second Step (K-4) is implemented in the classroom by Counseling staff. It also addresses decision making, safety, bullying, and careers in 5-6. ACT NOW (K-6) and Its UR Choice (4-6) are also implemented in the classroom by regular education teachers. ❖ Middle School/High School: ACT NOW (7th) and It's UR Choice (7-8) implemented by Counseling staff and Health Teachers. ❖ High School: gaps exist with programming, however topics are covered in health classes as well as other academic areas. Our curriculum review process will address these gaps. <p>What is the process that involves all students in academic and career planning</p> <ul style="list-style-type: none"> ❖ Academic and Career Planning (ACP), is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career

	<p>management and planning skills. The ACP process increases student motivation, engagement, school connection, and awareness of individual strengths and weaknesses. Students with an Academic and Career Plan also improve their understanding of postsecondary options, better connect their goals to educational coursework and career goal activities, and engage in long-term planning for life after high school graduation.</p>
Materials	<p>When selecting instructional materials, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI-9? (sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability)</p> <ul style="list-style-type: none"> ❖ Materials are reviewed as part of the curriculum review cycle for all academic areas to ensure multiple perspectives. ❖ Books and lessons from a variety of cultures, ethnic backgrounds, time periods, and historical events and rural/urban locations are presented to students in various academic subject areas district-wide. ❖ District participation on 'Friends from Afar' and having exchange programs with China to bring diversity into our district. <p>Are materials and resources published and/or available in languages other than English?</p> <ul style="list-style-type: none"> ❖ Our District is continuing to offer more forms and publications in Spanish. Information is translated as needed by Translators or the use of the Language Line services. ❖ Each building website has a link to the Library Media Center ESL information and resources <p>Does this department and department materials still refer to the name “Counseling and Guidance” or is the new term “School Counseling” in place?</p> <ul style="list-style-type: none"> ❖ The title School Counselors replaced Guidance Counselors during the 2015-16 school year. Materials and resources have been and continue to be updated to reflect this change.
Summary Report Data	<p>Findings:</p> <ul style="list-style-type: none"> ❖ At the elementary level, our district employs School Counselors and Social Workers who all currently function in a School Counselor role. ❖ At the Middle School and High School level the district employs School Counselors but does not have support from Social Workers. ❖ The District has many resources for parents (resource manuals, fee adjustments/waivers is appropriate, after-school supports, the ability to have materials translated and interpreters available when needed. ❖ The District's move towards personalized learning is helpful for protected classes as it provides more flexibility/options for learning for all students. ❖ The Student Service curriculum review process is currently in process and has examined the current standards, programs, and interventions. Culturally appropriateness of materials was considered as part of this review.

	<ul style="list-style-type: none"> ❖ The District's Positive Behavioral Interventions and Supports (PBIS) system is part of the larger Multi-Tiered Systems of Support (MTSS) framework which is based on cultural awareness and equity. ❖ School Counselors feel comfortable with their training and understanding of the WI Comprehensive School Counseling Model. ❖ The District offers experiences for students to learn about other cultures through the curriculum and classroom activities, however this could be increased. ❖ District EL services are not currently systematic and proactive. ❖ Parent engagement for EL and Students with Disabilities could expand if staffing supports this. Program support across areas is lacking (behavioral, EL, special education, student services). <p>Methods of Analysis/Supporting Information:</p> <ul style="list-style-type: none"> ❖ Data collection and discussion by Administrators and Staff. ❖ Review of School Board policies related to non-discrimination, programs, and students. ❖ Review of student handbooks. ❖ Student and staff focus groups (MS/HS). ❖ Student Service staff curriculum review. <p>Recommendations for Improvement and Implementation Strategies:</p> <ul style="list-style-type: none"> ❖ Develop EL program guide which includes flow charts for assessment, interventions, and programming. ❖ Discussion of future job descriptions and responsibilities of Student Service staff and how this relates to our student needs. ❖ Continue with review of student service curriculum through the current phase cycles, but have student services work more closely with the Health team when they are reviewing their curriculum and vice versa. ❖ Continue exploring trainings and professional development for staff related to building cultural awareness and equity. ❖ Continue to have discussion about cultural awareness and equity surrounding our MTSS and PBIS planning.
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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, extra-curricular and recreational activities (sponsored by the school) 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, Extracurricular, and Recreational Activities

* DPI guidelines on data disaggregation suggests that the student enrollment must be more than 5 to identify the population for analysis.)

High School/Middle School Data: Athletics/Activities Participation Summary (3 year averages 2013-2015)

Female	Male	Race, Other than White	Students with Disabilities
45%	55%	7%	7%

Participation Trends and Patterns	<p>Over the past 3 years, what are the athletic participation rates for students, based on the PI-9 protected categories? (focus reporting on sex, race, national origin, and disability)</p> <ul style="list-style-type: none"> ❖ Middle/High School Participation rates, based on 3 years of data collection, demonstrate a steady increase in overall participation, in particular with female students. <p>Is the athletic participant ratio comparable to enrollment ratios in sex, race, national origin and disability? (Based on Middle/High School Participation)</p> <ul style="list-style-type: none"> ❖ Approximately 10% more males participate than females ❖ Approximately 7% of students with a Race identified as being other than white participated (Enrollment at the Middle/High School approximately 9% of population). ❖ Approximately 7% of students with disabilities participated (Enrollment at the Middle/High School approximately 12%). ❖ In the area of National Origin, the numbers of students participating were too low to report for analysis. <p>At the Elementary levels (K-6), only one year of data (2015-2016) could be obtained in relation to the above questions and is based on extracurricular activities.</p> <ul style="list-style-type: none"> ❖ Relatively equal amount of males/females (M/F) participated in extracurricular activities (M=49%; F=51%). ❖ Data indicates a low percentage of students with disabilities (SWD) participating in extracurricular activities (approximately .04%; elementary average population for SWD=9.6%). ❖ Participation rates for white students (91%) compared to non-white (NW) students (9%) were reported; elementary average population for NW students=9.2%). <p>Are procedures in place annually to record participation in athletic programs by sex, race, national origin and disability?</p> <ul style="list-style-type: none"> ❖ At the Middle/High School levels students complete on-line in Skyward and then are added to rosters. ❖ At the Elementary levels a spreadsheet was created recently to help track this data moving forward.
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	<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> <ul style="list-style-type: none"> ❖ No, however this is something we may want to consider in the future.
District Support & Equitable Access	<p>Are school mascots, team names and logos free from bias and stereotyping?</p> <ul style="list-style-type: none"> ❖ Yes; the "Marshfield Tigers" is not suggestive of bias or stereotyping. <p>Are accommodations available for students with disabilities who participate in athletics?</p> <ul style="list-style-type: none"> ❖ Yes; the District has provided additional staff to support students in unique situations. Students with disabilities have been included in athletics and responses from the student focus groups indicate that the student body is supportive of all students participating. <p>Do coaches receive training to prevent bullying, hazing and harassment of athletes?</p> <ul style="list-style-type: none"> ❖ Yes, professional development is offered every three years by an outside trainer. In addition, the Athletic Director provides training every other year at coaches meetings. <p>Do coaches receive training in communication styles, bias and/or stereotyping?</p> <ul style="list-style-type: none"> ❖ Non-professional staff receive WIAA on-line training. Additional training can be scheduled by the Athletic Director based on responses to the training, activities, and/or interactions with students if warranted. ❖ Resources are available through NFHS and Triple NIAA.
Publications and Notice	<p>How often and in what forums are the district's nondiscrimination policies and practices regarding athletic activities communicated to students and parents?</p> <ul style="list-style-type: none"> ❖ Yearly in the activities handbook <p>Do students participating in athletics receive written policy regarding bullying, hazing and harassment?</p> <ul style="list-style-type: none"> ❖ Yes, in both the activities and student handbooks <p>Is the district's nondiscrimination policy included in athletic handbooks, brochures and/or programs?</p> <ul style="list-style-type: none"> ❖ Yes, this is included in the activities handbook and student handbooks. <p>Is information regarding athletic events published in languages other than English?</p> <ul style="list-style-type: none"> ❖ Yes, but only when needed/requested. <p>Are the qualifications for athletic program participation published and made available to all students and parents?</p> <ul style="list-style-type: none"> ❖ Yes, in the activities handbook.

<p>Summary Report Data</p>	<p>Findings:</p> <ul style="list-style-type: none"> ❖ District athletic and activities are open to all students to participate and all students are encouraged to participate and receive the necessary accommodations to participate. ❖ At the elementary level we would like to see more students with disabilities involved and participating in extracurricular activities. ❖ Non-White student population participation is at appropriate levels when compared to the percentage of non-white students district-wide. ❖ Middle/High School participation rates, based on the past three years of data collection, demonstrate a steady increase in overall participation, in particular with female students. Males have an approximate 10% higher participation rate than females. <p>Methods of Analysis/Supporting Data:</p> <ul style="list-style-type: none"> ❖ Data collection and discussion by Administrators and Staff. ❖ Review of School Board policies related to non-discrimination, programs, and students. ❖ Review of student handbooks. ❖ Student and staff focus groups (MS/HS). ❖ Student Service staff curriculum review. <p>Recommendations for Improvement and Implementation Strategies:</p> <ul style="list-style-type: none"> ❖ Conduct a student interest inventory related to athletics and extracurricular activities. ❖ Encourage students with disabilities to participate more at the elementary level. ❖ District-wide data collection to occur on an annual basis.
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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, Awards, and Other Forms of Recognition

* DPI guidelines on data disaggregation suggests that the student enrollment must be more than 5 to identify the population for analysis.

High School Data (2013-2015): Percentage Receiving Scholarships/Awards (District Administered)

Female	Male	Race, Other than White	Students with Disabilities
84%	16%	*	*

High School Data (2013-2015): Percentage Receiving Scholarships/Awards (Non-District Administered)

Female	Male	Race, Other than White	Students with Disabilities
60%	40%	9%	*

Award Trends and Patterns	<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> <ul style="list-style-type: none"> ❖ The data suggests that more female students apply for and receive scholarships than male students. ❖ Awards increase for Race, Other than White in Non-District Administered Awards. <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> <ul style="list-style-type: none"> ❖ More female students apply for and receive scholarships than male students even though the ratio of male to female students attending the high school is more balanced. <p>Are some student groups awarded greater numbers of scholarships or greater amounts of money than other groups?</p> <ul style="list-style-type: none"> ❖ Based on application data, more female students apply for scholarships than male students, and tend to be awarded more scholarship money. <p>What factors contributing to possible disparities should be identified?</p> <ul style="list-style-type: none"> ❖ The methods in which scholarship information is distributed to the student population may favor one group of students over another (not everyone has Internet access at home; they would have access at school, however). <p>What efforts does the district undertake to ensure or promote a representative distribution of scholarships/awards?</p> <ul style="list-style-type: none"> ❖ At the Elementary and Middle School levels, protected classes are not known to the person who selects the awards, however the teacher nominates so would
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	<p>know this information. Regardless, staff do not select students for awards based on protected classes.</p> <ul style="list-style-type: none"> ❖ Some awards are provided to the entire class, as a result all students receive recognition. ❖ At the High School the scholarship list is posted on the website so anyone with internet access can review them. The counseling office also has hard copies for those that do not have internet access. ❖ The selection committee at the High School for in-district awards is composed of a variety of staff (Administrators, Counselors, and Teachers). Race is not identified on the application. ❖ Local scholarships are posted in the local newspapers and online. <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> <ul style="list-style-type: none"> ❖ This is an area for future improvement.
Publication and Notice	<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> <ul style="list-style-type: none"> ❖ At the Elementary level Positive Behavioral Interventions and Supports (PBIS) is explained to every family in a brochure at the beginning of the year and in follow-up letters and communication throughout the school year. Newsletters are available in the office as well if parents prefer a hard copy or do not have access to the internet. ❖ At the Middle/High schools a hard copy newsletter is sent home at the beginning of the school year and then is followed up with email copies. These are also available online and in hard copy in the offices. Currently, parents and community members are not involved in the developing of strategies to publicize awards. <p>How are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships?</p> <ul style="list-style-type: none"> ❖ There is a notice at the bottom of the scholarship website. ❖ The team discussed the possibility of adding this to the bottom of the scholarship pages as well as it is currently not noted here. <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> <ul style="list-style-type: none"> ❖ Yes, instructions are on the forms and are also covered during junior career conferences. Seniors are reminded of this in September during classroom presentations and through the Skyward messaging center. <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> <ul style="list-style-type: none"> ❖ All information can be translated as student needs arise whether it is related to a disability or to non-English language needs.

<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> <ul style="list-style-type: none"> ❖ Yes, both have selection committees. The applications have this process well documented (dates of review/criteria/etc.). <p>Does the district have formal operational guidelines for students and parents that address all aspects of the scholarship/awards process?</p> <ul style="list-style-type: none"> ❖ Yes, this is described on each scholarship application. <p>Are the criteria for each scholarship objective, measurable, free of bias, and non-stereotyping?</p> <ul style="list-style-type: none"> ❖ Yes <p>What is the process for distributing scholarship information to students?</p> <ul style="list-style-type: none"> ❖ The website, scholarship bulletins for community scholarships, conferences with students, and the Skyward messaging center. <p>What procedures are in place to ensure that scholarship criteria are applied in a nondiscriminatory manner?</p> <ul style="list-style-type: none"> ❖ Our district non-discrimination policy is on the scholarship page and internal committees are aware of the non-discrimination language. <p>How are professionals, who participate in the selection and award of scholarships, made aware of the selection process?</p> <ul style="list-style-type: none"> ❖ Our district non-discrimination policy is reviewed at the start of the scholarship committee selection meeting.
<p>Summary Report Data</p>	<p>Findings:</p> <ul style="list-style-type: none"> ❖ Scholarships and awards are based on criteria that do not discriminate against protected classes. ❖ There are scholarships and awards that do not include the criteria of grade point averages which help to include a wider variety of students. ❖ More female students apply for and receive scholarships than male students even though the ratio of male to female students attending the high school is more balanced <p>Methods of Analysis/Supporting Data:</p> <ul style="list-style-type: none"> ❖ Data collection and discussion by Administrators and Staff. ❖ Review of School Board policies related to non-discrimination, programs, and students. ❖ Review of student handbooks. ❖ Student and staff focus groups (MS/HS). ❖ Student Service staff curriculum review.

	<p>Recommendations for Improvement and Implementation Strategies:</p> <ul style="list-style-type: none"> ❖ High School data on scholarships/awards needs to be tracked on a yearly basis and analyzed for trends. ❖ Learn more about the process of community selection committees ❖ Add the non-discrimination language to each application ❖ Make sure the first newsletter of the year includes information related to scholarships and awards in Spanish and provides parents opportunities for resources.
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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:

Evaluate whether the self-evaluation was comprehensive and whether there was inclusive and broad-based participation

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.

Identify, develop, and rely upon resources that will assist in achieving the district's equity goals.

Conducting the Evaluation

Methods	<p>The following methods were used by the Director of Student Services to conduct the evaluation:</p> <ul style="list-style-type: none"> ❖ Working with various staff to collect district data for the report (emails, meetings) ❖ Holding student and staff focus groups at the MS/HS levels to gain input ❖ Communicating with CESA 5 regarding the process and components of the evaluation. ❖ Discussions with Administrators during group and individual meetings ❖ Review of policies related to Pupil Non-Discrimination ❖ Review of the activities handbook and student handbooks ❖ Review of district and building websites
Diversity	<p>Was diversity within the school and community considered when conducting the evaluation?</p> <ul style="list-style-type: none"> ❖ Focus groups were formed from existing student groups, therefore the members that participated were not based on forming a purposely diverse group. ❖ The opportunity to participate in the evaluation was not publicized in other languages.
Outcomes	<p>How will staff and others learn about the PI-9 self-evaluation findings completed for the Cycle IV report?</p> <ul style="list-style-type: none"> ❖ The report will be on the district webpage following the February board meeting and available for comments until the March BOE meeting in which a finalized copy will be approved and then available for view on the district website. <p>Where will the PI-9 Cycle IV written report be a filed so that it remains available for review by residents of the district?</p> <ul style="list-style-type: none"> ❖ The report will be available at the Central Office. <p>Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district?</p> <ul style="list-style-type: none"> ❖ The PI-9 Pupil Nondiscrimination designee and/or designees in appropriate buildings.

<p>Summary Report Data</p>	<p>Summary</p> <ul style="list-style-type: none"> ❖ Overall, data was available but we could be tracking and analyzing data on a yearly basis. ❖ Available data demonstrated that our district tends to have equitable participation in most athletics, activities, scholarships, and awards across groups, with the exception of the elementary level which saw lower levels of students with disabilities participating in extracurricular activities. Moving forward, staff can seek to encourage all students to participate more often. ❖ Our district is able to provide language translation when needed in relation to forms, newsletters, and general communication to parents. ❖ EL (English Language) needs should be considered as part of a comprehensive approach to helping students in our district. ❖ Student Service curriculum, programs, and staffing need to be supportive of the various needs related to our students. ❖ Equity and cultural awareness need to be infused in programming and systems.
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Section VII – Written Report PI-9.06(3)
PUPIL NONDISCRIMINATION SELF-EVALUATION – CYCLE IV Report
“RECOMMENDATIONS FOR IMPROVEMENT”

School District: Unified School District of Marshfield Date: March 3, 2017

- Based on the review of several data sources, on the following chart, identify the “Recommendations for Improvement” 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 improvement”, 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.

Recommendations for Improvement	Target Date for development/ revision or implementation	Person / Committee Monitoring Recommendations
Development of an English Learner District Program Guide	Spring/Summer 2017	Director of Student Services, School Psychologists and/or District Designee(s)
Review of current student service programming and staffing	Spring 2017	Director of Student Services, Director of Human Resources
Continue with discussion related to cultural awareness and equity in our district	On-going	District MTSS and PBIS teams; Student Service Staff, and others as appropriate
Conduct student interest inventory related to athletics and extra-curricular offerings	2017-18 school year	Athletic Director(s) and/or Designee(s)
Comprehensive tracking of student data related to scholarships, awards, and extracurricular activities	On-going	High School and Middle School Counseling Staff (scholarships and awards) Elementary Principals (or designee) (awards and extracurricular activity in buildings)
Addition of non-discrimination language to scholarship applications as appropriate	Summer 2017	High School Counseling Staff
First newsletter of the year at the High School will be offered in Spanish and will help direct parents to resource related to scholarships and awards.	Summer 2017	High School Counseling Staff