

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT

Bettendorf, LeClaire, Riverdale

UNOFFICIAL MINUTES

BOARD OF EDUCATION REGULAR MEETING

BELMONT ADMINISTRATION CENTER

Monday, June 12, 2023; 6:00 P.M.

<https://www.youtube.com/watch?v=zXqDO07vGmU>

CALL TO ORDER: President Wagle called the meeting to order at 6:00 p.m.

MEMBERS PRESENT: Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle. Also present: Brian Strusz, Mike Clingingsmith, Tony Hiatt, Mike Zimmer, Deborah Dayman, Leland Zenk and others.

PLEDGE OF ALLEGIANCE

AGENDA APPROVED: Motion by Hoskins, second by Kanwischer that the agenda be approved as presented. All ayes. Motion carried.

COMMUNICATIONS: President Wagle welcomed everyone to the meeting and read the vision of the District: It is the vision of the Pleasant Valley Community School District that we shall provide the finest academic and extra-curricular programs in the state – not in some things, but in everything; not for some students, but for every student.

Comments received from the public may be viewed on the streaming link, above.

Superintendent Strusz thanked the LeClaire American Legion Buffalo Bill Post #347 and the Pleasant Valley High School Freshman band and directors for their participation in the annual Memorial Day observance held at Bridgeview Elementary.

Mr. Zimmer shared Spring Sports Highlights:

Boys Track & Field

MAC Champions
District Champions
IHSAA State Meet 20th place

Girls Track & Field

MAC Champions
Regional Champions
IGHSAU State Meet 4th Place

Reese Goodlet - State Champion Discus

Mackenzie Fah - State Champion Shot Put

Girls Tennis

MAC Champions
Regional Team Champions
IGHSAU State Team Quarterfinalists
IGHSAU State Singles & Doubles - 1 Doubles Team & 2
Singles players qualified (Lauren Masengarb placed 8th in
Singles)

Boys Tennis

MAC Champions
Substate Champions
IHSAA State Team Tournament - 3rd Place (Bronze Medals)
IHSAA State Singles & Doubles - 1 Doubles Team & 1 Singles
player qualifies (Folu Adekunle & Aaron Ingram- IHSAA 2A
Runners-up)

Boys Soccer

MAC Champions

Lost in the substate final at CR Prairie on the 20th PK

Girls Soccer

MAC Champions

Regional Champions

IGHSAU State Quarterfinalists

Girls Golf

MAC Champions

Regional Champions

IGHSAU 4A State Champions - 1st in school history

CONSENT AGENDA:

The June 12, 2023 consent agenda consists of the following:

- MINUTES: The approval of minutes of the May 22, 2023 Regular Meeting.
- PERSONNEL:

CERTIFIED:

Ellen Jacobs, Special Education Teacher at Pleasant Valley High School, has submitted notice of her resignation effective the end of the 2022-23 school year. Rachel Luedtke is recommended for employment as a Third Grade Teacher at Hopewell Elementary effective the 2023-24 school year. Nicholas Scheetz, Science Teacher at Pleasant Valley High School, has submitted notice of his resignation effective the end of the 2022-23 school year. Margaret Thompson, Pleasant Valley Junior High Vocal Music Director, has submitted notice of her resignation effective the end of the 2022-23 school year. Jennifer VanSpeybroeck is recommended for employment as a Pleasant Valley Junior High Vocal Music teacher effective the 2023-24 school year. William Van Vooren is recommended for employment as a Social Studies Teacher at Pleasant Valley Junior High effective the 2023-24 school year. Julia Washington, Third Grade Teacher at Hopewell Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year.

CERTIFIED: (information only)

Emma Hartz, newly hired Kindergarten Teacher at Forest Grove Elementary, will move to a First Grade classroom at Forest Grove Elementary for the 2023-24 school year. Sharon Neumann, Special Education Teacher at Forest Grove Elementary, will transfer to a Special Education position at Pleasant Valley Junior High for the 2023-24 school year.

CLASSIFIED:

Dorothy Bergeson, Food Service Worker at Pleasant Valley High School, has submitted notice of her resignation effective the end of the 2022-23 school year. Vanessa Fanella, Paraeducator at Hopewell Elementary, is recommended for a 45 minutes per day increase in contracted time. MacKenzie Griffin, Special Education Paraeducator at Pleasant Valley Junior High, has submitted notice of her resignation at the end of the 2022-23 school year. Kelly Kanzaki is recommended for regular employment as the Pleasant Valley Junior High School Library Aide effective the 2023-24 school year. Probationary period is waived as she previously held the position. Erica McKee is recommended for regular employment as the Skills Lab Paraeducator at Pleasant Valley High School effective the 2023-24 school year. Probationary period is

waived as Erica is a previous district employee. Theresa Needham, Pleasant Valley Junior High School Library Paraeducator, has submitted notice of her resignation effective the end of the 2022-23 school year. Karolina Rodriguez, Special Education Paraeducator at Cody Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year. Shalini Sampathkumar, Special Education Paraeducator at Hopewell Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year. David Wheeler, Pleasant Valley High School Head Building Custodian, has submitted notice of his resignation effective June 9, 2023. Kelli Wiggins, Special Education Paraeducator at Riverdale Heights Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year.

CLASSIFIED: (information only)

Angelica Bideaux is recommended for probationary employment as a Food Service Worker at Bridgeview and Cody Elementaries starting 8/22/2023. Mark House is recommended for probationary employment as a Full Time Second Shift Custodian at Pleasant Valley High School starting June 1, 2023. Leah Johannes is recommended for probationary employment as the Registrar at Pleasant Valley High School - start date to be determined.

TEACHER LEADERSHIP:

ADD:

Ann Martin	PVJH Science Lead
Jenny Lauritsen	PVJH Special Education Lead
Meredith Zietlow	PVJH Social Studies Lead
Jeremy Hoppe	Cody 5th Grade Instructional Strategist
Traci Keppy	Cody Collaborative Supporter
Meg Byrne	Vocal Music Specials Lead
Jessica Motto	Forest Grove Sp. Ed. Collaborative Supporter
Melissa Schieffer	Riverdale Heights Sp. Ed. Collaborative Supporter
Katie Schroeder	Hopewell 3rd Grade Co-Instructional Strategist
Taylor Peters	Hopewell 3rd Grade Co-Instructional Strategist
Katie Cordell	Riverdale Heights 5th Grade Instructional Strategist
Lori Duncan	Experienced Mentor
Claire Slifka	Experienced Mentor
Alison Kelley	Experienced Mentor
Melissa Cotton	Experienced Mentor
Sharon Neumann	Experienced Mentor (2)
Yvette Bowe	Experienced Mentor
Kate Beausoleil	Experienced Mentor
Ellie Thomas	Experienced Mentor
Gina Meadows	Experienced Mentor
Taylor Peters	Experienced Mentor
Ann Pottratz	Year 1 Mentor
Loretta Gilbeck	Year 1 Mentor
Carrie Skillin	Year 1 Mentor
Linda Carver	Year 1 Co-Mentor
Debora Claussen	Year 1 Co-Mentor

Jennifer Policha	Year 1 Mentor
Olivia Chiles	Year 2 Mentor
Sarah Kraklio	Year 2 Mentor

DROP: Michelle Howes, Mentor
Meg Byrne, Collaborative Supporter

EXTRA-CURRICULAR:

DROP:

Jackson Culp	PVJH Assistant Football Coach
Heather Hagemann	PV Education Foundation Golf Event Coordinator
Kevin Peterson	PVHS Head Girls Tennis Coach
Caitlin Schoville	PVHS .5 Assistant Boys Swim Coach
Travis Willers	PVHS Freshman Assistant Football Coach

SUMMER SCHOOL:

Janice	Carter	Kindergarten Teacher	Hopewell Elementary	July 10 - 21, 2023
Julie	Doyle	Kindergarten Teacher	Hopewell Elementary	July 10 - 21, 2023
Michelle	Howes	Kindergarten Teacher	Hopewell Elementary	July 10 - 21, 2023
Angie	Brand	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kaitlyn	Bradley	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Hope	Staker	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Cheyenne	Ziegler	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Brianna	Call	Second Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kaitlin	Carlin	Second Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kelsey	Gillham	Second Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Alton	Barber	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Hannah	Guinn	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kateeya	Brown	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Erin	Woods	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Allison	Thiessen	Fourth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Mark	Jones	Fourth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Joshua	Thiessen	Fourth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Amber	Duncan	Fifth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Erin	Merrill	Fifth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Haegen	Goodlow	SPED Teacher	Hopewell Elementary	July 10 - 21, 2023
Megan	Wachendorf	SPED Teacher	Hopewell Elementary	July 10 - 21, 2023
David	Barber	Intercession - Robotics	Hopewell Elementary	July 10 - 21, 2023
Jonathan	Nelson	Intercession - Music	Hopewell Elementary	July 10 - 21, 2023
Justin	Wiese	Intercession - PE	Hopewell Elementary	July 10 - 21, 2023
Jenni	Hansen	Nurse	Hopewell Elementary	July 10 - 21, 2023
Karen	Brown	Building Secretary	Hopewell Elementary	July 10 - 21, 2023
Eryn	Ackerman	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Lisa	Albrecht	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Cathy	Anderson	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Varsha	Baharghare	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Amanda	Bledsoe	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Lauren	Buechel	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Liz	Chapman	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Kitka	Galvin	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Deanna	Grandick	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Angela	Howe	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Maria	Iftikahr	Paraeducator	Hopewell Elementary	July 10 - 21, 2023

Laura	Klever	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Anne	Klimek	PVJH Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Kelsey	LeCompte	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Aimee	Lohf	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Lyndsey	Lue	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Mindy	Mahalla Huhn	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Nicole	Mayo	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Casey	Micklewright	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Leslie	Rohret	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Neeraja	Sakhamuri	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Allyson	Schmidt	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Jacob	Stevens	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Jamie	Stubblefield	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Courtney	Sweitzer	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Alicia	Trujillo	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Julie	Small	Reading Teacher	Hopewell Elementary	July 10 - 21, 2023
Jenna	Tritt	Math Teacher	Hopewell Elementary	July 10 - 21, 2023
Drew	Anderson	June Summer Band	PV High School	June, 2023
Tara	Daurer	June Summer Band	PV High School	June, 2023
Chris	Foster	June Summer Band	PV High School	June, 2023
Marc	Gaskin	June Summer Band	PV High School	June, 2023
Brian	Kling	June Summer Band	PV High School	June, 2023
Danny	Kleinheinz	June Summer Band	PV High School	June, 2023
Betsy	Mansfield	June Summer Band	PV High School	June, 2023
Jim	McCartney	June Summer Band	PV High School	June, 2023
Theresa	Schwatz	June Summer Band	PV High School	June, 2023
Chelsea	Sammons	June Summer Band	PV High School	June, 2023
Audra	Bailey	June Summer Band	PV High School	June, 2023
Matt	Kowalczyk	June Summer Band	PV High School	June, 2023
Vanessa	Leavitt	August Summer Band	PV High School	August, 2023
Rachel	Isaacson	August Summer Band	PV High School	August, 2023
Tom	Wood	August Summer Band	PV High School	August, 2023
Betsy	Mansfield	August Summer Band	PV High School	August, 2023
Chris	Foster	August Summer Band	PV High School	August, 2023

- **OPEN ENROLLMENT:** The following open enrollments IN have been approved starting the 2023-24 school year:

23-24	BETT	DAV	NS
K	16	9	5
1	2	2	
2	1	1	
3	3		
4	3		
5	1	1	
6	1		
7	2	2	
11		1 (continuation)	

- **Cooperative Teaching Agreements - St. Ambrose University, University of Iowa.**

Motion by Ayers, second by Kunkel that the consent agenda be approved as presented. All Ayes.
Motion Carried.

EXPENSES APPROVED:

Motion by Kanwischer, second by Ayers that General Fund warrants be issued in the total amount of \$487,828.97 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Rivera that Nutrition Fund warrants be issued in the total amount of \$95,050.83 in payment of invoices presented. All ayes. Motion carried.

Motion by Brockmann, second by Kunkel that Elementary/Junior High Activity Fund warrants be issued in the total amount of \$10,648.59 in payment of invoices presented. All ayes. Motion carried.

Motion by Kunkel, second by Ayers that High School Activity Fund warrants be issued in the total amount of \$138,496.13 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Kanwischer that PPEL Fund warrants be issued in the total amount of \$61,762.01 in payment of invoices presented. All ayes. Motion carried.

Motion by Brockmann, second by Rivera that Student Construction Fund warrants be issued in the total amount of \$216.20 in payment of invoices presented. All ayes. Motion carried.

Motion by Kanwischer, second by Ayers that Internal Service Fund warrants 6512 through 6519 be issued in the total amount of \$60,622.71 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Hoskins that Trust Fund warrants be issued in the total amount of \$3,987.75 in payment of invoices presented. All ayes. Motion carried.

ELEMENTARY BOUNDARY REALIGNMENT - NORTH 15TH STREET, LECLAIRE: The Board was introduced to the following elementary boundary realignment at the May 22 board meeting:

Phase I of the Johnson Farms subdivision adjacent to North 15th Street is underway in LeClaire and eighty homes are anticipated to be built. It is proposed that the homes on North 15th Street between Wisconsin Street and 306 North 15th Street (inclusive) be assigned to Bridgeview Elementary, and the parcels along North 15th Street which are north of 306 North 15th Street, as well as the area to the west toward North 26th Street be assigned to Cody Elementary. The Bridgeview walk zone extends to 306 North 15th Street.

The adjustment will be in effect starting the 2023-24 school year.



Motion by Kunkel, second by Brockmann that the Cody / Bridgeview Elementary boundaries be adjusted as follows: The homes on North 15th Street between Wisconsin Street and 306 North 15th Street (inclusive) be assigned to Bridgeview Elementary, and the parcels along North 15th Street which are north of 306 North 15th Street, as well as the area to the west toward North 26th Street be assigned to Cody Elementary. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none. Motion carried.

SARA RUSSELL, PVHS TEACHER AND IOWA DEPARTMENT OF EDUCATION’S 2022 TEACHER OF THE

YEAR: Sara Russell shared with the board her experiences over the past school year while serving as an Ambassador to Education. She traveled 13,000 miles and connected with over 7,000 people. She visited 30 teacher education programs across the state, worked with educators and students at multiple school districts and participated in several conferences. She spent time in Washington DC, Princeton, NJ, Los Angeles, CA and other cities as a member of the 2022 Cohort of State Teachers of the Year, was a featured guest at community meetings, and was honored to serve as the Grand Marshal of two parades!

The board congratulated Mrs. Russell for being honored in this way and thanked her for representing the district and advocating for education so valuably.

No required motion.

SEAL OF BILITERACY UPDATE: Pleasant Valley High School Spanish Teacher Stephanie Risius presented an update to the board on the Seal of Biliteracy awards earned by PV students. The Seal of Biliteracy is an award which recognizes students who have attained proficiency in two or more languages - one of which is English - by high school graduation. The district encourages students to achieve the Seal as it is

a critical skill for the 21st Century. The Seal values language as an asset, recognizes the value of language diversity and cultural identity, prepares students with 21st century skills which will benefit them in the labor market and in our global society, and provides employers, universities and scholarship providers with a means to measure an applicant's dedication to biliteracy.

To date, 327 Seals of Biliteracy have been awarded to PVCSD students in seven different languages. Six students have earned Dual Seals. Each year since 2019, between fifty and eighty students have earned the seal and fifty students from the 2024 graduating class have already achieved the designation.

No required motion.

PVHS COOLER BID RECOMMENDATION: The Pleasant Valley High School walk-in cooler is in need of repair. MBR, Dan Cone Group and Goodwin Tucker submitted estimates. Director of Foodservice Corie Gamble and Director of Operations Leland Zenk reviewed the estimates and determined the Dan Cone estimate is the most comprehensive estimate at the best price (\$15,017.87) which includes a 20% estimate variance. Mrs. Gamble reported that per the contractor, all of the parts listed on the estimate are available so will be received in a timely fashion and the project will take approximately 10 hours to complete.

Motion by Hoskins, second by Ayers that the board approve the Pleasant Valley High School Cooler renovation as presented. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle. Nays - none. Motion carried.

PVCSD STUDENT OUTCOMES AUDIT REPORT: Dr. Ladrina Wilson, Iman Consulting LLC, presented a summary of the Pleasant Valley Community School District Student Outcomes Report. The audit was centered on student experience, student outcomes and the intersection of these items. The audit process consisted of student, staff, faculty, administrator and parental input. Data gathering in the form of focus groups with the aforementioned stakeholders was used to provide deeper insights into the institution. Meeting with diverse stakeholder groups (students, parents, staff and instructors from a variety of disciplines) and a quantitative analysis was used to have multiple data points for triangulation of data to develop a comprehensive understanding of the student experience. Dr. Wilson's slide presentation and report are attached to this document.

Board approval of the report will appear on a future agenda.

No required motion.

RESOLUTION TO APPROVE LEGAL DESCRIPTION OF NEW DIRECTOR DISTRICT BOUNDARIES: The new director district map approved by the board January 23, 2023 was submitted to the Iowa Secretary of State. The Secretary of State followed up with a request for a written description of the boundaries as well as the resolution of acceptance. The updated map will be posted on the district website upon approval by the Secretary of State.

Motion by Hoskins, second by Ayers that

Whereas, the Board of Directors of the Pleasant Valley Community School District has contracted with Mapping Strategies LLC to provide assistance to the District with respect to the application of the 2020 federal census population data to its existing director district boundaries; and

Whereas, according to the analysis conducted by Mapping Strategies LLC, the District's seven director districts required realignment to conform to state law based on the 2020 federal census population, and

Whereas, a map and written description of the updated boundaries are attached hereto as Exhibits A and B; and

Whereas, the Board of Directors of the Pleasant Valley Community School District has reviewed and fully considered the findings and recommendations of Mapping Strategies LLC and presented the updated map at a Public Hearing held January 23, 2023.

NOW, THEREFORE, BE IT RESOLVED THAT FOLLOWING THE 2020 FEDERAL CENSUS POPULATION , THE BOARD OF DIRECTORS OF THE PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT ADOPTS THE REDRAWN DISTRICT BOUNDARIES TO BECOME EFFECTIVE JULY 1, 2023 FOR THE NOVEMBER 2023 REGULAR SCHOOL ELECTION.

Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none.
Motion carried.

PLEASANT VALLEY HIGH SCHOOL BASEBALL / SOFTBALL PARKING LOT EXPANSION PROJECT FINAL DRAWINGS AND COST ESTIMATE: On May 8, the district on behalf of IMEG presented to the board the plans for expansion of the baseball/softball parking lot beginning this summer/fall. Tonight Bob Jurkowski of IMEG presented final drawings and cost information. 57 additional parking spaces will be created, spaces which will be required when the next high school expansion project gets underway. The estimated project cost is \$289,651.50, which includes a 5% contingency as well as a \$12,000 subgrade stabilization allowance. The timeline is as follows:

June 14 - Advertise for Bid

June 29 - Bid Opening

July 17 - Public Hearing and approval of bid

August 1 - September 30, 2023 - Construction (will not begin until the conclusion of baseball / softball season.)

Motion by Kunkel, second by Kanwischer that the board approve the final drawings and cost estimate for the Pleasant Valley high School baseball/softball parking lot expansion. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none. Motion carried.

Mr. Ayers exited the meeting at 7:35 p.m.

7-12 ATTENDANCE, DISCIPLINE AND LIAISON REPORTS: 2022-23 year end reports were presented by PVJH Dean of Students Colin Wikan, PVHS Associate Principal Jason Jones, Juvenile Court Officer Kelly Fermoyle and Sheriff Resource Officer Jamey Fah.

Little change was noted in attendance rates as compared to 2021-22. HALO Smart Sensors installed in the high school restrooms have reduced vaping on campus by nearly half. Out-of-School suspensions continue to be utilized only in extreme situations so that out of classroom time is minimized. Two cessation programs for tobacco and marijuana are available for students and have been successfully utilized.

Student Resource Officers responded to 173 calls during the year - the majority classified as “public Service” - transportation, class presentations, assisting individuals in crisis or in need of medical attention. Additionally, our two SROs responded to 90 elementary building calls. The P3 Campus reporting system continues to be of benefit, with 79 tips received across all levels.

The board expressed appreciation to administrators, our SROs and Juvenile Court Liaison for their service to students in the district.

Motion by Hoskins, second by Brockmann that the board approve the Pleasant Valley Junior High School and Pleasant Valley High School attendance and discipline reports as presented. Roll call vote. Ayes - Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none. Motion carried.

MEETING ADJOURNED: The meeting adjourned at 8:32 p.m.

FUTURE DATES:

June 26, 2023

Regular School Board Meeting; 6:00 p.m.

July 17, 2023

Regular School Board Meeting; 6:00 p.m. (one July meeting)

JULY 2022

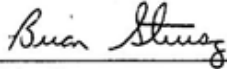
NOTICE OF NONDISCRIMINATION

It is the policy of the Pleasant Valley Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

The district requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The district is committed to the policy that no otherwise qualified person will be excluded on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, or age. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Inquiries concerning the application of federal and state nondiscrimination statutes and the implementing regulations to the district may be referred to Mike Zimmer, who has been designated by the district as Educational Equity Coordinator, or to the Director of the Office for Civil Rights, Department of HEW, and Washington, D.C. Mr. Zimmer's office is at Pleasant Valley Administration Center, 525 Belmont Rd., Bettendorf, Iowa 52722; telephone (563) 332-5550.



Brian Strusz
Superintendent

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT

Student Outcomes Audit



STUDENT OUTCOMES AUDIT REPORT

- Review of Qualitative Themes
- Review of Unique Quantitative Attributes
- Recommendations
- District Next Steps



FRAMING THE AUDIT

- National landscape during and following Executive Order of 2020 centered on critical race theory
- Iowa House File 802
- Reconsideration hearing for book banning
- Active parent group on Facebook requesting individuals to not participate in this process.
- Teacher, students, parents and administrators seeking support with navigating challenges associated with understanding diversity, equity and inclusion in education

AREAS OF DISTINCTION

THINGS TO CELEBRATE

- Student population is growing and PVCSD remains one of the highest academic performing institutions in the state.
- PVCSD has robust extra-curricular offerings that support a wide variety of student interests and abilities.
- Stellar and high performing sports programs.
- High levels of parental engagement.
- Students, staff and administrations who deeply care about the school community.
- High post-secondary placement rates.



AREAS OF OPPORTUNITY

THINGS TO CONSIDER OR RE-CONSIDER

- Education and training to support staff in incorporating and/or managing DEI and culturally responsive education across the District
- Forming and firming a stance on DEI, discrimination and communicating that positions to stakeholders
- Documenting student behavior event violations related to discriminatory behavior to monitor the severity of the issue.
- Consider restorative justice education to foster caring relationships in schools.
- Increasing representation of staff who reflect the wide variety of populations served in PVCSD.
- Developing a organizational structure to support this work and developing an accountability framework (Inclusive Education Committee)
- Streamline organization standards related to disaggregating data
- Review and clarify Special Education, 504, At-Risk and TAG designation procedures



CURRENT THEMES

- Unclear Value of Diversity, Equity and Inclusion
- Consistency
- Transparency
- Representation



UNCLEAR VALUE OF DEI

Does the District really value DEI?

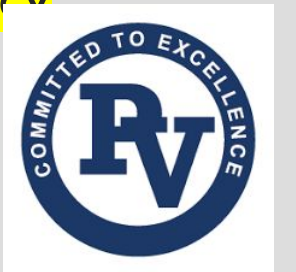
STAKEHOLDER INPUT

- Students- “When things happen they say they care, but then they look to us for solutions”
- Parents- There seems to be “fear of discussion”, “not willing to have hard conversations”, the District needs to be a “support system for kids”, “Students are struggling related to DEI”, want “fearless leadership” regarding DEI, students with “conservative/liberal” views shouldn’t be made to feel wrong depending on what teacher they have
- Staff- “we’ve not taken a big enough risk on our DEI position”, “Silence on issues favors the privileged, the “say-do” ratio is not balanced



RECOMMENDATIONS

- Develop a District DEI committee that adopts DEI guiding principles, an operational diversity statement with tenets that guides the Districts progress on DEI.
- Explore restorative justice or conflict mediation curriculum for PVCSD to implement when there is student misconduct related to discrimination.
- Provide staff with professional development and education opportunities specific teaching and learning in diverse setting and cultural competency and how to appropriate intervene outside of the classroom setting.



CONSISTENCY

How is discrimination or violations of sense of community handled?

STAKEHOLDER INPUT

- Students- "The problem at PV has racism... ignorance, mean comments, and discriminating is a really big problem.", People are "racist toward other people and don't have consequences" some people think it's funny.
- Parents- We've had significant racist incidents and parents aren't notified to be able to make a determination as to whether or not schools are safe for "our kids".
- Staff- "In the hallways it's a major problem. Kids say terrible things and no one does anything about it."
- Observation: Consistently mixed race students who appear ethnic, minority(racial and LGBTQ+) students and woman as well as parents and teachers of these student expressed deep concerns about disparate educational experiences in PVCSF.

RECOMMENDATIONS

- Provide guidelines, expectations and training on how to mitigate bias when instructing. This training should include constructs such as: civil discourse, cultural competency and unconscious bias.
- Enhance communication to students, staff and parents regarding expectations and the possible set of outcomes for student behavior violations, specifically the need to maintain privacy, but also the set of potential outcomes for violation regarding discrimination asked others based on race, ethnic, LGBTQ+, religious minorities or other protected statuses.
- Develop a resource tool for instructors to intervene in classroom and hallways when slurs are used.
 - Set expectations for instructors regarding first level intervention, support and follow up
 - Empower instructors to create teachable moments



TRANSPARENCY/TRUST

STUDENT STAKEHOLDER INPUT

- “We need to acknowledge that we aren’t perfect.”
- It seems like “there’s no repercussions” when inappropriate jokes are made by students.
- “Individually teachers do better, but not in a classroom setting” regarding addressing DEI- avoidant to prevent tension
- RE: Diversity issues it feels like they’re “covering up things” to have a positive perception to the public

STAFF STAKEHOLDER INPUT

- Lots of “jumping through hoops” and “sweeping things under the rug”
- Questioning of hiring efforts related to diverse staff and lack of confidence that appropriate efforts are being made
- Need for more open and honest conversation about what’s best for kids including with peers “receiving feedback without being defensive”
- We need to be “owning the problem as a District with modesty and humility to show we’re working at it even if we make mistakes along the way”
- Need “clear guidelines and transparency and to be backed up if we take steps”

PARENT STAKEHOLDER INPUT

- Boys will be boys and “brushing under the rug”
- Not knowing the consequence when dealing with discipline issues
- Exterior excellence- avoiding “difficult conversations”
- Leaderships ”silence is favoring the oppressors”
- Is the “school doing everything they can” to ensure “equitable experiences irrespective of difference?”
- “Loss of faith” in administrators response to incidents and responsible adults
- Let things “slide because kids are just messing around”

RECOMMENDATIONS

- Develop expectations for staff level interventions and appropriate follow up and tracking to document issues.
- Establish expectations for supportive guidance for staff, especially teachers who address slurs or other discriminatory behavior that happens among students.
- Establish model practices and allow other instructors to observe other teachers who are integrating DEI into their curriculum and engaging in productive critical dialogue on these issues.
- Engage external parent group(s) seeking input and providing updates regarding changes in practices related to DEI and fostering sense of community.
- Implement and uphold preponderance of evidence standards when dealing with discriminatory issues.

REPRESENTATIONS

STAKEHOLDER INPUT

- Student: “Lots of insensitive people who don’t get it.”
- Parents: Lack of representation requires the ability to ”adjust based on the variety of student in your care”, increase “representation of diversity in staff”, “no diverse staff”
- Staff: “More diversity in staff so they might be able to know when to intervene”, Staff are “reflective of the background of students who are coming into the district and that will continue to be a challenge”, “Staff need more training and exposure to culture”, “we have racial issues as a privileged District”

RECOMMENDATIONS

- Develop a comprehensive District wide approach to teacher recruitment strategy to reflect the demographics of the Quad Cities community as a whole. This can be achieved in collaboration with neighboring school district with enhanced relationships with HBCU/HSI etc.
- Support and require integrating minority voices and experiences into curriculum beyond social studies and other disciplines that traditionally integrate the lived experience of minorities.
- Harness the success of programs that support neurodiverse students to develop practices for cross cultural engagement with intention.
- Feature positive cultural exposure through academics, social experiences and service for students and staff- not just during heritage months. Examples provided below:
 - PD that includes exposure to other cultures in the community.
 - Substituting service learning requirements for cultural experiential learning.

QUANTITATIVE REVIEW

GRADUATION UNIQUE ATTRIBUTES

- Persistence and completion rates are a noteworthy accomplishment of PVCSD.
- Asian students have a disproportionate graduation rate when compared to their overall representation in the District. Additionally, Asian students are underrepresented in 504 accommodations.
- Students who are on free lunch have slightly lower representation in the graduation rates in the data provided for review.

RECOMMENDATIONS

1. An examination of how students and parents access resources related to 504 accommodations would be a worthwhile endeavor. Though it is not fair to assume that Asian student graduation rates are directly correlated to access to 504 accommodations or lack thereof, an effort to ensure all student populations feel they understand and can access support may move the need to increase proportionately.
2. Develop deliberate interventions including quarterly check-ins and grade checks with students who are on free and reduced lunch across their high school experience to ensure that early interventions keep students on track for graduation.

SPEL, 504 AND AT-RISK

- Male student placement in special education is highest during elementary school. Special education designation for males tapers in junior high before an upward trend begins in high school.
- The number of students deemed at-risk following the 2019-2020 AY and COVID-19 is significant.
- Data related to socioeconomic status (SES) and Special Education, 504 and At-Risk was not available for review. This presents an opportunity for further exploration within the District.
- Hispanic/Latino, Black or African American, and students with two or more races all have slight overrepresentation in Special Education, 504 and At-Risk.
- Variability across elementary, middle and high school warrants deeper examination.

RECOMMENDATIONS

1. Convene a District Inclusive Education Committee to further examine District, building and classroom data by disaggregating on more than one variable at a time to discern additional partners, trends and anomalies. Examine intersections of identities (i.e. Black male students deemed at-risk, students who are on free or reduced lunch and a racial/ethnic minority, etc.)
2. Create district processes for data use that require consistent use of disaggregated data.
3. Ethnic and racial minority groups sometimes comprise a small n (number), when and if an additional variable is considered like having a 504. Disaggregate the data to identify which specific students need specific interventions and differentiated instruction to move the needle toward more equitable outcomes.
4. Conduct statistical analysis to identify statistically significant differences in proportionality between gender, race/ethnicity and SES.
5. Review your trial out procedure to ensure data is an accurate reflection of student designation.

TALENTED AND GIFTED UNIQUE ATTRIBUTES

- Considering current talented and gifted placement disproportionality and comments provided by students and instructors in focus group feedback and the internal Student Experience survey issued related to assumptions made of students who are low SES or from racially and ethnically diverse backgrounds, the quantitative data suggest there may be merit to the perceptions of who is capable and who is not.
- Underrepresentation of African American students in Talented and Gifted
- Underrepresentation of Hispanics/Latinos students in Talented and Gifted
- Underrepresentation of student with low SES in Talented and Gifted

RECOMMENDATIONS

1. Review current processes of student placement, develop more holistic admissions processes and use criteria beyond just performance on intelligence and achievement tests for TAG identification.
2. Consider strategies that create a dynamic learning experience for students who may be experiencing external barriers to academic success, yet have seemingly high performance, but do not quite meet TAG standards.
3. Create strategic goals and priorities with accountability measures to bridge the gap in TAG placement.

NEXT STEPS: GREATEST IMMEDIATE OPPORTUNITIES

- Develop and execute a process for sharing an overview of findings with key stakeholders.
- Establish a District Committee to establish protocols related to examining inclusive educational frameworks
- Review and refine talented and gift protocols and placement
- Education and Training for Educator related to cultural competency
- Establish protocol for hallway tracking and interventions when student behavior incidents occur that are discriminatory.



Pleasant Valley Community School District

Student Outcomes Audit Report

**A Qualitative and Quantitative Examination of Student Experience and Student Outcomes
Research Conducted by**



C O N S U L T I N G

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Pleasant Valley Community School District

District Student Outcomes Audit Report- Introduction

In February 2022, Pleasant Valley Community School District (PVCSD) commissioned Iman Consulting, LLC (Iman) to conduct a student outcomes audit to understand the state of diversity, equity and inclusion (DEI) in PVCSD, to identify strengths and opportunities related to DEI in order to continue its tradition of excellence in all they do and continuous improvement.

Prior to the audit, the District had work teams composed of instructors at the elementary, intermediate and secondary levels supported by administration to identify areas of opportunity as relates to DEI. At the time of data collection, the respective work teams (elementary, intermediate and secondary) were at various levels of development and progress and had sought to understand how to support staff, students and partner with administration to make sure the dynamic needs of an increasingly diverse community are served. The work teams had participated in professional development, primarily researching best practices, sharing informational resources, conducting book clubs and discussions as well as identifying ways to engage students in providing feedback regarding their student experience within and outside of the classroom.

This audit is centered on student experience, student outcomes and the intersection of these items. The audit process consisted of student, staff, faculty, administrator and parental input. Data gathering in the form of focus groups with the aforementioned stakeholders was used to provide deeper insights into the institution. Meeting with diverse stakeholder groups (students, parents, staff and instructors from a variety of disciplines) was used to have multiple data points for triangulation of data to develop a comprehensive understanding of the student experience.

Iman Consulting would like to thank the students, staff, faculty, parents and administrators who participated in the data collection process and the audit findings. Your time, input and candor supported the development of the content that will follow. Please note all focus group participants will remain de-identified throughout the report.

Audit Overview

Iman Consulting designed the audit as a process of discovery to inform opportunities to consider for continuous improvement. The findings that will follow are not intended to be a definitive statement of what PVCSD is or is not, but rather to provide a snapshot of what PVCSD might wish to celebrate and growth opportunities that PVCSD may choose to address. Unlike an

educational setting this audit is not a grade, rather a set of recommendations for action and/or further inquiry based on the District strengths, needs and various stakeholder input. The words of the students are central to the analysis and give voice to the totality of the lived experience of students within the District.

This audit report is offered at a time when PVCSD is experiencing significant growth. Between 2014-2015 Academic Year and 2018-2019 Academic Year the PVCSD's student population grew 11 percent from 4,333 students to 4,811 students.

It is also worth noting that this audit was conducted during a period of national debate over DEI. These debates included issues such as how issues of race and gender are addressed by teachers and in curriculum. Similarly, efforts to ban certain books in public schools was a key political issue during this audit. A core element of the nationwide discussion on specific books that were being considered to be removed from public schools were texts representing the lived experiences of individuals with diverse and/or minoritized identities. The national debate related to DEI has statewide implications ([HF 802](#)) and had localized impact for the District in spring 2022, as the District reviewed a petition to remove *All Boys Aren't Blue* from the secondary school. This book is among those that has been part of the national political debates.

Stakeholders within the District expressed both strong approval and strong disapproval for the audit work. Some parents encouraged their children to participate and encouraged candor. Other parents and stakeholders encouraged parents to ban together to ensure their students did not speak with the consultant(s) conducting the research. Similarly, some employees and parents did not feel safe fully expressing themselves regarding their experiences with DEI in the District. Several individuals requested private Zoom meetings and some others provided written input submitted directly to the consultant(s).

With this in mind, the audit is intended to offer ways to help PVCSD staff, students, administrators and engaged community members in considering ways to improve. Below are areas of distinction and areas of opportunity for consideration of work and history that can be celebrated as well as areas for growth.

Areas of Distinction:

- Student population is growing and PVCSD remains one of the highest academic performing institutions in the state.
- PVCSD has robust extra-curricular offerings that support a wide variety of student interests and abilities.
- PVCSD has faculty who are committed to engaging in new learning to better meet the needs of an increasingly diverse student population.

Areas of Opportunity:

- Education and training to support employees in incorporating and/or managing culturally responsive education and inclusion across the District
- Forming and firming a stance on diversity, inclusion, discrimination and communicating that positions to stakeholders
- Examining disaggregated data toward achieving equity in outcomes
- Documenting student behavior event violations related to discriminatory behavior to monitor the severity or pervasiveness of the issue
- Considering restorative justice¹ practices to respond to conflict and harm as a means to foster caring relationships in schools.
- Increasing representation of staff who reflect the wide variety of populations served in PVCSD.

Audit Processes

Initial discovery meetings were held with the District’s senior administration. These meetings consisted of a review of current issues including faculty feedback, parent feedback, recent/current board agenda topics, and administrator feedback.

A total of 7 focus groups were conducted in spring 2022. These focus groups included the following stakeholder groups:

- Two (2) parent focus groups
- Two (2) staff/faculty groups
- Two (2) high school student groups
- One (1) administration group

Group sizes ranged from as few eight (8) participants to as many as seventeen (17) participants. These focus groups were comprised of a wide variety of individuals from various backgrounds and perspectives. The administrators supported the consultant with the sourcing of participants. The consultants encouraged the administration to ensure a wide variety of perspectives and opinions were considered in the sourcing of participants.

Participants were not provided the focus group questions in advance. As such and to accommodate those who needed time to reflect, participants were provided the opportunity to submit written input via email. This input may have come as a result of ruminating on the questions or their desire to not contribute vocally in a group setting. A total of five independent submissions were emailed to the consultant(s) and reviewed.

Additionally, worth noting was the desire of some racially diverse and ethnic minority stakeholders’ to meet separate from the focus groups. The racial and ethnic minority group

¹ Restorative Justice in U.S. Schools: A Research Review defines restorative justice as “a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for addressing harm, responding to violations of legal and human rights, and problem solving”.

representatives that did reach out directly to the consultant expressed an uneasiness with sharing actual experiences in front of others and an inability to fully be heard in a mixed setting when others had made their negative sentiments regarding dialogue related to diverse student experiences clear. The feedback from these one-on-one interviews was incorporated into the review of data.

Upon completion of the qualitative data gathering, the data was synthesized and themes were identified. These themes were shared with administration in fall 2022 during a midcourse update meeting. The themes were distilled into four (4) major issues and preliminary recommendations were provided with the associated issues. It is worth noting that qualitative data is used to gain understanding related to individuals or groups' thoughts, experiences, or perceptions.

Further data analysis occurred in fall 2022 that included a review of quantitative student demographic data to include enrollment numbers and placement numbers by race/ethnicity, gender, Individualized Education Program (IEP), 504, and at-risk designation. Additionally, free and reduced lunch was used as an indicator associated with socio-economic status (SES). This quantitative analysis used enrollment data from 2014-2015 Academic Year (AY) to 2020-2021AY to assist with identifying any significant trends that might exist within the District. Noteworthy is the absence of data collection for 2019-2020 AY. COVID-19 related disruption is attributed to gaps in some data collection.

The quantitative analysis sought to identify gaps, irregularities or areas for further exploration by the District. Those findings and recommendations were reviewed by the senior administration in spring 2023 for further explanation as to reduce the likelihood of misinterpretation of the data before the final report was edited for review by the Board.

The following is a report of key findings and associated recommendations that PVCSD can use to further define their next steps toward building consensus related to diversity, equity and inclusion as well as to enhancing an inclusive educational environment for all students in the District.

Part One

Qualitative Findings

Identified Themes

As noted four (4) themes were identified as distinct takeaways from the stakeholders from the stakeholder focus groups and meetings. Those themes are as follows:

- 1) *Unclear value of Diversity, Equity and Inclusion (DEI),*
- 2) *Consistency,*
- 3) *Transparency and*
- 4) *Representation*

Unclear Value of Diversity, Equity and Inclusion

As the District has experienced significant growth in student population, the diversity in student demographics has changed as well. As such diversity is not an option, but a reality in a growing District with open enrollment policies that will likely continue to diversify the student population. PVCSD has not made clear its stance on the value of DEI.

- Staff do not understand PVCSD diversity definition as it relates to their ability to integrate topics related to diversity into the student experience. Instructors, in particular, lack confidence in integrating, supporting or addressing diversity in their curricular/classroom due to lack of technical training, fear of upsetting parents, concerns about state legislation and uncertainty that they would have support from the administration.
- Students feel there are select groups of individuals, referred to as “these guys, guys, athletes”, who are above reproach, despite being habitual violators of what they would consider to be an inclusive community.
- Parents, students and teachers expressed concerns regarding discipline and missed opportunities to help students deeply engage in learning following incidents in the buildings of PVCSD related to racism, LGBTQ+ phobia/slurs, or other forms of xenophobia, including religious bias and discrimination.
- Staff do not feel strong support by the District administration regarding diversity, equity and inclusion.
- Staff are seeking out resources on their own to sharpen their skills regarding strategies to create a more inclusive culture and inclusive academic experience for students.

- PVCSD has strong programs that support students with disabilities that include both peer to peer engagement, academic programming and extra-curricular activities.
- Specific student populations are not experiencing high levels of safety, belonging and inclusion. These student populations include students who appear to be female students, racial or ethnic minorities, LGBTQ+ and to a lesser degree religious minorities were referenced.

RECOMMENDATIONS

1. Develop a District Inclusive Culture committee that adopts DEI guiding principles, an operational diversity statement with tenets that guides the Districts progress on creating an inclusive and equitable educational environment for all students.
2. Explore restorative justice education curriculum for PVCSD to implement when students' behaviors violate sense of community/inclusion or are explicitly discriminatory.
3. Provide staff with professional development and education opportunities specific to teaching and learning in diverse settings and cultural competency.

Consistency

The second theme of the four identified was consistency or in some instances this was described as lack of consistency. Please note it is not unusual for there to be variation in implementation of practices in an institution the size of PVCSD, particularly as you consider academic freedom, varied levels of creativity toward achieving the curricular objectives and professional judgment. Stakeholders' concerns were most specific to responses to acts and actors who violate the sense of being a socially safe and inclusive community. The stakeholder perceptions are summarized below:

- Stakeholders noted varied levels of instructor ability and willingness to engage in dialogue with students and parents whose political positions may be different than their own.
- Instructors show biases most often in the form of microaggression² while other instructors actively work to create safe spaces for critical thinking, healthy dialogue and civil discourse even when they may not share the views of the students.
- Stakeholders are unclear and feel there is a lack of consistency in how discipline related to prejudice, discrimination and specifically racism is handled within PVCSD.
- There is a lack of consistency between instructors and administrators on what student behaviors warrant intervention and/or discipline. Parental influence is perceived to play a role in who has consequences. Also, the disposition of the staff who witness or receive reports of student behavior events (racial slurs, LGBTQ+ slurs, religious discrimination or bias) will determine what, if any, intervention occurs.
- When dealing with racism or other discriminatory behaviors, administrators lack consistent approaches to consequences beyond those explicitly outlined in the student handbook.

RECOMMENDATIONS

1. Provide guidelines, expectations and training on how to mitigate bias when instructing. This training should include topics such as: civil discourse, cultural competency and unconscious bias.
2. Enhance communication to students, staff and parents regarding the possible set of outcomes for student behavior events, specifically the need to maintain privacy, but also the set of potential outcomes for violations regarding discrimination against others based on race, ethnic, LGBTQ+, religious minorities or other protected statuses.
3. Develop a resource tool for instructors to have examples of how to intervene in the classroom and hallways when racial epithets or other hate speech is used.

² Microaggression in the learning environment: A systematic review defines microaggression as “everyday brief, low-intensity events that convey negative messages toward marginalized groups.

Transparency

Students, staff and parents had strong sentiments regarding the need for clarity on the District's position on DEI and the management of DEI issues across the organization. For this reason, transparency was identified as the third theme. Stakeholders shared feelings that DEI is not well understood and instead of educating community stakeholders on the value or role of DEI, leadership avoids the dialogue due to a vocal minority of parents vehemently opposing the dialogue. A summary of stakeholder experiences and perceptions is provided below:

- Students felt that uncomfortable conversations regarding DEI are avoided by many instructors and they were unsure if instructors are allowed by administration to incorporate diversity principles, concepts or context into the classroom. Some noted that they felt legislation also played a role in creating a chilly environment for DEI in the classroom.
- Students expressed sentiments of being silenced or mistreated by staff and/or students if they did not conform to certain cultural norms (i.e. condemned for participating in protest, not standing for the pledge of allegiance, showing allyship to minoritized groups). It was noted that the mistreatment often happened privately or without others being privy to or knowledgeable about the admonishments.
- Parents, particularly parents of students of color, felt that racism is overlooked, downplayed or “swept under the rug” (Please note: This quote was used by students and parents regarding racism and other forms of discrimination that can be detrimental to a healthy learning environment).
- Instructors lacked clear instruction on what conversations related to diversity are permissible by administration in light of state legislation.
- Lack of awareness, understanding and communication of what an appropriate consequence for violations or behaviors related to discrimination, racism or use of racial slurs.
- Sentiments that leadership lacks a clear or firm approach on how to handle or address the politics associated with issues that are associated with DEI, particularly when dealing with parents of students who have violated a sense of community.

RECOMMENDATIONS

1. As previously noted, enhancing communication to students, staff and parents regarding the possible set of outcomes for student misconduct, may be beneficial and may address perceptions of consistent implementation of consequences. Sharing potential outcomes for violations regarding discrimination against others based on race, ethnic, LGBTQ+, religious minorities or other protected statuses will also assist with improving transparency.
2. Empower instructors to have meaningful dialogue in the classrooms to support critical thinking while addressing social issues related to sharing diverse perspectives, including a wide variety of cultural viewpoints and identifying issues of equity that are deemed appropriate to advance teaching and learning.
3. Provide education and training for administrators to support their development in culturally responsive interventions and in dealing with student behavior events

that include microaggression and discrimination toward individuals from minoritized groups.

Representation

As stakeholders reflected on their experiences with PVCSD and considered opportunities that could impact the current dynamics within the school buildings, many stakeholders referenced their perceptions on the importance of representation. The high frequency of remarks related to representation helped solidify this concept as the fourth theme. The following is a summary of the sentiments expressed:

- All stakeholders noted the need for and lack of diverse representation in the staff, particularly among the teaching staff and administration. This comment was among the most frequently referenced remarks across the stakeholder groups.
- Students with diverse backgrounds (referred to most often as racial/ethnic minorities and low socioeconomic status) are perceived to be lower performing by some staff due to lack of effort without realizing historically many in-district PVCSD students come from higher income homes that:
 - provide supplemental resources that aren't available to all (i.e. enrichment opportunities that reinforce academic concepts taught in school)
 - may support with one-on-one academic support from parents, guardians or a tutor
- The lack of shared background (race/ethnicity and SES were specifically referenced) with diverse student groups leaves staff feeling ill-equipped to feel confident in how to proceed with support for all students.
- Lack of shared background leads to insensitivity or lack of understanding as to why some comments/behaviors directed toward minoritized groups is harmful

RECOMMENDATIONS:

1. Host focus groups with racial and ethnic minority groups on staff to identify challenges to recruitment and retention to ensure a healthy work environment for any new staff who might be recruited to join the District.
 - Develop a system to address any issues that are identified internally by current staff before proceeding with recruitment efforts.
2. Develop a recruitment strategy that includes connecting with ethnically and racially diverse prospective teachers, including an agreement with historically black colleges and universities (HBCUs), Hispanic serving institutions (HSIs) and Asian American and Native American Pacific Islander-serving institutions (AANAPISIs).
3. Consider developing a consortium approach with neighboring school districts to recruit racially and ethnically diverse teachers as this is a challenge that the Quad Cities region could work collectively to address. This consortium *could* include pooled resources or joint grant applications to create incentives for relocation or other incentive packages.

Part 2

Quantitative Findings

The quantitative findings are based on data provided by the District. The data analysis is based in part on a review of the following documents:

- A partial equity audit developed by Pleasant Valley High School administration is 2021.
- Consolidated Accountability and Support Application (CASA) data
- District data that is disaggregated data based on
 - **Graduation Rates**
 - **Disability, 504, and At-Risk Designation**
 - **Talent and Gifted³ Placement**
 - **Gender, Race/Ethnic, and Free and Reduced Lunch Status (often used as a measure of socio-economic status)**

The information that will follow are key points that stand out as highlights that are noteworthy across the District. The data points are from 2014-2015 AY through 2021-2022 AY, where available. Furthermore, these unique data points can be further examined and broken down by elementary, intermediate and secondary populations to examine any other anomalies that exist.

What will follow, will include data elements segmented by either:

- gender (identified as male and female)
- race and ethnicity and/or
- free and reduced lunch

³ Iowa Code 257.44 Gifted and talented children defined. "Gifted and talented children" are those identified as possessing outstanding abilities who are capable of high performance. Source: Iowa Department of Education

Pleasant Valley Community School District Graduation Rates

During the AY 2014-2015 through AY 2018-2019 there were a total of 22,807 students enrolled in PVCSD. The total student enrollment demographics for this period are provided below:

- Hispanic/Latino: 1,119 or 4.9%
- American Indian or Native Alaskan: 32 or .14%
- Asian: 2,237 or 9.8%
- Black: 630 or 2.8%
- Hawaiian or other Pacific Islander: 18 or .08%
- White: 18,072 or 79.2%
- Two or more races: 699 or 3%

PVCSD students by and large come to school and persist through to graduation. [link to data](#). The District consistently has one of the highest graduation rates in the state over the period reviewed. In reviewing graduation rates by race and ethnicity the following information represents the disaggregation of the data:

A total of 2,650 students graduated from AY 2014-2015 through AY 2021-2022. Of those graduates:

- 131 or 4.9% of students were Hispanic/Latino
- 3 or .11% of students were American Indian or Native Alaskan
- 218 or 8.2% of students were Asian
- 88 or 3.3% of students were Black
- 1 or .04% of students were Hawaiian or other Pacific Islander
- 2156 or 81.4% of students were White
- 53 or 2% of students were two or more races

Generally, graduation rates align with the representation of student makeup across the District. Asian students and students of two or more races appear to be slightly underrepresented in the graduation rates compared to their representation in overall student enrollment.

As it relates to socioeconomic status or SES, eligibility for free and reduced lunch were used as indicators to assist in identifying whether or not students had disparate outcomes. Data for AY 2014-2015 through AY 2018-2019 shows that 8.1% of students received free lunch during this period, 1.7% of students were on a reduced fee lunch and 90.2% of students paid full price for lunch.

The following is representative of the SES of graduates from AY 2014-2015 through AY 2021-2022:

- 201 students or 7.6% of students received free lunch
- 40 students or 1.5% of students were on reduced fee lunch
- 2,409 students or 90.9% of students paid for lunch

Students who are on free lunch have slightly lower representation in the graduation rates in the data provided for review.

Special Education, 504 and At-Risk

With consideration for CASA Desk data collected from 2016-2017 through 2021-2022 AY⁴, the following information disaggregates the data by gender, race and ethnicity. The practice of reviewing data in a disaggregated form allows reviewers to better identify if there are any data points that represent unique attributes regarding a student population. Furthermore, the disaggregation of the data can allow reviewers to determine if there are any data points that may skew the overall reporting.

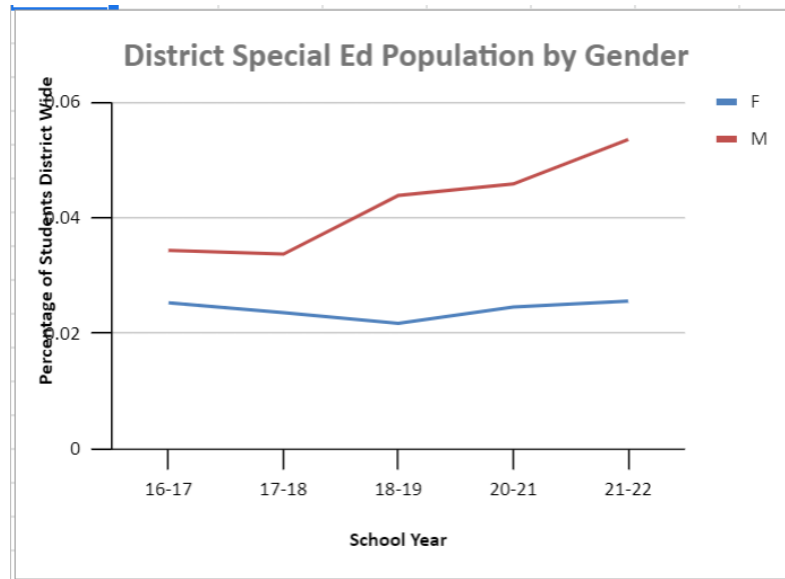
Gender is designated in two categories: male and female. No additional gender identity data was available. Racial and ethnic groups are denoted in the CASA Desk reporting: Hispanic/Latino, American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White and Two or More Races.

It is important to note the data represented may include duplicate headcount as students are transitioned in and out of special education services. Additionally, the methodology used included a review of year over year raw numbers (n), representing students in one academic year placed in special education, students with a 504 plan or students deemed at-risk. These students may be represented in the following year's data if they had not yet graduated or left the District (i.e. a 7th grade student may be represented in 2018-2019 counts and again in 2019-2020 as an 8th grade student if they maintained a special education, 504 or at-risk designation). Lastly, as it relates to the racial and ethnic data a cumulative N or 3994 is representative of the total number of students in special education, with a 504 or deemed at-risk from 2016-2017 AY through 2021-2022 Academic Year.

⁴ Data may not include 2019-2020 Academic Year due to COVID-19

**Special Education, 504 and At-Risk
Gender Representation**

Males are overrepresented in special education compared to females consistently over a five year period as observed in the [CASA Desk Audit Disability Equity Graph](#). This trend is not inconsistent with national trends; however, this issue may have been exacerbated by COVID-19 where the gap in placement increased disproportionately. See graph 1 provided below.



Graph 1

In examining placement across elementary, junior high and the District’s high school, data suggests that males are significantly overrepresented in special education at the elementary level. See chart 1. These placements taper off in junior high and high school. [CASA Desk Audit Disability Equity Graph Data - Graph tab](#)

Year	SpEd									
	Total SpEd	F			M			Total SpEd	M	
		SpEd F	Elem	JH	HS	SpEd M	Elem		JH	HS
16-17	276	117	61	21	35	159	98	22	39	
17-18	272	112	59	17	36	160	99	26	35	
18-19	329	109	58	21	30	220	153	25	42	
20-21	370	129	79	16	34	241	158	42	41	
21-22	433	140	85	15	40	293	195	39	59	

Chart 1

When reviewing 504 accommodations, the data suggests male students are identified at a higher rate than females in 504 accommodations over a five year span. Supplemental graphs are provided Appendix C.

504									
	F					M			
Total 504	Total 504 F	Elem	JH	HS	Total 504	Elem	JH	HS	
95	34	9	6	19	61	20	14	27	
118	48	12	7	29	70	20	19	31	
154	61	13	12	36	93	28	24	41	
145	56	10	19	27	89	18	19	52	
148	58	13	10	35	90	22	17	51	

Chart 2

Similarly, data on at-risk designation also suggests that males are more likely to be denoted as at-risk than their female counterparts. Chart 3 illustrates the number of students deemed at risk in 2016-2017 AY through 2020-2021 AY. While gender representation is evenly distributed in PVCSD, there is disproportionality for students deemed at-risk. Males students comprise 60% of at-risk students.

At-Risk									
	F					M			
Total At-Risk	Total At-Risk	Elem	JH	HS	Total At-Risk	Elem	JH	HS	
250	104	52	24	28	146	73	28	45	
246	97	45	20	32	149	66	35	48	
285	121	52	26	43	164	83	38	43	
326	113	51	30	32	213	109	48	56	
547	227	111	48	68	320	124	79	117	

Chart 3

*Data is not representative of 2019-2020 Academic Year

**Special Education, 504 and At-Risk
Racial and Ethnic Representation**

Hispanic/Latino			
	Special Education	504	At-Risk
2016-2017	14	14	13
2017-2018	16	16	20
2018-2019	17	17	26
2020-2021	29	29	20
2021-2022	33	33	48
	109	109	127
TOTAL 279/3994			

Chart 4

The total Hispanic/ Latino student representation is Special Education, 504 and At-Risk population represents 7% of the total number of students with this designation. This represents a slight overrepresentation given the Latino/Hispanic enrolled population is approximately 5.3% currently.

American Indian/ Alaskan Native			
	Special Education	504	At-Risk
2016-2017	1	1	1
2017-2018	0	1	0
2018-2019	1	1	1
2020-2021	1	1	1
2021-2022	1	1	1
	4	5	4
TOTAL 13/3994			

Chart 5

Chart 5 illustrates the total American Indian/ Alaskan Native student representation is Special Education, 504 and At-Risk population is low, representing .325% of all students with these designations.

Asian			
	Special Education	504	At-Risk
2016-2017	21	3	16
2017-2018	23	3	15
2018-2019	29	4	16
2020-2021	27	3	19
2021-2022	35	5	32
	135	18	98
TOTAL 251/3994			

Chart 6

In chart 6, the total Asian student representation is Special Education, 504 and At-Risk population represents 6.3% of the total number of students with this designation. This represents slight underrepresentation given the Asian enrolled population is approximately 10.8% currently.

Black or African American			
	Special Education	504	At-Risk
2016-2017	15	2	19
2017-2018	17	3	23
2018-2019	20	3	17
2020-2021	17	4	23
2021-2022	26	4	34
	95	16	116
TOTAL 227/3994			

Chart 7

The total Black or African American student representation is Special Education, 504 and At-Risk population represents 5.7% of the total number of students with this designation as noted in chart 7. This represents a slight overrepresentation given the Black/African American enrolled population is approximately 3% currently.

Native Hawaiian/Pacific Islander			
	Special Education	504	At-Risk
2016-2017	1	0	0
2017-2018	1	0	0
2018-2019	1	0	1
2020-2021	0	0	1
2021-2022	0	0	1
	3	0	3
TOTAL 6/3994			

Chart 8

Chart 8 displays that the total Native Hawaiian/Other Pacific Island students represented in Special Education, 504 and At-Risk population is low, representing .15 of all students with these designations. However, the number of students represented is congruent with the total representation across the District.

White			
	Special Education	504	At-Risk
2016-2017	213	84	184
2017-2018	206	104	173
2018-2019	249	135	206
2020-2021	279	120	244
2021-2022	316	120	393
	1263	563	1200
TOTAL 3026/3994			

Chart 9

The total White representation is Special Education, 504 and At-Risk population represents 75.8% of the total number of students with this designation. This representation is proportional to current student enrollment with 76% of students enrolled with District being White.

Two or More Races			
	Special Education	504	At-Risk
2016-2017	11	0	17
2017-2018	9	0	15
2018-2019	12	2	18
2020-2021	17	6	18
2021-2022	22	7	38
	71	15	106
TOTAL 192/3994			

Chart 10

Illustrated in Chart 10, students who identified as having two (2) or more races comprise 4.8% of the Special Education, 504 and At-Risk population. This represents a slight overrepresentation given the current composition of students identifying with two or more races.

Data related to socioeconomic status (SES) and Special Education, 504 and At-Risk was not available for review. This presents an opportunity for further exploration within the District.

Talented and Gifted Education

Racial and Ethnic Representation

According to the Iowa Department of Education, talented and gifted students are children who are identified as possessing outstanding abilities who are capable of high performance. For the review period of Academic Year 2014-2015 through Academic Year 2020-2021 N=1,625. This represents the total number of students who were identified as talented and gifted.

The chart provided below illustrates the number of students identified as talented and gifted by racial and ethnic identity. Furthermore, [Iowa Code 256.11](#) states the “rules of the state board shall require that a multicultural, gender-fair approach is used by schools and school districts. The educational program shall be taught from a multicultural, gender-fair approach”.

This should include fair and equitable placement of students and appropriate access to talented and gifted education.

Talented and Gifted	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic/Latino	0	1	4	3	3	9	7
American Indian or Alaska Native	0	0	0	0	0	1	0
Asian	13	19	32	34	25	54	53
Black or African American	0	0	2	2	2	4	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	133	142	195	176	157	311	202
Two or More	2	3	5	3	3	10	11
	148	165	238	218	190	389	277

Chart 11

The data illustrates there is disparity in placement of Black or African American students representing .86% of students designated as talented and gifted. Additional disparities include

the underrepresentation of Hispanic/Latino students at 1.7% of placements and the overrepresentation of their White and Asian counterparts at 81% and 14.1% of talented and gifted placements, respectively, across the District over a seven (7) year review period.

The District’s internal preliminary analysis of talented and gifted placement⁵ also notes the likelihood of talented and gifted placement is disproportionate. See chart 12 below.

Students’ Labeling of Gifted/Talented by Race at Pleasant Valley Elementary

All Students	White Students	Hispanic/ Latinx Students	American Indian/ Native Alaskan Students	Asian Students	African American/ Black Students	Two or More Races	Hawaiian Native/ Pacific Islander Students
4.92%	82.26%	1.51%	0.05%	13.52%	0.58%	3.02%	0%

Student Population by Race at Pleasant Valley Elementary

All Students	White Students	Hispanic/ Latinx Students	American Indian/ Native Alaskan Students	Asian Students	African American/ Black Students	Two or More Races	Hawaiian Native/ Pacific Islander Students
100%	78.65%	4.95%	0.15%	10.3%	4.92%	3.20%	0.27%

Approximate Likelihood of Being Labeled Gifted/ Talented by Race

All Students	White Students	Hispanic /Latinx Students	American Indian/ Native Alaskan Students	Asian Students	African American/ Black Students	Two or More Races	Hawaiian Native/ Pacific Islander Students
1 in 21	1 in 19	1 in 60	1 in 36	1 in 15	1 in 51	1 in 34	0

Chart 12

⁵ Data provided by Pleasant Valley High School Administration based on an internal audit conducted in Academic Year 2021-2022.

Talented and Gifted Education

Socioeconomic Status (SES)

Disaggregating data along socioeconomic lines allows for deeper understanding of who has access to talented and gifted education. Chart 13 (see below) illustrates the total number of students designated each year from 2014-2015 AY through 2020-2021 AY. As previously noted, the cumulative N for the data set is 1,625. Of the total data set (N=1,625) 2.5% of students who are talented and gifted receive free lunch. Additionally, .86% of students who pay a reduced rate for lunch are designated as talented and gifted. (See chart 14 for comparative data of the overall student population and those on free and reduced lunch.)

The talented and gifted student population is 96.6% students who pay full rate for lunch with a combined representation of 3.4% of lower income students in talented and gifted programming. This reflects disproportionality in placement when compared to the percentage of all students who are low SES. Students who are lower income are less likely to be placed in talented and gifted programs.

Talented and Gifted (SES)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Free	1	2	5	4	7	10	12
Reduced	1	0	2	1	0	5	5
Paid	146	163	231	213	183	374	260
Total	148	165	238	218	190	389	277

Chart 13

Displayed below in Chart 14 are the 2014-2015 AY through 2018-2019 AY percentages of overall student representation who receive free or reduced lunch. The data, when compared to students who are lower SES and designated as talented and gifted, shows a stark contrast that is demonstrative of underrepresentation.

Free and Reduced Population % (SES)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Free	8.86%	6.61%	8.83%	7.42%	8.73%
Reduced	1.41%	1.44%	2.01%	1.66%	1.83%

Chart 14

Findings, Interpretation of Unique Attributes and Recommendations

Graduation Rates

- Persistence and completion rates are a noteworthy accomplishment of PVCSD.
- Asian students have a disproportionate graduation rate when compared to their overall representation in the District. Additionally, Asian students are underrepresented in 504 accommodations.
- Students who are on free lunch have slightly lower representation in the graduation rates in the data provided for review.

RECOMMENDATIONS:

- 1) An examination of how students and parents access resources related to 504 accommodations would be a worthwhile endeavor. Though it is not fair to assume that Asian student graduation rates are directly correlated to access to 504 accommodations or lack thereof, an effort to ensure all student populations feel they understand and can access support may move the need to increase proportionately.
- 2) Develop deliberate interventions including quarterly check-ins and grade checks with students who are on free and reduced lunch across their high school experience to ensure that early interventions keep students on track for graduation.

Quantitative Findings, Interpretation of Unique Attributes and Recommendations

Special Education, 504 and At-Risk

- Male student placement in special education is highest during elementary school. Special education designation for males tapers in junior high before an upward trend begins in high school.
- The number of students deemed at-risk following the 2019-2020 AY and COVID-19 is significant.
- Data related to socioeconomic status (SES) and Special Education, 504 and At-Risk was not available for review. This presents an opportunity for further exploration within the District.
- Hispanic/Latino, Black or African American, and students with two or more races all have slight overrepresentation in Special Education, 504 and At-Risk.
- Variability across elementary, middle and high school warrants deeper examination.

RECOMMENDATIONS:

- 1) Convene a District Inclusive Education Committee to further examine District, building and classroom data by disaggregating on more than one variable at a time to discern additional patterns, trends and anomalies. Examine intersections of identities (i.e. Black male students deemed at-risk, students who are on free or reduced lunch and a racial/ethnic minority, etc.)
- 2) Create district processes for data use that require consistent use of disaggregated data.
- 3) Ethnic and racial minority groups sometimes comprise a small n (number), when/if an additional variable is considered like having a 504. Disaggregate the data to identify which specific students need specific interventions and differentiated instruction to move the needle toward more equitable outcomes.
- 4) Conduct statistical analysis to identify statistically significant differences in proportionality between gender, race/ethnicity and SES.
- 5) Review your trial out procedure to ensure data is an accurate reflection of student designation.

Findings, Interpretation of Unique Attributes and Recommendations

Talented and Gifted Education

- Considering current talented and gifted placement disproportionality and comments provided by students and instructors in focus group feedback and the internal Student Experience survey issued related to assumptions made of students who are low SES or from racially and ethnically diverse backgrounds, the quantitative data suggest there may be merit to the perceptions of who is capable and who is not.
- Underrepresentation of African American students in Talented and Gifted
- Underrepresentation of Hispanics/Latinos students in Talented and Gifted
- Underrepresentation of student with low SES in Talented and Gifted

RECOMMENDATIONS:

- 1) Review current processes of student placement, develop more holistic admissions processes and use criteria beyond just performance on intelligence and achievement tests for TAG identification.
- 2) Consider strategies that create a dynamic learning experience for students who may be experiencing external barriers to academic success, yet have seemingly high performance, but do not quite meet TAG standards.
- 3) Create strategic goals and priorities with accountability measures to bridge the gap in TAG placement.

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Appendix A



PV Community School District Parent Focus Group

1. What led to the forming of your group and why are you choosing to participate in this group?
2. How would you describe the culture or climate as it relates to diversity and inclusion at your child's school?
3. Are there any positive examples of diversity and inclusion that you've noticed in your student's educational experience while attending Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extracurricular opportunities that stand out to you or that stand out for your student?
4. What's been the most challenging part about your child's experience with D&I? What about you as a parent? What's challenged you?
5. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
6. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for its students?
7. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
8. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?



PV Community School District **Teacher/Staff Focus Group**

1. How would you describe the culture or climate as it relates to diversity and inclusion at your school/in the district?
2. Are there any positive examples of diversity and inclusion that you've noticed in your students' educational experience while teaching at Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extra-curricular opportunities that truly expand a student's ability to connect with diversity and inclusion?
3. What's been the most challenging part about teaching as it relates to D&I?
 - a. Many teachers have expressed challenges associated with state legislation, are there any challenges specific to Pleasant Valley that would be unique to other districts?
4. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
5. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for its students?
6. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
7. How would you describe PV Community School District as it relates to being an inclusive place for teachers, staff, administrators or other colleagues who may have diverse backgrounds?
8. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?



PV Community School District **Student Focus Groups**

1. What led you to choose to participate in this club/organization?
2. How would you describe the culture or climate as it relates to diversity and inclusion at your school/in the district?
3. How would you describe PV Community School District as it relates to being an inclusive place for students who may have diverse backgrounds?
4. Are there any positive examples of diversity and inclusion that you've noticed in your educational experience while attending Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extracurricular opportunities that truly expand your ability to connect with students with diverse backgrounds? Is this important to you? Why or why not?
5. What's been the most challenging part about your experience as a student related to diversity and inclusion?
6. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
7. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for you and other students?
8. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
9. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?



PV Community School District Administration Focus Group

1. How would you describe the culture or climate as it relates to diversity and inclusion at your school/in the district?
2. Are there any positive examples of diversity and inclusion that you've noticed in your students' educational experience while at Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extra-curricular opportunities that truly expand a student's ability to connect with diversity and inclusion?
3. What's been the most challenging part about being in administration as it relates to D&I?
 - a. Many teachers have expressed challenges associated with state legislation, are there any challenges specific to Pleasant Valley that would be unique to other districts?
4. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
5. Can you describe how you handle disciplinary issues specific to or related to race, gender, LGBTQ or any other minority identities?
 - a. How do you communicate with parents/teachers related to these matters?
 - b. What are the most frequent types of issues you have to address related to diverse groups?
6. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for its students?
7. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
8. How would you describe PV Community School District as it relates to being an inclusive place for teachers, staff, or other colleagues who may have diverse backgrounds?
9. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?

Appendix B

Compelling Quotes Used to Support Theme Development

Theme	Quotes Associated with Theme
<p>Unclear Value of DEI</p>	<ul style="list-style-type: none"> • Students- “When things happen they say they care, but then they look to us for solutions” • Parents- There seems to be “fear of discussion”, “not willing to have hard conversations”, the District needs to be a “support system for kids”, “Students are struggling related to DEI”, want “fearless leadership” regarding DEI, students with “conservative/liberal” views shouldn’t be made to feel wrong depending on what teacher they have • Staff- “we’ve not taken a big enough risk on our DEI position”, “Silence on issues favors the” privileged, the “say-do” ratio is not balanced
<p>Consistency</p>	<ul style="list-style-type: none"> • Students- “The problem at PV has racism... ignorance, mean comments, and discriminating is a really big problem.”, People are “racist toward other people and don’t have consequences” some people think it’s funny. • Parents- “We’ve had significant racist incidents and parents aren’t notified to be able to make a determination as to whether or not schools are safe for our kids.” • Staff- “In the hallways it’s a major problem. Kids say terrible things and no one does anything about it.” <p><i>*Observation: Consistently, mixed race students who appear ethnic, minority(racial and LGBTQ+) students and women as well as parents and teachers of these student expressed deep concerns about disparate educational experiences in PVCSD</i></p>
<p>Transparency</p>	<p>STUDENTS:</p>

	<ul style="list-style-type: none"> • “We need to acknowledge that we aren’t perfect.” • It seems like “there’s no repercussions” when inappropriate jokes are made by students. • “Individually teachers do better, but not in a classroom setting” regarding addressing DEI- avoidant to prevent tension • RE: Diversity issues it feels like they’re “covering up things” to have a positive perception to the public <p>STAFF:</p> <ul style="list-style-type: none"> • Lots of “jumping through hoops” and “sweeping things under the rug” • Questioning of hiring efforts related to diverse staff and lack of confidence that appropriate efforts are being made • Need for more open and honest conversation about what’s best for kids including with peers “receiving feedback without being defensive” • We need to be “owning the problem as a District with modesty and humility to show we’re working at it even if we make mistakes along the way” • Need “clear guidelines and transparency and to be backed up if we take steps” <p>PARENTS:</p> <ul style="list-style-type: none"> • Boys will be boys and “brushing under the rug” • Not knowing the consequence when dealing with discipline issues • Exterior excellence- avoiding “difficult conversations” • Leadership’s “silence is favoring the oppressors” • Is the “school doing everything they can” to ensure “equitable experiences irrespective of difference?” • “Loss of faith” in administrators’ response to incidents and responsible adults • Let things “slide because kids are just messing around”

Representation

- Students: "Lots of insensitive people who don't get it."
- Parents: Lack of representation requires the ability to "adjust based on the variety of student in your care", increase "representation of diversity in staff", "no diverse staff"
- Staff: "More diversity in staff so they might be able to know when to intervene", Staff aren't "reflective of the background of students who are coming into the district and that will continue to be a challenge", "Staff need more training and exposure to culture", "we have racial issues as a privileged District"

Appendix C Supplemental Graph Data

