



**DPI PUPIL NONDISCRIMINATION  
SELF-EVALUATION REPORT:  
SPRING 2024**

In accordance with Wisconsin Administrative Code PI 9.06, the Dodgeland School District has undergone a Pupil NonDiscrimination Self-Evaluation. The final draft report is available on the District website. Any questions or feedback regarding this report can be directed to District Administrator Jessica Johnson via email [johnsonj@dodgeland.k12.wi.us](mailto:johnsonj@dodgeland.k12.wi.us) or 920-836-8287.

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## Section 1 - General Overview of PI-9 Pupil Nondiscrimination

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.**

**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.

**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...”
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district”
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities”

**Cycle IV:** In 2011-12, districts were once again required to complete 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.

**Cycle V:** In 2017-18, districts were once again required to complete the self-evaluation. Cycle V required districts to evaluate the same three elements as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

**Cycle VI:** In 2023-24, districts were once again required to complete the self-evaluation. Cycle VI requires districts to evaluate the following elements:

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.

- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

## **Section 2 - Contributors to the Pupil Nondiscrimination Self-Evaluation Report**

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

Jessica Johnson	District Administrator
Jenny Huelsman	Elementary School Principal
Dom Gischia	Middle/High School Principal
Marcia Modaff	Associate Principal/Athletic Director
Paula Heun	Special Education Director
Stephanie Buss	Middle/High School Counselor
Ashley Neis	School District Social Worker
Stacy Schmitt	School Board Member, Parent
Kay Kromm	School Board Member, Parent
Alyssa Gahlman	School Board Member, Parent
Bruce Haan	School Board Member

### Section 3 - Evaluate board approved policies and procedures

The following policies were easily accessed on Board docs from the district website and reviewed:

0145 Board Member Anti-Harassment  
2260 Nondiscrimination and access to equal educational opportunity  
2260.02 Services for Bilingual Students/English Learners  
2510 Adoption of textbooks  
2521 Selection of Instructional Materials and Equipment  
5111.01 Homeless Students  
5152.01 Waiver of School Fees or Fines  
5500 Student Code of Classroom Conduct  
5516 Student Hazing  
5517 Student Anti-Harassment  
5517.01 Bullying  
5730 Equal Access for Nondistrict-sponsored Student Clubs and Activities  
5751 School Age Parents and Married Status of Students  
7230 Gifts, Grants, and Bequests

**Findings:** The district's policies generally apply to all areas of school operations, programs and activities.

All annual mandatory notices are posted on the school district website under the title Families, and then and then Annual Parent Notices at:

<https://www.dodgeland.k12.wi.us/families/annual-parent-notice.cfm>

These notices are also mailed to all district residents in the fall district newsletter.

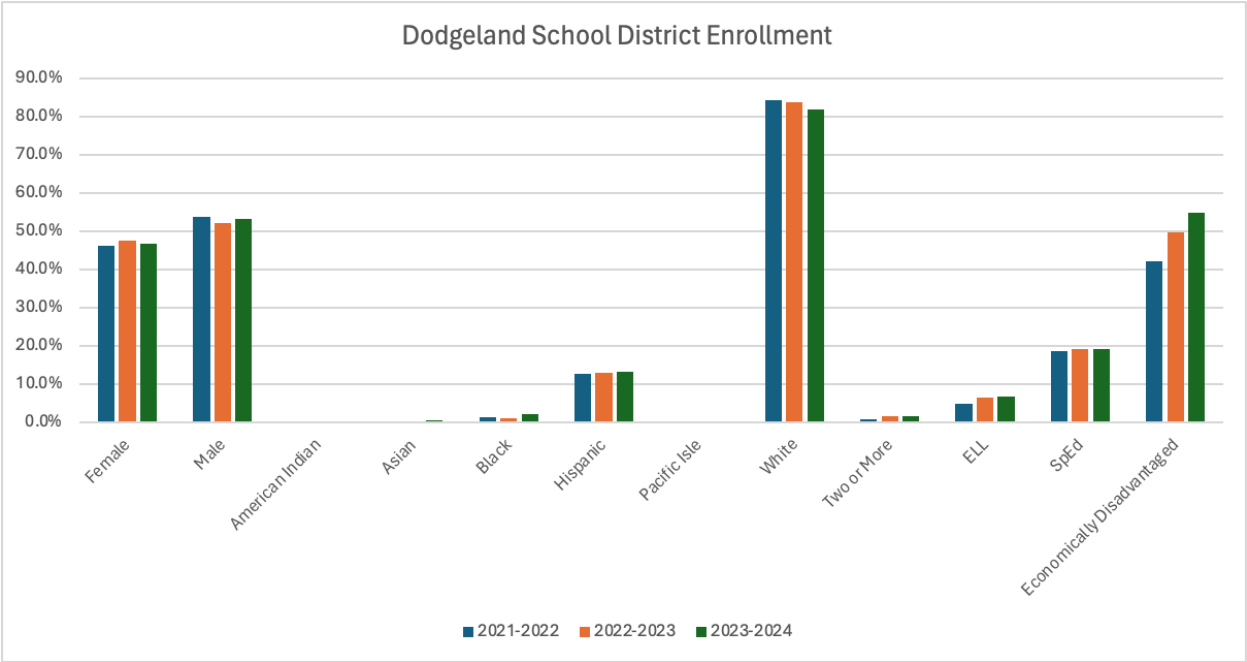
#### **Recommendations for improvement:**

- The District's nondiscrimination statement needs to be added to student/parent handbooks at each building level.
- We are uncertain if we have diligently followed the 45/90 rule for policy 2260 which states: *The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the complaining party.* This specific policy and investigation/complaint procedure will be reviewed with administrators.

# Section 4 - Evaluate enrollment trends and patterns in classes and programs

The overall district enrollment and demographics for the past 3 years are as follows:

Year	Total			American Indian	Asian	Black	Hispanic	White	Two or More	ELL	SpEd	Econ. Disadvantaged
	Students	Female	Male									
2021-2022	755	46.2%	53.8%	0.3%	0.3%	1.3%	12.8%	84.4%	0.9%	4.9%	18.8%	42.1%
2022-2023	754	47.7%	52.3%	0.1%	0.3%	1.1%	13.1%	83.8%	1.6%	6.4%	19.1%	49.7%
2023-2024	713	46.8%	53.2%	0.4%	0.6%	2.1%	13.3%	81.9%	1.7%	6.7%	19.2%	54.8%



Enrollment of student demographics for elective courses were reviewed as follows:

<b>High School Elective Courses 2023 - 2024</b>						
<b>Course</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non White</b>	<b>Economically Disadvantaged</b>	<b>Disability</b>
AP Physics	37.5%	62.5%	100.0%	0.0%	20.0%	0.0%
AP Biology	60.0%	40.0%	90.0%	10.0%	40.0%	0.0%
AP US History	65.7%	34.3%	84.0%	16.0%	18.0%	10.0%
AP US Gov	57.0%	43.0%	100.0%	0.0%	30.0%	0.0%
AP Psychology	68.7%	31.3%	100.0%	0.0%	50.0%	0.0%
AP English	69.0%	31.0%	92.0%	8.0%	60.0%	0.0%
AP Statistics	85.7%	14.3%	100.0%	0.0%	20.0%	0.0%
HS Choir	66.7%	33.3%	91.6%	8.4%	50%	25.0%
HS Band/Jazz band	50.0%	50.0%	88.3%	16.7%	33.0%	12.5%
HS Spanish	65.7%	34.3%	88.0%	12.0%	50.0%	10.0%
HS German	49.0%	51.0%	93.0%	7.0%	39.0%	7.0%
HS Ag courses	47.8%	52.2%	97.2%	2.8%	42.0%	14.0%
HS Business	40.0%	60.0%	87.7%	12.3%	46.0%	18.5%
HS Tech ED	18.3%	81.7%	94.3%	5.7%	50.5%	24.0%
<b>Middle School Elective Courses 2023 - 2024</b>						
<b>Course</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non White</b>	<b>Economically Disadvantaged</b>	<b>Disability</b>
Band	52.0%	48.0%	93.0%	7.0%	57.0%	23.8%
Choir	57.0%	43.0%	93.0%	7.0%	62.0%	19.0%
Art (7/8)	52.0%	48.0%	94.0%	6.0%	63.0%	26.0%
Agriculture (7/8)	35.0%	65.0%	90.0%	10.0%	48.0%	11.5%
Habitudes Leadership	59.5%	40.5%	54.0%	6.0%	8.5%	46.8%
PLTW (8)	21.0%	79.0%	71.5%	28.5%	64.0%	7.0%

Students identifying as white and economically disadvantaged are overrepresented, though also the majority of our student population. As our diversity increases at Dodgeland, student diversity in various courses increases. We have found no evidence that discrimination takes place during the registration and enrollment process in any of our elective classes. All students have an equal opportunity to take any elective class provided they meet the prerequisite requirements for that particular course.

The majority of high school courses that have requirements to enter the course are that of a prerequisite course (some as successful completion, some with a grade requirement). Some advanced courses also require instructor approval, which is based on judgment of student participation/work in the previous courses to ensure they will be on path to be successful in the advanced course.

**Recommendations for improvement:** Share this data with teachers/faculty for their awareness to continue to promote course opportunities for all students.



## **Section 5 - Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.**

At the elementary school, students are screened with the SAEBERS (Social, Academic, and Emotional Behavior Risk Screener). The screener results, along with teacher observations/discipline data is used to identify students who are in need of SEL skill building interventions during the WIN (what I Need) block. The Elementary counselor provides 15 minute lessons in all 4K - 5th grade classrooms utilizing the EveryDay Speech curriculum. The elementary school staff plan a college/career awareness week for all grades to participate in to learn about college/career options.

At the middle school, a teacher provides weekly lessons to all middle school students using Habitudes, a curriculum intended to build social emotional and leadership skills. The Middle/High School (MS/HS) counselor meets with each grade level (6-8) each quarter for Xello College and Career Readiness lessons. The counselor meets with each grade level (5-8) to go over course selections in the early Spring. The counselor also meets with 8th graders multiple times to introduce them to high school requirements and leads them to begin developing their 4 year high school plan prior to registering for their freshmen classes. Additional lessons from Pupil Services staff members may happen in advisory or classrooms if requested based on specific needs, for example the school social worker provided a lesson on empathy in a classroom and the school psychologist led a lesson on respect.

Additional small groups have been led by counselors/pupil services based on identified needs, such as: health relationships, building self-regulation skills, and building empathy.

At the High School level, advisory teachers lead Xello College and Career Readiness lessons throughout the year. The MS/HS counselor meets 1:1 with every student their junior year to prepare for post high school plans. The MS/HS Counselor and teachers share course catalog and additional information about courses with all students.

**Recommendations for improvement:** the Middle and High School staff continue to revise advisory lessons/plans for what is taught at each grade level. It is recommended to provide instruction on nondiscrimination into the advisory classes.

**Section 6 - Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.**

A review of suspension data over the past 4 years found that suspensions average 2.6% of the total student population. Males were at average twice as likely to receive suspension, as were students identified as economically disadvantaged, and/or identified as having a disability. White students were 8 times as likely to be suspended than a student of any other race/ethnicity.

In the past 4 years the district has expelled two students. Both students were white, one of them was identified as a student with a disability and economically disadvantaged.

**High School Sports/Extra-Curricular Activities**

<b>Sport/Activity</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non White</b>	<b>Economically Disadvantaged</b>	<b>Disability</b>
Cross Country	53%	47%	94%	6%	29%	0
Girls Soccer	100%		62.5%	37.5%	50%	0
Football	92%	8%	91%	9%	44%	17.6%
Wrestling	33.3%	67%	100%	0	42%	25%
Girls Bball	100%	0	88%	12%	16%	0%
Boys Bball	0	100%	95%	5%	35%	0.05%
Track and field	50%	50%	95%	5%	39%	10.50%
Baseball	0	100%	90%	10%	27%	0%
Softball	100%	0	100%	0	10%	0
Academic Decathlon	50%	50%	100%	0%	33%	0%
Forensics	85%	15%	100%	0%	46%	7.7%
FFA	63%	37%	95.5%	4.5%	39%	11%
FBLA	72%	28%	86%	14%	42%	4.6%
SkillsUSA	51%	49%	91.4%	8.6%	48.5%	20%
NHS	90%	10%	90%	10%	30%	0%

**Middle School Sports/Extra-Curricular Activities**

<b>Sport/Activity</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non White</b>	<b>Economically Disadvantaged</b>	<b>Disability</b>
Wrestling	0	100%	100%	0	50%	0%
Football	0	100%	90%	10%	57%	4.70%
Girls Bball	100%	0	100%	0	25%	10%
Boys Bball	0	100%	86.4%	13.6%	50%	13.60%
Track and field	37%	63%	91%	9%	45%	5.70%
Cross Country	66.7%	33.3%	100%	0	26.7%	6%

## Section 7 - Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.

The overall district enrollment and demographics for the past 3 years are as follows:

Year	Total			American Indian	Asian	Black	Hispanic	White	Two or More	ELL	Econ.	
	Students	Female	Male								SpEd	Disadvantaged
2021-2022	755	46.2%	53.8%	0.3%	0.3%	1.3%	12.8%	84.4%	0.9%	4.9%	18.8%	42.1%
2022-2023	754	47.7%	52.3%	0.1%	0.3%	1.1%	13.1%	83.8%	1.6%	6.4%	19.1%	49.7%
2023-2024	713	46.8%	53.2%	0.4%	0.6%	2.1%	13.3%	81.9%	1.7%	6.7%	19.2%	54.8%

Participation and student demographics for Athletics and other Extracurricular activities were reviewed as follows:

We have found no evidence that discrimination takes place during the decision-making process related to participation in co-curricular activities and athletics. All students have an equal opportunity to participate and are equally encouraged to participate.

Represented demographics varied from sport to sport, seemingly to be based on student interests. It was considered whether or not that sports that have skill building rec programs or clubs outside of school were a barrier for economically disadvantaged students participating in the same sport at middle or high school. While participation of economically disadvantaged students in sports varied across the board from 10-57% of a team, the Trojan Jr Football Club (which requires a larger club fee than other middle school sports) had the highest rate of participation of economically disadvantaged students. There is a noticeable underrepresentation of students with disabilities in sports, with team participation varying from 0 to 17.6% of members being identified as having a disability. All students are encouraged and welcomed to participate in sports and extracurricular activities, however, noting this discrepancy will share the data with special education teachers to help encourage student participation.

There are additional activity groups/clubs in the high school that are not as formalized as extracurricular activities noted above and are not formally tracked for student participation. These types of clubs take place during the school day during the Intervention and Enrichment (IEB) block, such as Chess club, art club and Inclusivity club. The Inclusivity club was started by a group of high school students (with the oversight of a teacher) for the purpose of creating a space where students of any demographic, identity or sexual orientation would feel welcome and included in the school.

**Recommendations for improvement:** This data should be shared with teachers/coaches/advisors for their awareness to continue to promote opportunities for all students to participate.

### **Section 8 - Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.**

Students in the Dodgeland School District have several opportunities to receive recognition for achievement including post-secondary scholarships. All materials related to recognition have been found to be in compliance with nondiscrimination policies and laws.

Each spring the high school holds an evening “Paideia” ceremony sponsored by the Juneau Lions Club to recognize students in grades 9 - 12 for high academic achievement, along with senior athletes and a guest speaker. The attendance at this event has dwindled over the years. When we have asked students why they didn’t attend, it is often because the student works an evening job. Starting in the 2024-2025 school year, we are moving this ceremony to the school day for the entire high school to be present.

Dollars for Scholars applications are shared with senior students and all are encouraged to apply for by the counselor and senior advisors. The advisors and counselor offer to assist any student with completing their application. Recognition for academics is given out based on GPA criteria and athletic letter recognition is given based on each identified sport criteria for receiving athletic letters (which typically includes regular attendance at practices and competitions). Whenever scholarships become available with criteria for specific demographics, the counselor reaches out to eligible students to share these opportunities with them.

Scholarships are awarded from the Dodgeland Dollars for Scholars organization, which has faculty involved in the decision making process to award scholarships; however,

there are several scholarships awarded from community members and businesses that have no control over. While we have not tracked the demographics of scholarship recipients in the past, we plan to start tracking them starting in the spring 2024. We recognize that students of minority status might not apply for scholarships if they do not see students like them receiving scholarships.

The demographics of the 2024 scholarship recipients included:

	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>Non White</b>	<b>Economically Disadvantaged</b>	<b>Disability</b>
2024	66.7%	33.3%	85.7%	14.3%	57%	4.7%

**Section 9 - Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination.**

Staff are provided professional development opportunities and training in best practices. The 3K/4K certified and support staff have been trained in The Pyramid Model. The primary focus of the Pyramid Model is to promote the social, emotional, and behavioral outcomes of young children, aged birth to five, by reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation, and fostering inclusion.

Elementary teachers have had reading training through the new curriculum and will continue to complete additional literacy training to comply with Act 20.

All Dodgeland teachers had training in the fall of 2023-2024 school year regarding teaching Multilingual students and have had additional staff meeting discussions on the topic of addressing peer discrimination/harassment.

Each year’s new teacher inservice includes a poverty simulation for staff to understand the challenges that parents have due to living in poverty, how those challenges may impact students, and what teachers and the district can do to impact students despite their background of poverty. The simulation also requires teachers to reflect on their own biases/mindsets regarding the students/families they serve who are identified as economically disadvantaged. Additionally, new teachers are taken on a bus tour of the districts to see the different communities our students live in and how far some of them ride on a bus each day.

Academic data continues to be used to inform instruction and intervention planning. Students who scored in the lowest quartile of state assessments are identified as “target students” for either reading or math for state report card data. To aid staff in awareness to pay attention to our target students, we have added an identified icon in our student information system (PowerSchool) to help teachers be able to closely monitor their progress. State assessment data is also analyzed to monitor the closing of academic achievement gaps for students identified with a disability, English Learner or of other minority status. While progress is being made to close the gaps for our students identified as economically disadvantaged, we continue to hold concern for the gaps of our students with IEPs and non white students.

**Recommendations for improvement:** In staff discussions regarding student academic achievement, it's crucial to emphasize the need for awareness of bias and guard against self-fulfilling prophecies when assessing target students. Teachers should be vigilant not to make excuses for underperformance based on preconceived notions. Instead, they should focus on intentional actions aimed at helping students close achievement gaps, as these actions can have a significant impact.