

**Five-Year School District Self-Evaluation Summary
For Status of Pupil Nondiscrimination/Equity**

Report of the Equity Study Committee

Monona Grove School District
April 2007

Five-Year School District Self-Evaluation Summary For Status of Pupil Nondiscrimination/Equity

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NDSE Summary Analysis – Monona Grove School District 2007

Response to Previous Evaluation:

- The indicated updates were made to district School Board policy.
- The ESL program has been expanded.
- District wide guidelines for the incorporation of diverse materials into curriculum.
- Foreign Language translations of student handbooks.

Findings:

Full document follows.

Analysis:

The findings show that the degree to which diversity is addressed in the district's curriculum and instruction varies widely. This variance can be found on a district level, building level and within grade levels and content areas. The variance represents inconsistency in the consideration of diversity in both the planning of curriculum and in the delivery of instruction to a diverse student body.

There are many excellent examples of diversity in both curricular content and instructional delivery in our district. There are also examples showing issues of diversity being "added-on" to the curriculum as part of units on holidays and during specific "diversity months" i.e., "Women's History Month."

There is similar evidence in the findings regarding addressing a diverse student body through the delivery of instruction. There are many fine examples of instruction being adapted to recognize the diverse needs of our student population. There is also evidence that while the large groups are acknowledged other diverse groups remain under recognized.

What these findings indicate is that hard work is being done by our district faculty to recognize and address diverse groups in both curricular content and in the delivery of instruction. While gains are being made, there does not appear to be consistent and constant guidelines in place to move this progress forward. As new curriculum is developed an awareness of diverse groups is often considered but there is no evidence that it is always part of the planning process. Levels of awareness vary throughout the district, however, many curricular leaders identified areas for improvement that will serve the district and the students well.

Supporting Information:

Equity Study Committee: Bill Breisch, Director of Curriculum & Instruction; Linda Alexander, Guidance Counselor; Ed O'Connor, Continuous Improvement and Assessment Coordinator; Val Edwards, IMC Director and K-12 Coordinator; and Jeff Schreiner, MGHS Activities Director.

Input was collected from Grade and Department Level Leaders, Building Administrators, IMC Directors, and Parents.

Recommendations for Improvement:

High School: Math

While the investigative approach and the use of collaborative groups are successful methods of carrying out mathematical instruction, the math department needs to provide students with more exposure to the mathematics of different cultures at a deeper level. In addition, the math

department seeks to acquire a better understanding of gender issues within the classroom. While some members of the department have expertise specifically with gender issues in the math classroom, a more formal focus should be addressed.

High School: Science

We would like to find more ways to infuse our curriculum with opportunities for students to see the many options available to all of them, regardless of their background, in the sciences.

While we strive to ensure that all students are able to experience success in the Integrated Physical Science classroom, we do not always succeed at challenging our most gifted students. As a group of teachers, we are always looking for new ways to support the lower skilled students while at the same time provide challenges for those with high skills.

We have been working with the ELL teacher to come up with alternative assessments that will better serve the ELL students. This is a big undertaking and is not yet complete, but at least we are aware of the work that still needs to be done.

We are still working on ways to improve writing in the sciences and stress how to read graphs and tables.

High School: World Languages

Currently sexual orientation, varied family situations, and disabilities are not addressed well, in the curriculum. The textbook series that we use does not blatantly discriminate against these groups, but also do not address these issues. To their credit, they do present non-traditional family vocabulary (such as "step-mother, step-brother, etc.), and do not specifically present traditional male-female relationships, but rather focuses on groups of friends. Sometimes classes may discuss gender roles in the target cultures, but this is not yet part of our curriculum.

High School: IMC

The need for materials to address a variety of learning styles and abilities has not been fully addressed. Additional attention needs to be paid to the changing demographics in our student body in order to ensure that all students' needs and interests are being fulfilled. Collection evaluation is an ongoing concern. A formal process needs to be developed and implemented to ensure this ongoing reflection and improvement.

High School: Administrative Report

We have not made a concerted effort to evaluate our curriculum for cultural bias. We have depended on the work from publishers to address this issue.

Middle School: Social Studies – Grade 8

One area where we are lacking is that of higher-level students (gifted and talented). We are not trained enough as teachers and the district is not giving enough opportunities at least at the middle grades.

Middle School: Science – Grades 7 & 8

We could all use help in learning more about being more sensitive to the needs of minority students.

Elementary: IMC: Taylor Prairie

One area that I do not have much on is sexual orientation, but at my grade level it really isn't a developmentally appropriate topic. As our bilingual population expands I have been building that collection as well.

Nichols: Third Grade:

Social Studies:

The texts provided by the district have a copyright date of 1986. They do not show students of color, discuss a variety of cultures, or life circumstances.

Science: Not addressed. We have requested and been looking for information and material about scientists and the discoveries/work they have made/done.

Cottage Grove: Administrator: We haven't had inservice time for the expressed purpose of providing sensitivity training regarding nondiscrimination. We probably need to provide more focused inservice on the experiences of students of color.

Nichols: Administrator: We discovered our curriculum does not feature students with learning or physical disabilities.

District ESL Program: We are considering a Hmong translator as a possibility in the future as our Hmong population continues to grow.

There is a need for heightened attention to the economic disparity in the district and its implications for student access to information and assignments requiring computer and internet access.

Five-Year School Self Evaluation Summary for Status of Pupil Nondiscrimination
METHODS, PRACTICES, CURRICULUM, AND MATERIALS USED IN INSTRUCTION,
COUNSELING, AND PUPIL ASSESSMENT AND TESTING

FINDINGS

High School:

English:

The literature book for the sophomore level was chosen because it had a diversity of authors. We consciously tried to select stories for study that had a diversity viewpoint or represented women or minority accomplishments. We also read *To Kill a Mockingbird* with a focus on the injustices and need for understanding and tolerance. The race issue has been the subject of many papers. In addition, a multicultural novel is assigned to 11AB students to be read during third quarter. The 9AB teachers work to incorporate a variety of instructional strategies into their teaching. Examples include book discussion groups and poetry workstations.

Math:

The high school mathematics curriculum consists of Pre-Algebra, Algebra 1, Geometry, Algebra 2, Functions, Statistics, and Trigonometry, Precalculus, Advanced Placement Statistics, and Advanced Placement Calculus. With the exception of the advanced placement courses, mathematical instruction is delivered using an investigative approach. Students work in collaborative groups to carry out mathematical investigations that lead to the synthesis of key concepts of a lesson.

In addition to mathematical concepts, students are exposed to the contributions of mathematicians throughout history. Careful attention is given to include mathematicians of both genders and of several different ethnicities. In addition, students are exposed to the mathematics of other cultures and learn not only how mathematics shapes culture, but also how mathematics is shaped by culture.

Science:

In Integrated Physical Science, the ninth grade science course, efforts have been made within the curriculum to address diverse groups, particularly in terms of gender. In an effort to encourage more girls to take interest in science we have developed a lesson that occurs during Women's History Month showcasing the contributions of women in the field of science. This activity requires each student to research a female scientist and create a poster that gives information about that woman and her contributions. These posters are then displayed throughout the school. During the course of this project various other cultures are also addressed in that many of the women are not white Americans.

Laboratory experiences are frequently completed as part of our teaching methodology in Integrated Physical Science. In order to ensure that all students are able to participate in lab regardless of motor skill, language level, or other disability we work hard to develop good group work skills amongst our students. Also, as instructors we make every effort to ensure that our groups are heterogeneous; this way all students are given the opportunity to work with the lab materials to the best of their ability. For example, we have a student with cerebral palsy who has very low motor skills. He was able to complete all the labs that we did without missing out on any important discoveries by pairing him with a classmate to help and ensuring he had adequate time to complete the lab.

We also work closely with special education and our ESL department to help modify assessments for students with language or learning issues. By doing this we are able to keep the students involved in the heterogeneous classroom while at the same time allow them to learn and express their learning in a manner that is effective for them.

The sophomore Integrated Life Science curriculum involves teaching about life science, which includes genetics, evolution, chemistry of living things, body systems and how we maintain homeostasis. In our curriculum, we do not talk specifically about diversity however; we do stress women in science and the history of how we have come to know what we know. We talk about ancient civilizations worldwide and their ideas on scientific knowledge and how that knowledge may change as new data is discovered.

When we write assessments or practice questions, we try to incorporate both genders as well as various cultures by using names of people from those ethnic groups.

We have been working with the ELL teacher to come up with alternative assessments that will better serve the ELL students.

Technology Education:

One of our major strengths here in the Technology and Engineering Department has been to offer a variety of classes that appeal to a large body of students in terms of gender, race, and cultural diversity. This is possible because we have an elective group of courses that are designed to fit the needs of our community. We have several very traditional (trade specific) courses, and several college engineering preparation courses (PLTW). We recently proposed a course that is geared specifically to students who have little exposure to the traditional Technology and Engineering realm.

Our general philosophy is to approach all of our courses with a "heads on learning" with a "hands on approach". Much of our teaching involves a wide scope of teaching tactics to reach out to different students' learning strengths. Classes consistently involve lecture, kinesthetic instruction training, classroom application, and verbal and written testing.

Social Studies:

Besides the required social studies courses dealing with U.S. History, Government, European History, and World Cultures, the Monona Grove Social Studies Department offers several electives appealing to a wide range of interests and ability levels.

While each individual in our department has his or her own teaching style, as a department we emphasize the use of many different instructional strategies to try to reach as many students as possible. Our students are required to produce a wide range of projects that require research and evaluation of sources and the presentation of one's findings in a variety of ways (written, spoken, and/or visual). We also use many visual resources in class such as videos, posters, and power point presentations. In the more recent U.S. history course we are making a concerted effort to use more popular music in some of our lessons. In addition, all of us make use of other more typical teaching methodologies such as lecture, small group discussion, and full class discussions.

In our required social studies courses, we deal with a variety of topics relating to issues of race, gender, culture, etc. For example, freshman do a project in which they research one of many indigenous groups in the world and reflect on what it might be like to live as part of that group. In U.S. History, students study issues such as the displacement of Native Americans, slavery and slavery reparations, women's suffrage, the internment of Japanese-Americans during World War II, the civil rights movement of the 1950s and 1960s, the women's rights movement, and important civil rights issues today. Some of these topics are addressed in a day or two while

others involve an entire unit of study. We continually seek out resources that can help us teach these and other topics more effectively, but we believe that we do a good job overall of acknowledging and teaching about the struggles that people have endured due to their different cultural characteristics.

World Language:

The World Languages curriculum generally focuses on the target cultures of the languages being taught. To this end, we deal with the diversity of cultures that use the language. For example, we may teach about the cultural norms of an area of Mexico and then compare them to the culture in Puerto Rico. These cultural topics may also be compared to our culture. A theme that runs throughout the classes and levels is discussion of the perception of what is "normal." Teachers often discuss how each person's family upbringing (and therefore, "culture") determines what they think of as "normal" and that what is unusual or strange to one person is normal to another. In this way, we are teaching cultural tolerance and multiculturalism, but on a more international level, instead of within our classrooms. A part of the upper level curriculum is the history of the blending of cultures that creates each culture. We may discuss how the various indigenous and colonial cultures have blended to create the Latin American, African, and Caribbean cultures. In these discussions there is often a discussion of the variations and blending of cultures within the American cultures, as well as discussion of immigrant groups and their role in this process. Specifically, we have students write pen pal letters to students in other countries of the world. In these letters, students learn about the reality of students in other cultures, as well as the multiculturalism that exists within these countries all over the world.

IMC:

The print collection in the IMC has been developed to reflect the diversity of our student body and to provide support for curriculum content. Many departments have requested the purchase of library materials to supplement increasing focus on diversity in the units of study. Examples include: multicultural novels for English classes, materials that explore issues of economy, race, religion, gender and sexual orientation for a range of Social Studies assignments, materials that provide global perspective on environmental issues for Science, in addition to materials that provide information on the many roles women have place in scientific innovation. Materials are also purchased to include a range of reading levels and in a variety of formats. There are several "special collections" designed to meet the needs of learning disabled and ESL students. Our goal is provide the necessary materials to allow all students to be successful in their academic work.

ADMINISTRATIVE: PROFESSIONAL DEVELOPMENT & POLICY ENFORCEMENT:

We have not addressed non-discrimination issues directly in staff development. Because of limited staff development time and our focus on student achievement, almost all of our training has been around data analysis, assessment, curriculum mapping, and literacy goals. There has been some work on differentiation for reading levels that does support meeting the needs of all categories of students. We have also shared research/news articles regarding student performance and the relationship it has to gender. We have paid attention to our student performance in various subcategories such as race, gender, disability, and socio-economics so our teachers are aware of how we are meeting, or not meeting the needs of our students.

I attended a training with two or three staff members two years ago that focused on meeting the needs of minority students in our classrooms. The workshop addressed curriculum and instruction.

Last year, we had two student assemblies that focused on issues of discrimination/equity. One was by an African-American gentleman who addressed overcoming barriers to success and all students making good choices. The other was by a gentleman who had a physical handicap that he had overcome. Our Perspectives Student Group continues to provide information to staff and students regarding issues around sexual orientation and race/culture. Our Guidance Office also works with groups for both Asian students and African American students.

The administration has continued to strictly enforce harassment policies so that no student groups have to tolerate any mistreatment from individual or groups of students.

Middle School:

Eighth Grade:

The Social studies department has a behavioral science unit based on the issues and concerns of diverse groups. This unit focuses on stereotypes, prejudice, bias, and bigotry. We work to have the students understand the issues that different groups throughout history (in particular early American history) have faced. We also have lessons dealing with Native Americans, African-Americans, and to a lesser extent Jewish culture and the Holocaust. We also discuss women's roles in society and how they were treated.

In terms of the classroom, there are students at all academic levels. We have a pretty even mix of male/female and a very small number of minorities. We spend a lot of time focusing on those students who struggle in school, academically, socially, emotionally, and cognitively. Class instruction is done in large group, small group, teacher lead and student lead.

We have a Native American unit with most of the curriculum being covered in social studies since it takes a more historical approach. In English class, there are several short stories assigned that deal with more modern Native American issues.

Also in English, the students do an extensive unit on career choice. We tie this unit into choosing classes for 9th grade. Students complete several interest and aptitude surveys. They then research a career that they feel fits their interests and aptitudes. A formal research paper completes the unit and is also included in the passage portfolio. Students prepare a resume and secure letters of recommendation from significant adults in their lives regarding their character and their progress in the transition from middle school to high school. During the Passage Portfolio Presentation in June, students use the career surveys and research in their discussion of their readiness to move on to the high school.

Seventh & Eighth: Science

In general our curriculum focuses on science knowledge that does not include much mention of particular scientists. We tend to stick with ones mentioned in our texts such as Gregor Mendel and Charles Darwin. Mention of other scientists may come up in side stories such as Dr. Charles Drew, but again scientists are not emphasized. Therefore, issues like gender and race are not a focus in discussions of scientists. I often use news articles in class and they are on my bulletin boards, but the only time I mention the authors are when they are from the UW. I do a brief career word search in the beginning of the year which points out possible life science careers. We discuss these briefly. I also remind them during the genetic unit that the biotechnology fields are wide open for future careers.

American Indians are rarely mentioned. They may be involved in some ecological discussions.

Most textbooks are filled with pictures of a variety of races. I would like to think that we all try to keep in mind the various background knowledge bases our students have which includes cultural differences.

Sixth Grade:

Our team does a learning expedition called "**Journey of Achievement**" which strives to get students to realize everyone can be an achiever. It is a social studies based expedition. Topics we cover are include: Black American History and Differently Abled People.

Other topics in Social Studies include: the five major world religions Islam, Christianity, Judaism, Hinduism, and Buddhism.

Our social studies curriculum focuses on ancient civilizations and world religions. This is where the majority of diversity is addressed: gender, race, culture, etc.

In English, the students read different biographies across cultures and with different lexile scores. We end the year with our medieval times expedition where we will be focusing on life during that time period. Women's roles during the Middle Ages and language is somewhat discussed.

ADMINISTRATIVE: PROFESSIONAL DEVELOPMENT & POLICY ENFORCEMENT:

For the past two years, Winnequah Middle School has been involved in a CHARACTER initiative. The purpose of this initiative is to bring to the awareness of all students and staff the character traits we believe are important for all in our school community to practice each and every day.

The CHARACTER acronym stands for the following: **Cooperation, Honesty, Achievement, Respect, Ambition, Confidence, Tolerance, Empathy, and Responsibility.**

Winnequah staff members worked together during our Faculty Institute in August of 2005 to identify the character traits we wished to embrace and nurture in our school culture.

During the 2005 – 2006 school year in the fall and spring, we surveyed all students (and staff) regarding their beliefs and experiences at school regarding these character traits. Parents were also invited to take a parent survey. Information about how to access the survey was sent home. Also, fall parent conferences computers were made available at school. Some questions were specific to tolerance, empathy, and non-discrimination:

- I feel respected by all students.
- I feel respected by Winnequah staff.
- Students at my school respect others who are different.
- At Winnequah I am taught to value and respect others who are different.

Our attention to tolerance and empathy for all students continues during the 2006 – 2007 school year. At our August 2006 Faculty Institute, we reviewed school goals and renewed our commitment to build character at Winnequah Middle School. Mr. Herrick has this school year presented to all staff and students our resolve to build upon and embrace tolerance, empathy, and respect within our school. Students have been very receptive.

In addition, during district in-service time and at staff meetings Winnequah staff have analyzed student achievement and behavioral data to determine how best to serve all populations at Winnequah Middle School. Such data-based inquiries will enable us to continue to our efforts to ensure that all middle school students receive high quality programming in a non-biased school environment.

Elementary:

IMC: Maywood

Several titles have been ordered from a "Best Feminist Books" list. Resources such as Choices, Horn Book, and Booklist have really helped me in selecting resources addressing a variety of diverse groups. In recent years, many more books dealing with diverse groups have been made available, allowing careful selection practices to be used in purchasing.

A new parent/teacher collection, purchased by some teachers in our building with an MGEF grant, focuses on parents with children in special education, but they could also be for any parent or teacher. A variety of topics on varying abilities are covered.

IMC: Taylor Prairie

I have worked to build a collection that is diverse for both non-fiction and fiction materials and in various media. When working on collection development, I closely examine how the characters are portrayed and their background. Areas that have been a focus include children of various world religions, multicultural stories around the world (we do a unit on traditional world stories), developmentally challenged individuals and individual differences, and award winning books for various cultures especially focusing on the Coretta Scott King Award.

I would estimate that 1 in 5 resources address another culture or diversity topic. As our bilingual population expands I have been building that collection as well.

IMC: Cottage Grove

Cottage Grove School's IMC has been improving the collection in several areas to address diversity. For example, in the past two years we've acquired over 30 books written in Spanish. The library has also devoted resources to titles about world religions, people with disabilities, and celebrations of the accomplishments of women and people of color.

Kindergarten: Maywood

Our Language Arts curriculum does address diversity. In the books we read there are children of color and children with disabilities. In terms of instruction, Kindergartners are exposed to a variety of units that address: Black History Month, Martin Luther King Jr., Cinco de Mayo and a Thanksgiving unit about Native Americans. As we go through our school year, we always discuss how we are alike and different as individuals and during our Family unit we talk about how families are made up in a variety of ways.

First Grade: Taylor Prairie

The first grade curriculum does include varied opportunities for addressing diverse groups. We use leveled books in reading that include the culture and people of other countries, a woman that is a farmer, a doctor, and children with disabilities. One of my reading groups is currently reading *A Bag Of Tricks*. Each chapter is a folk tale from a different country. In Social Studies we read about Native Americans around Thanksgiving and at other holidays we learn about different ethnic traditions.

We also have a great opportunity to talk about future careers when parents come to visit our classrooms. When the parents come from diverse backgrounds and cultures this naturally adds a special dimension.

Through TRIBES, our students are encouraged to see the classroom as their small community, where everyone is respected, valued, and considered equal. TRIBES gives another opportunity to celebrate any differences within the classroom. This year, the students in my class were able

to value, respect, help, and support a student that had no prior English background. They have taken leadership in helping him to learn English and grow in every other area of school life.

Second Grade: Maywood

We attempt to expose the students to diverse cultures beginning with our unit on Native American tribes of Wisconsin. We discuss reservation locations, reasons for location, tribal customs, and everyday life. We culminate this unit with a field trip to the State Historical Society to view some of the artifacts that have been discussed.

During Black History Month, we have the opportunity to discuss the contributions of various black leaders through the use of books or instructional videos. The leaders include: Martin Luther King Jr., Rosa Parks, Jackie Robinson, Bill Russell, and musical artists such as Miles Davis, Stevie Wonder, and Lena Horne.

In our Communities unit, we look at different types of communities from rural to urban. We talk about the types of municipal, and private sector jobs that are performed and why they need to be done. We discuss how rural, suburban, and urban communities are different and why they need to be different.

We try very hard to adapt any material to fit the particular needs of the students we are instructing using various RtI methods.

Second Grade: Taylor Prairie

Our 2nd grade curriculum includes: individual likes and differences, the celebration of holidays (from around the world and from our own country), continents around the world, and our own country's history including contributions from the Native Americans, and famous black Americans.

We have divided up world holidays and allow the students to choose a holiday to engage in a brief study of its food, dress, decorations, beliefs, and map location of the major country/continent where a majority of the people live that honor that celebration. With our Asian and Spanish population growing, we make sure our world holidays include those specifically.

For our US history unit, many of us study the Native American cultures by regions, dividing up the US into 4 general regions (woodland, prairie, coastal, and southwest). Again, we look at the housing, the food, the dress, the customs from long ago and compare how they are living today.

Nichols: Third Grade:

Social Studies:

With classroom budgets and PTO donation, we (along with CG third grade teachers and Sasha Woodard) have created a unit on communities around the world. The non-fiction books show students at the same approximate age as our students. It also includes non-fiction text from different generations reminiscing about their life in another country and how they have acclimated themselves into American culture while still maintaining their cultural identity. The Susan Beers Comprehension Toolkit binders were used to develop the lessons.

Reading: Cultural communities non-fiction unit, folktales from around the world fiction unit, and biographies non-fiction unit.

Fourth Grade: Cottage Grove

Diverse groups are addressed in fourth grade curriculum. Our district guidelines and standards state we focus our study at fourth grade on American Indians, particularly Wisconsin tribes in social studies. We study past and present Wisconsin Indian tribes in terms of use of resources,

cultural lifestyles, custom and beliefs, and stereotypes. We also study the immigration of diverse groups to Wisconsin from past to present; students research their own heritages and traditions.

We use both fiction and nonfiction text to practice reading skills to find information. One aspect is the study of the Underground Railroad, discussing and comparing past to present ideas and beliefs of diverse groups of people during that time period. This also aligns with the history of Wisconsin in social studies. The biography unit, in which students identify people of diverse backgrounds to research and share information, allows for cultural differences of individuals to be recognized. We use specific books that relate to Asian, Hispanic, and African American cultures while practicing specific reading skills such as compare/contrast, figurative language, use of dialect, and multiple-meaning vocabulary.

In addition to the specific curriculum, we celebrate Black History Month, with school-wide informational posters, student-led announcements, and cultural arts events.

Art: Nichols

In regard to the offerings and teaching methodologies employed in visual art classes at the elementary level, students are usually asked to discuss or focus on a piece of artwork either as an investigation of the work of another artist, art movement, culture, historical period, or the work's intended purpose, or as an example that illustrates a technique or concept they will be addressing in their own work.

Artwork introduced in its own right in my classroom is usually discussed in terms of using the work to understand or discern the artists' background and point of view. This can and does include possible reflection on their primary language or dialect (verbal or visual) based on the artist's name, the work's title and the work's content. Our primary focus is almost always on how differences in culture (including how gender is understood) are demonstrated through the work. Artworks used on a regular basis in class include prints of works from early and contemporary American artists, Asian, European, African, and artists with heritage native to the Americas. Because the entire point of these exercises is to identify and understand the artist's intent, differences in cultural perception and expression, the issues of gender roles, race, economic background, environment, and disability are often discussed. The works are used as a point of investigation as to how experiences and cultures might differ based on artists' own history, locale and experience.

Issues of an artist's sexual orientation are rarely (if ever) discussed at the elementary level, though the topic can and should make for an equally important factor in discussions of work at higher grade levels.

Artwork used to illustrate a technique or concept that students will be addressing in their own work, is always used to focus on the intent of the artist or movement; the unit or assignment is usually crafted with the expectation for the student to find a related personal basis for their own expression. Identifications and descriptions of the elements featured in the artworks are always discussed as objectively as possible, with a "this is normal (for them); how is this familiar, or what might be similarly normal for you?" questioning framework. Artists' visual styles, whether individual or culturally influenced, are discussed and recognized for their elements.

Information on future careers is presented in a broad way, directly comparing the current ongoing project to its relative applied fields. When possible, examples of those work opportunities are explained, demonstrated, or discussed either by having examples of the work available (advertising, illustration, product packaging, clothing, or industrial design), or by showing students video clips of artists and designers at work, illustrating the process of their

work in the fine or applied arts. By necessity, any visuals of designers and artists at work reflect the demographics of the actual artists themselves, which to some degree is impacted by our own history. Current materials in this area are fairly balanced with regard to gender. In the video and print materials, there is a likely skew toward Caucasian examples, with a smattering of African American, Native American, and Hispanic practitioners. A list of art-related careers is displayed in my classroom, and a 4th grade research project is currently under development that would focus on this list as a basis for researching art-related careers.

Related Arts: Cottage Grove

The content, goals, and teaching approaches of multicultural lessons include a broad range of multicultural countries such as Africa, Asia, Europe, Mexico, and Native America. Most lessons aim to strengthen cultural consciousness, diversity, and enhance design principles and elements. It is also important to consider the history that is simulated. This provides students with knowledge of where and why the original objects were made.

Fifth grade students recently completed an art lesson on Native American moccasins. This lesson correlates with their social studies unit. The purpose of this lesson is to help students understand Native Americans have a wide variety of attributes and have influenced cultures of all immigrants. We discuss how Native Americans provided new ideas in art, architecture, clothing styles, transportation, and their resourcefulness from the land.

Fifth Grade: Nichols

ELL/LD students are grouped together in homerooms with support staff for modified curriculum/instruction.

The 5th curriculum have additions including: recent purchases of Women and Careers series, music reports which covered a variety of countries and composers, and we continue to teach Native Americans with guidance from our social studies text. *Sign of the Beaver* has been pulled from our shelves and Louise Erdrich's, *Birchbark House* has been one replacement.

ADMINISTRATIVE: PROFESSIONAL DEVELOPMENT & POLICY ENFORCEMENT:

Cottage Grove School:

We have made an effort to increase our students' worldview and exposure to cultural and ethnic diversity through these activities:

- 1) School-wide themes of responsibility, compassion, and respect during each trimester. During the second trimester using the theme of compassion, we had weekly announcements that used quotes of famous Americans from diverse backgrounds. The theme of compassion focused on celebration and acceptance of all students.
- 2) We have an ongoing relationship with a secondary school in Uganda called Hope School. We've had two school-wide service projects to collect school supplies for our friends overseas. At the first school-wide assembly, we kicked off the year showing slides of a family that had visited the school and gave students an update about how they are doing. We're currently doing a fundraiser using batiks they sent us to sell for them to raise \$ for the school.
- 3) Around the holidays this year, third graders did a Heifer Service Project to raise \$ for a family in Africa to buy a Heifer.
- 3) In February, to celebrate diversity, (in honor of Black History Month) we had two students from Tanzania here to present information on African culture through dance, music, and storytelling.
- 4) In our curriculum, fourth grade students have a unit on the Underground Railroad that emphasizes slavery and the Civil Rights movement. They also read a book called *Yang the*

Youngest, which offers an opportunity to study the Asian culture. In third grade, students are introduced to world cultures in Social Studies through a new series that focuses on various communities around the world through autobiographies of Grandmas. We call these our Grandma book series.

5) We touch on socioeconomic diversity in our own community through the school-wide service projects of the Giving Tree and the Food Pantry Drive.

6) We offer students an opportunity to participate in the Diversity Group run by Student Services.

7) Peer mediation is available for students experiencing conflicts that may include discriminatory issues. Fifth grade students are trained as mediators by Student Services.

8) Students are encouraged to report to teachers or the principal any concerns involving teasing or harassment. We encourage students to give "put-ups" rather than "put downs."

Nichols:

1. McPike Survey: We had Milt McPike, speak to our staff about working with a diverse school population. He gave suggestions for connecting with kids and parents, holding kids to high academic and behavior standards, and having academic support for struggling students. The survey is a summary of staff responses. We did this probably three years ago as one of our building goals.

2. As an offshoot of McPike's inservice with us, we inventoried our curriculum for diverse materials. At each grade, we identified diverse materials, and we were satisfied that we included materials in our grade level programming. (See attached.)

3. I purchased Ruby Payne's book, and we shared information in small group discussions and routed the book to staff.

4. Three of our staff members, Ann Schroeder, Sarah Hughes, and Sue Gehn, saw Ruby Payne speak on poverty and race issues.

5. We hold conferences twice a year with all students. We have 99% attendance at conferences. If a parent does not show up, we try to reschedule the conference.

6. We do home visits to families and enlist the resources of Joining Forces for Families.

7. We removed the book *Sign of the Beaver* from our curriculum, as it was not a work supported by the Native American community.

8. Our building has had a Diversity Committee for the last 5 years (although not this year), made up of several staff members, who have met each year, to plan. One event that's regularly planned is that we usually celebrate Peace Day in January as a focus on Martin Luther King, Jr.

9. In May of 2004, we surveyed parents and had 80% of our parents respond. We used this information to help with our goal setting for 2005.

a. With regard to school climate, 89% of our parents felt that the displays at school represent all children, 10% were neutral/unsure, and .6% disagreed.

b. With regard to school climate, 83% of our parents felt that students and staff value/welcome diversity. 16% were neutral/unsure and .6% disagreed.

10. In May of 2005, we surveyed all students. 100% of our students responded. We used this information for setting 2006 goals.

a. 78% of our students felt accepted at school.

b. 91.5% of our students said that their teachers care about them.

11. We've run a variety of after school programs over the past 5 years: school musical, student council, dance troupe to provide opportunities for project based work and experiences

that delve deeper in an area of interest. With the school musical, we usually get 75 students in fourth and fifth grade participating.

12. About 85% of our fourth and fifth graders participate in strings. We provide instruments for students who cannot afford to buy them so that it's accessible to all.

13. Our district ELL staff has had an end of the year potluck for families that although not attended well, is a nice way to try to make connections with families.

Taylor Prairie

- Staff instruction on learning strategies that support teaching and learning of our ELL students

- Noncompliance discussion and problem solving around how to assist students of color make adequate yearly progress

- Purchasing of materials that support the district guidelines of incorporating students of color, handicapped students

- Staff attending workshops that focus strategies for teaching and working students with lower socioeconomic levels

- Tribes concepts and focus during staff meetings, which include building community and appreciation of differences

- Information and presentation on the Hmong culture.

Maywood:

Problem-solving strategies- we have changed the format for our Teacher Helping Teacher meetings. We currently use a problem-solving format to look at the needs that a teacher has about a student. In this process, we look at the current data and assist the teacher with a plan. The teacher is supposed to implement the plan and collect data for a follow up meeting. The team problem solves with the teacher about interventions for social and academic needs. We try to exhaust our strategies before a referral is made and also to have data on levels of performance.

Response to Intervention Groups- this year K-2 implement RtI groups in the area of reading, although first grade does one math RtI group and kindergarten does one writing RtI group. The purpose of the RtI groups is look at current data as to where children are functioning and to provide (evidence-based) interventions for those specific skills. Our teachers look at grade level data every 4-6 weeks to analyze who needs to continue in the group they are in and who can move to another group. In the area of reading, we focus on the 5 Big Ideas (phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension) skills. During the time the students are in the specific RtI groups, the teachers are monitoring progress and making adjustments as necessary. (This is in addition to their reading block.)

In-service on Poverty- As a building, we spent time learning about poverty and how to work with children from a variety of backgrounds. We used the work of Ruby Payne to guide our discussions. A book was purchased for all staff members and we jigsawed the book.

IEP- when we are considering a referral or placement for special education, we carefully look at what experiences and background a child has had. We know that for some children we need to provide extra time and materials since they may not have had that exposure in the past.

Selection of materials - teachers have been purchasing learning materials and "toys" that reflect the learners in our building.

Winter Concert- selection of songs based on wide array of winter holidays celebrated.

District ESL Program:

1. Since 2001, we have gone from an ESL staff of 1 (district wide), to a staff of two full-time certified ESL teachers and one .76 FTE. We also have a full-time Bilingual Educational Assistant whose primary job is to translate documents to be sent home. This allows Spanish-speaking families to communicate more freely with school personnel.
2. We are now part of a consortium of local school districts that get together once a month to discuss ELL issues and needs.
3. Increased the amount of ESL materials, increasing the collection from literally 3 books. Now we have a professional development library that is growing as well as numerous ESL materials for use with students.
4. There are better assessment tools available. We're using the new ACCESS for ELLs Test (required by the state). We've all been trained to administer it and it's more comprehensive than the one we were using a few years ago.
5. We've developed an Individual Report Plan (IRP). The plan is a cousin to the IEP, but it's not a legally binding document. It is a document that shows student progress and the goals for students at different levels. We use the goals listed on DPI's website and have been using this form 3 times a year for the past three years.

Five-Year School Self Evaluation Summary for Status of Pupil Nondiscrimination

PUPIL ASSESSMENT AND TESTING

Practices for ensuring equity in methods and materials for testing and evaluating students:

The Monona Grove School District adheres to the standards for testing established by the American Educational Research Association (AERA); American Psychological Association (APA); and the National Council on Measurement in Education in their 1999 publication titled: "Standards for Educational and Psychological Testing". These standards establish a basis for evaluating the sound and ethical use of tests in educational settings. The standards outlined cover issues of technical adequacy and psychometric characteristics as well as, fairness in testing. A full time administrator who is responsible for overseeing all assessment practices in the district monitors adherence to these standards.

Types of testing are used in testing and evaluating students: The Monona Grove School District uses a variety of formal and informal assessment tools for evaluating student progress. All assessments are selected or developed to align with state and district standards. Formal assessment tools used include: Wisconsin Knowledge and Concepts Test (WKCE); Measures of Academic Progress (MAP); Dynamic Indicators of Basic Early Literacy Skills (DIBELS); and AIMSweb probes. Informal assessment data is gathered through observations, interviews, permanent products, portfolios and performance assessment strategies. All students are provided with a variety of opportunities to demonstrate skill acquisition and grades are focused on the highest level of achievement demonstrated rather than an averaging process.

Assessment Data Analyses: Results are analyzed and interpreted with a focus on both status and growth outcomes. The Monona Grove School District is committed to providing instruction matched to student skills to promote growth for all students whether they are "above the bar" or "below". Assessment data are analyzed on a continuous basis by teachers and support staff to evaluate the effectiveness of instruction for individual students and groups of students. At grade, building, and district levels structured data reviews occur four times per year where staff engage in in-depth data analyses and problem-solving processes to develop goals and improvement plans.

Five Year School Self Evaluation for Status of Pupil Non Discrimination

COUNSELING

- 1. How does the district ensure that bias and stereotyping are absent from counseling material and techniques) (Are there any classroom, small group or individual activities that deal directly with stereotyping, bias, or racism?)**
 - In picking curriculums we generally choose best practice and researched based programs. Programs such as Quest, Prime for Life are highly regarded curriculums that are up to date and have been researched for their effectiveness. We use an interest inventory, which has updated its data and gives the same data to people regardless of gender or race. Are they totally free of bias or stereotyping? We need to continually be asking that question!
 - Counseling materials are used at the discretion of individual counselors. Many of the counselors have had training in multicultural counseling competencies. In addition; the counselors adhere to the ASCA standards which are below:

AMERICAN SCHOOL COUNSELORS ASSOCIATION ETHICAL STANDARDS FOR SCHOOL COUNSELORS

ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004.

- *Each person has the right to be respected, be treated with dignity and have access to a comprehensive Student Services program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.*
- *Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with non-dominant language backgrounds.*
- The counselors at the elementary level do activities on stereotyping and respecting individual differences, including Tribes activities on mutual respect. In 6th and 7th grade, the issues of bias and stereotyping are a focus in classroom guidance and health. As a school, multiple character traits are emphasized throughout the year via presentations, announcements and classroom 'crew' activities. The character traits related to this include cooperation, respect, tolerance and empathy. At the High School activities are done through the Peer Helper Program and the Perspectives group. The high school handbook is written in gender-neutral language.

- Since our last report, two student groups have been formed that often deal with the issues of bias, racism and stereotyping. These are the Black Student Union and the Asian Club. Following is the charter for the Black Student Union:

Black Student Union Charter Mission and Goals

Mission: The group was designed to promote the success of our African American students. Weekly we discuss issues that include academic success and social opportunities in high school, college admissions and scholarship opportunities for minorities, resistance to peer pressure regarding the use of alcohol and other drugs, and larger social issues that involve African American youth and adults.

African American students at Monona Grove (and nation wide) still lag behind their white counterparts in critical areas such as attendance, overall grade point average, admission to colleges, and standardized test score performance. The primary goal of Black Student Union is to close this achievement gap through a variety of activities and events that emphasize opportunity, hard work, and character development.

2. **Does the district provide culturally and linguistically accessible support services to students and families?** (Have we had any difficulties or successes in dealing with families of ESL, cultural or communication needs?)?
 - Since our last report, not only do we have ESL teachers available in every school, but also we have hired a full time translator for the district who is able to translate forms, do home-visits, attend appointments, etc.
 - ESL families are always encouraged to participate in FAST (Families and Schools Together) and an interpreter is always a part of the FAST staff.
 - An area of need that we see is interpretation and support with our non-English speaking Asian families. This support is inconsistent at best.
3. **Does academic planning and support services assist students inclosing he achievement gap?** How are counseling or student services aligned with mainstream curriculum instruction and assessment?
 - Since our last report, we have disaggregated student achievement data to see what achievement gap issues are present and have identified certain gaps.
 - The K-12 Guidance Curriculum (that is in draft form at the time and will be adopted in the 2007-2008 school year) aligns mainstream curriculum with the guidance and counseling standards.
 - At the High School, as part of the Black Student Union and Asian Club, efforts have been make to reach out to students of color about internships support services, college awareness and s specifically, the achievement gap. (See above charter)
 - Pupil Service staff work together with teaching staff (i.e.: Teacher Helping Teacher and MAT Team process) to look at all aspects of the 'whole' child, examining academic and social/emotional needs. Pupil service staff also helps to identify learning styles that can help teachers reach more children through effective instructional strategies. In addition, pupil service staff have begun

to incorporate test taking strategy instruction to help students be as effective as they can be on assessment tasks.

Student services are actively involved in supporting students that are not making adequate yearly progress through our W.A.T. Program, Winnequah Assistance Program. We meet with each student and his or her parent to make strategic plans to improve academic performance.

4. What are the district's policies and practices for ensuring equity in methods and materials used for testing and evaluating students?

- With regard to the equity in methods for assessment of students for learning disabilities and special education placement, the district has policies and procedures in place that allow all students and parents (regardless of gender, race, culture, or SES) to request or receive evaluations.
- With regard to the equity in methods for assessment of students for learning disabilities and special education placement, the district has policies and procedures in place aimed to reduce subjectivity in referring students for special education based on differences between the majority and minority cultural groups.
- With regard to the equity in methods for assessment of students for learning disabilities and special education placement, the district has a variety of assessment materials available to assess student from varying cultures or language statuses. For example, in addition to the WAIT, WJ III, and WISC, the TONI is available.
- With regard to the equity in methods for assessment of students for learning disabilities and special education placement, the district has policies and procedures in place that encourage school staff to take individual student factors into account in the assessment and placement process (e.g., gender, race, culture, SES, or prior exposure to learning).

5. What types of assessments are used in testing and evaluating students? Are assessments aligned with state and local standards?

- With regard to assessment for learning disabilities and special education placement, the school districts' practices follow state and national standards and regulations.
- With regard to assessment for learning disabilities and special education placement, multi-source and multi-modal assessments are used to inform eligibility and service delivery decision-making. In addition to standardized assessment, many other assessment data is collected (e.g., curriculum-based measures, classroom work samples, teacher and student interviews).

Continued Growth: To continue to be aware that our own curriculum and assessments are free of bias and stereotyping.

Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the School District.

1. **Local Scholarships:** (e.g., scholarships provided by businesses/agencies in Monona and Cottage Grove in which the Local Scholarship Committee at school makes decisions regarding who receives them).
 1. All members of the senior class are provided applications for local scholarships.
 2. Counselors visit all senior English classes and talk about the Local Scholarship application process.
2. **Other Scholarships:** Students are informed of scholarships through various means including:
 - Senior interviews with their respective counselor
 - School newsletter
 - A scholarship book located in the Scholarship Coordinator's office
 - All seniors are e-mailed information on scholarships as they come in
 - Each of these scholarships is posted on our web site, which is continually updated.
3. At the High School-**Athletic and Fine Arts banquets** are held to award individuals who participate in these activities.
4. **Academic Letters:** Monona Grove High School strives to recognize students in their academic accomplishments through the academic letter. The academic letter is similar to an athletic letter and is awarded to students in the fall of each year based on total points accumulated. Each semester, students receive academic points based on their GPA. Any student who receives a grade of "F" in any class automatically receives 0 points for that semester; otherwise, points are awarded as follows: 1 point for a GPA between 3.0 and 3.49, 2 points for a GPA between 3.5 and 3.74 and 3 points from a GPA 3.75 to 4.0. Once a student has accumulated 6, 12, 18 or 21 points, s/he receives the following: a certificate of merit for 6 points, an academic letter for 12 points, an academic pin for 18 points, and the student's name engraved on school plaque for 21 points. Students that have 2 documented violations of the Academic Honesty Policy (cheating, plagiarism, copying, etc.) are ineligible to receive any points in any semester at Monona Grove. In addition, in order to make the awards available to students who had a difficult start at Monona Grove, a teacher may recommend any junior or senior who has not qualified for an academic award. This option is for students who have shown significant academic improvement by improving their semester GPA by at least 1.5 grade points. Once a student is nominated, all teachers who currently have the student will vote on his/her merit to receive the award. A unanimous vote is required for the student to receive an award in this manner.
5. Steve Fehringer works specifically with Black Student Union and Asian Club and disseminates information on scholarships aimed at minority students.
6. **Senior Recognition Night** is held to award senior class members who have received scholarships and/or awards.

Data collected from 2005 and 2006 indicate:

Of all scholarships disseminated at Senior Recognition night: (Not including National Honor Society)

2005: 60 recipients consisting of 39 females and 21 males; 3 minorities

2006: 44 recipients consisting of 29 females and 14 males; 1 minority

7. Recognitions at elementary schools are unique to their respective buildings. Completion certificates are awarded to 5th graders at the end of the year, while other recognitions are given to students for positive contributions to the school or classroom and for acknowledging improved behavior on a monthly basis, including students from all grades.
8. The Middle School also holds a recognition ceremony at the conclusion of the student's 8th grade year. Every student receives a certificate for successful completion of Middle School. Additional awards are presented to students for a variety of achievements including academic awards, music awards, student council, honor roll, etc.

Continued Growth: The advertising of all scholarships is well publicized—we would like to continue to encourage all seniors to fill out the Local Scholarship Application form. This year we had a record 119 (71 females and 48 males) seniors fill out the application!

If more scholarship money becomes available, we would like to be able to offer more scholarships to as many seniors as possible.

In addition, student services will continue to reach out to individual students to encourage them to apply (e.g., Betty Franklin Hammonds Scholarship, Madison Rotary and others that target specific minority groups) and support them through the application process.

Five-Year School Self Evaluation Summary For Status Of Pupil Non Discrimination
PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETIC,
EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES

PROCESS

- The following items were reviewed: Extracurricular offerings at all levels of the Monona Grove School District. (High School/Middle School/Elementary)
- Monona Grove School District Community Recreational offerings at all levels. (High School/Middle School/Elementary)
- Processes used to implement and evaluate activity offerings at the High School level.

FINDINGS / ANALYSIS

ATHLETICS

(OFFERINGS)

1. The Monona Grove School District continues to offer a wide variety of interscholastic sport programs at all levels, which are compliant with Title IV guidelines. These programs are open to all students and do not discriminate.

High School

- Athletic program provides boy and girl teams in the area of; basketball, baseball/softball, cross country, golf, hockey, soccer, swimming, tennis and track. Other programs include football, dance and spirit squad. The girls program also offers volleyball. Intramurals is co-ed and offers volleyball, basketball and recreational games.

Middle School

- Athletic programs for grades 7 and 8 provide boy and girl teams in the areas of cross-country, basketball and track with the addition of volleyball for girls.
- Intramural basketball is offered to boys and girls at the 6th grade level.

Elementary

- Offers a fitness club to both boys and girls.

Community Recreational Programs

- Recreational programs are well represented at the elementary and middle school levels. These programs include; baseball, softball, basketball, flag football, youth football, ice skating, swimming, soccer and tennis.
- Teenage and adult offerings are underrepresented, they include, baseball, basketball, swimming, tennis, volleyball and walking. Modifications to programs offered are being changed to increase participation in activities, while community facilities have been evaluated and updated to better meet the needs of resident's interest.

2. Currently African American, Asian, Hispanic, and Native American cultures represent the Monona Grove School District minority class. The overall number of minority students in the Monona Grove School District continues to grow and as this number increases so does the participation and involvement of minority students in extracurricular and recreational activities. The Monona Grove School District has a lower number of minority students in attendance and does not face the many challenges other districts with higher minority number of students do. The minority

students in attendance are well represented in sport offerings. (Basketball, cheerleading, poms, and soccer)

(PARTICIPATION AND SCHOOL DISTRICT SUPPORT)

1. Participation in sport offerings.

High School

- Students are surveyed each year to demonstrate sport interest and project staffing needs.
- Participation has had a steady increase, leading to the development of administrative guidelines for adding/dropping a sport and adding/dropping supplementary coaching staff.
- Participation numbers for each sport are collected annually and submitted to the state athletic association (WIAA)
- The following processes continue to be in place and used as guidelines measure participation.

Middle School

- Participation is encouraged to all students and has shown a large number of students participating.
- The Middle School has become a member of the (WIAA) and as aligned with other area schools to form a conference for the Middle School level. This Middle School level conference, has adopted the philosophy that everyone participating in programs will get equal playing time and opportunities.
- Participation has had a steady increase, leading to the development of administrative guidelines for adding/dropping supplementary coaching staff.

Elementary

- Programs relate more to before and after school meeting times.
- Programs at this level are organized and offered by community recreational departments.

2. School District Support.

High School

- Compensation for coaching positions is competitive and respectful. A school task force has been formed to review and update compensation offered for athletic and activity coaching positions.
- First Aid and CPR courses are offered to all coaches at the expense of the School District.
- Job descriptions for athletic offerings have been established to identify expectations.
- Sport program needs are met equally regarding, equipment/supplies, scheduling, transportation and facilities. (As needs increase due to increase in participation, budgeting becomes more challenging)

Middle School / Elementary

- Programs offered are funded by limited budgets and various grants. (Bridges)

- Program needs are met equally with funds available in terms of transportation, equipment/supplies, facilities and scheduling. Funding for all Athletic programs is part of the building budget.

ACTIVITIES

(OFFERINGS)

1. The Monona Grove School District offers numerous activities for all students.

High School

- There is a lack of an organized process to implement and evaluate activities offered.
- A process has been developed to use when starting or ending a new activity.
- There are no records to show participation numbers for any/all activities.
- SASI is used to collect participation numbers for all activities offered.
- Activities adhere to the extracurricular code of conduct, as does athletics. It is more difficult to maintain integrity to the code in activities due to the lack of organization and structure.
- An annual review of the extracurricular code of conduct has provided the leadership to adopt language that better serves the activity offerings of the school while maintaining the integrity and expectations.

(PARTICIPATION AND SCHOOL DISTRICT SUPPORT)

1. Participation in school offered activities.

High School

- Promotion of activities is currently done by word of mouth and through school announcements.
- Promotion of activities has increased to better identify the many offerings available to all students. Examples of promotion are; 1) 9th grade orientation for all incoming 9th grade students and their parents, 2) Activity Fairs to display offerings, 3) Activity Profile display within the school, 4) District web-page to list and identify activity profiles.
- Participation is lower in grade 9 but increases in grade 10 and 11.
- Participation is consistent through all grades
- Compensation for advisor positions is competitive but needs to be reviewed and updated to meet current criteria for offering.
- A district task force has been formed to restructure and implement compensation for advisor positions.

SUPPORTING DATA OR INFORMATION

- Participant registration
- Attendance
- Budgets
- Offerings

Below is a chart that demonstrates data collected over the past three school years at Monona Grove High school. The data represents a look at the total student population, the total minority student population and the total special needs student population. This information is then broken down to show each group of student's involvement in extra-curricular activities.

Three year review and percent of all students involved in extracurricular activities at Monona Grove High School for the school years of 2004-05, 2005-06 and 2006-07

<u>School year at Monona Grove High School</u>	<u>2006-07</u>	<u>2005-06</u>	<u>2004-05</u>
<u>Total student population</u>	<u>1016</u> 100%	<u>1006</u> 100%	<u>998</u> 100%
Female Students	<u>500</u> 49%	<u>489</u> 49%	<u>483</u> 48%
Male Students	<u>516</u> 51%	<u>517</u> 51%	<u>515</u> 52%
<u>Total students participating in Extracurricular Activities</u>	<u>901</u> 89%	<u>822</u> 82%	<u>668</u> 68%
Female Students	<u>454</u> 50%	<u>399</u> 49%	<u>329</u> 49%
Male Students	<u>447</u> 50%	<u>423</u> 51%	<u>339</u> 51%
<u>Total Minority population</u>	<u>130</u> 13%	<u>114</u> 12%	<u>116</u> 12%
Minority Female	<u>62</u> 48%	<u>51</u> 45%	<u>52</u> 45%
Minority Male	<u>68</u> 52%	<u>63</u> 55%	<u>64</u> 55%
<u>Total minority students participating in extracurricular activities</u>	<u>105</u> 81%	<u>90</u> 79%	<u>66</u> 57%
Minority Female	<u>52</u> 50%	<u>41</u> 46%	<u>30</u> 45%
Minority Male	<u>53</u> 50%	<u>49</u> 54%	<u>36</u> 55%
<u>Total special needs students</u>	<u>156</u> 15%	<u>126</u> 13%	<u>121</u> 12%
Female Students	54 35%	46 37%	44 36%
Male Students	102 65%	80 63%	77 64%
<u>Special needs students participating in extracurricular activities</u>	<u>98</u> 63%	<u>68</u> 54%	<u>43</u> 36%
Female Students	33 34%	25 37%	13 30%
Male Students	65 66%	43 63%	30 70%

RECOMMENDATION FOR IMPROVEMENT

- Using a charting tool, identify student involvement at all levels. (Completed in 2003)
- Develop an activity proposal form and review process of implementation to assure objectives are met with no overlapping. (Completed in 2004)
- All offerings will have a descriptive profile for activity. (Completed 2005)

INFORMATION REGARDING IMPLEMENTATION

- Establish a process that is consistent at each grade level for charting participation, gender, disability, age and offerings. (SASI)
- Establish a process to be used to implement and evaluate activities. (HS has implemented a participation survey for athletic programs that is completed by students and parents at the end of each sport offering. Survey was piloted with a few programs in 2005 and all programs in 2006)
- Provide a descriptive booklet illustrating all extracurricular offerings at each building level. Make these booklets available to all parents, students, staff and community. (HS- Activity Booklet was completed and updated in 2005 and continues to be updated annually, MS- is working to adopt the processes used at the High School level, Elementary- Community recreation offerings.

DPI Nondiscrimination/Equity Focus Group Parent Meeting
3/20/2007
MGHS Office Conference Room

- I. Introduction of people present.
- II. Introduction of overall self-evaluation and process
- III. Expectations of confidentiality
- IV. Questions and discussion
 - Discussion of situations at MGHS, where a student was upset by such statements as " that's so gay" or "that's so Jewish". Staff when brought to their attention hasn't always supported student reaction. May have been that teacher was uneducated about the topic but needed to react with interest and a willingness to learn. There is a concern that students who may be gay were being treated unfairly. Was pleased with the Peer Helper service announcement that addressed these types of comments as intolerable. Suggested Peer Helper retreats on multicultural sensitivity.
 - Are we successful at continuing to promote growth in higher-level students? Parents pleased with the science displays depicting "Women in Science". Monona Grove has higher-level classes in Social Studies, Math and English but does not seem to have higher-levels in Science. No Child Left Behind seems to focus on lower functioning students. The assumption is that higher functioning students will grow on their own... but at what rate? Are we keeping kids challenged? There was discussion of less motivation due to boredom with topics and the rate information is being given to students. If we look globally our students are not being pushed to achieve as much as students in other countries and cultures. Parents agreed that we need more diversity and that it is important for our faculty to become diverse as well. Parents agreed that too many levels of students are represented in classes. The example was English where some students have never read a book and others are self-motivated readers. Comments made that Dr. Brost is trying to "turn the freight train" by looking into the IB program as well as having an evening that "honors the scholars".
 - Discussion turned to student population. Hmong culture is changing. More women are continuing their education and getting degrees. Men seem less motivated. What are we doing to address those changes? Are the guidance counselors aware of community resources that can help students who possibly do not get that support at home? Do clubs like the Asian Club have access to that information so that students involved in the club can easily be made aware of opportunities? What about families with financial issues in regards to further education. Is there someone that helps with language and/or cultural barriers to communicate options for students? Are we doing anything to educate parents about future options?
 - Parents appreciated opportunities such as Jumpstart for having kids meet others right away. They encouraged more events focusing on culture and community. Recommendations included a "Cultural Show" activity where students research their own family origin and display to find commonalities and celebrate differences.

- Parents seemed to think that education was key to bridging discrimination gaps. The recommendation that students discovered using racial remarks such as “that is so Jewish” should do research to discover more about that community so as to understand the error in judgment. They advised that students not be set up to police those situations, but rather the staff and administration need to be focused on teaching sensitivity toward diversity.

Additional notes from Parent Meeting:

One concern is the use of insulting language/slang among students, level of teacher awareness and appropriateness of teacher response, there is a perception that students are not aware of the meaning of the terms and that use is not necessarily malicious but more that students are uninformed.

The issue of teacher awareness was also raised from another perspective. That as teachers work to address more diverse student groups and include more diverse content, great attention needs to be paid to the depth of understanding that is necessary in order to accurately represent cultural information. There is a danger that teachers working to include content on diverse groups will present inaccurate and potentially insulting information in error.

There is a perception that Peer Helpers could play a greater role in keeping issues of diversity in front of the student body. These students could positively address others who may be acting insensitively.

Parents of high ability students, while understanding the limits of class size, feel that time and efforts are focused on struggling students and the majority of students to the detriment of the higher level students. While these students continue to be successful there is some question as to whether they are able to reach their full learning potential. Math and English are perceived as having high-level and more rigorous offerings while Science and Social Studies are not perceived as having as many opportunities particularly at the lower grade levels.

As an overall observation our schools are seen as lacking in global awareness.

It was also observed that students could benefit by increased communication with the community that would result in a wider range of opportunities and options for learning.

We need to be aware of the continuing changes in our minority demographic. Students who are minorities will hang out together. Groups of white students do not cause concern; groups of minority students are often treated as “gangs.”

Doing more to highlight and include our Foreign Exchange students may be an avenue to addressing issues of multiculturalism.

JumpStart was cited as being a great entry point for a “new-to-district” student.

The possibility of a Career Night v College Night was discussed. Having a College Night makes assumption about family culture. Parents that do not have perhaps even a high school education do not know what the possibilities are for their students and do not know what opportunities they should be exploring.

A Career Night could increase awareness of a range of opportunities. Having contacts in the community would help ensure that the professionals representing the careers were representative of diverse cultures.

Multicultural Instructional Materials Inventory - Nichols

Grade 3	Grade 4	Grade 5
<p>Folk Tale Unit- culturally different versions (<i>Mufaro's Beautiful Daughter, Lon Po Po, Sea of Gold, The Raven</i>)</p> <p>Library Author studies</p> <p>Art: Jacob Lawrence (urban sciences artist), Romare Bearden, Henri Matisse, Hector</p> <p>Pen Pal- related books: Mexico, Venezuela, Poland (<i>What Was It Like, Grandma? Grandma Lai Goon Remembers</i>)</p> <p><i>Time for Kids</i>- world news</p> <p>What's Cooking? Food- other cultures (<i>Celebrate</i> anthology)</p> <p>Community (<i>Enjoy</i> anthology)</p> <p>Arctic Unit: <i>Eskimo Boy, Arctic Son, Inuit People</i></p> <p><i>A Ticket to China, A Ticket to Venezuela</i></p> <p>WKCE test</p>	<p>Music series: <i>Music around the World</i></p> <p>Mildred Taylor unit: African American</p> <p><i>Number the Stars</i>: Jewish</p> <p><i>Yang the Youngest</i>: Asian American</p> <p><i>Shiloh</i>: socioeconomic</p> <p>Native American (<i>Native Peoples of Wisconsin, Wisconsin Journey</i>)</p> <p>Immigration unit (<i>They Came to Wisconsin, Wisconsin Journey</i>)</p> <p>Poetry (authors)</p> <p>Biographies (<i>Who Was... series</i>)</p> <p><i>Blue Jasmine</i></p> <p>TFK</p> <p>Art: Chinese & African masks, Julie Tamor</p> <p>Disabilities unit in guidance</p> <p>Food drive</p>	<p>TFK</p> <p>6 traits - <i>Harlem, Jamaica Jones Birchbark House</i></p> <p><i>Island of Blue Dolphins</i></p> <p>Social studies (Native American)</p> <p>diversity unit</p> <p><i>Blue Jasmine</i></p> <p>Reading ws. (choose own)</p> <p>Colonial Fiction</p> <p>Oregon Trail</p> <p>Writing starters</p> <p><i>Bridge to Teribithia</i> (socioeconomic)</p> <p>Biographies (read aloud)</p> <p>Art Shegonee (Upham Woods)</p> <p>Art history (European art movement)</p> <p>Videos</p>

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