



**PUPIL NONDISCRIMINATION SELF-EVALUATION REPORT
(s. 118.13, PI 9)**

School District of Holmen

Approved by the Board of Education
February 13, 2017

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SECTION I: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

DPI: Prepare a written summary that describes the methods used to conduct the evaluation, who participated in the process and what contributions the participants provided. Include this summary in your report.

The School District of Holmen has provided an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. The following individuals and groups either assisted in developing the plan or reviewed the plan for comments and/or changes prior to school board approval.

Names	Position
Lalisha Olson	Pupil Services Coordinator
Natalie Allen	Community Member, Student Achievement & Learning Committee
Jaden Beyer	Student Representative, Board of Education, Student Achievement & Learning Committee
Mark Englerth	Activities Director
Greg Grokowsky	Teacher, Holmen High School
Carolyn Hackett	Community Member, Student Achievement & Learning Committee
Cheryl Hancock	President, Board of Education; Chair, Student Achievement & Learning Committee
Keri Holter	Associate Principal, Holmen Middle School
Sue Klauke	Teacher, Student Achievement & Learning Committee
Amy Kobs	School Counselor, Sand Lake Elementary
Erica Kohlmeyer	School Counselor, Holmen Middle School
Kelli Korneta	School Counselor, Scholarship Committee Chair, Holmen High School
Jill Mason	Director of Pupil Services, Student Achievement & Learning Committee
Cheryl Massman	Teacher, Student Achievement & Learning Committee
Betty Pfaff	Community Member, Student Achievement & Learning Committee
Heather Retzlaff	Teacher, Student Achievement & Learning Committee
Connie Romanowski	Community Member, Student Achievement & Learning Committee
Wendy Savaske	Director of Instructional Services, Student Achievement & Learning Committee
Brandy Senger	Community Member, Student Achievement & Learning Committee
Jordan Wood	Teacher, Student Achievement & Learning Committee

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

Opportunity for participation in the writing/development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner through individual meetings and interviews, and as a discussion item at the Student Achievement and Learning School Board Committee meeting in November 2016.

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

Opportunity for participation in the final review/evaluation of this report was offered to pupils, teachers, administrators, parents and residents of the school district at the February 2017 Board of Education meeting.

SECTION II: INTRODUCTION TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

CYCLE I Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s.118.13, Stats., Wisconsin’s pupil nondiscrimination law. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

CYCLE II In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law. In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In other words, school districts were asked to report “how they are doing” in achieving these goals.

CYCLE III During the 2006-2007 school year, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III are much different than under Cycle I or II because of a detailed data analysis conducted by the department. After a review of all data collection requirements, the department identified only three required data elements of the self-evaluation that were not currently collected and evaluated:

- “...methods, practices, curriculum, and materials used in counseling...” (PI 9.06(1)(c), Wis. Admin. Code)
- “[p]articipation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).
- “[t]rends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code).

CYCLE IV In 2011, districts are required to complete Cycle IV of the self-evaluation. Cycle IV requires districts to evaluate the same three elements as in Cycle III, create an evaluation report, and assure the DPI of their work. The following report has been constructed to meet this requirement.

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

COORDINATE AND CONSOLIDATE MULTIPLE, EQUITY-RELATED PLAN REQUIREMENTS It is our hope that schools will use the information gained in the self-evaluation when they prepare consolidated plans, the district’s strategic plan, a district equity plan, and/or in other school improvement processes, plans or programs.

**SECTION III: LEGAL BASIS FOR AN EQUITY PLANNING PROCESS
FOR CREATING EQUITY IN WISCONSIN SCHOOLS**

Wisconsin State Statute 118.13	Administrative Rule PI 9.06												
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s:</p> <table border="0"> <tr> <td>-Sex</td> <td>-Ancestry</td> <td>-Sexual orientation</td> </tr> <tr> <td>-Race</td> <td>-Creed</td> <td>-Physical, mental,</td> </tr> <tr> <td>-Religion</td> <td>-Pregnancy, marital</td> <td>emotional or</td> </tr> <tr> <td>-National Origin</td> <td>or parental status</td> <td>learning disability</td> </tr> </table>	-Sex	-Ancestry	-Sexual orientation	-Race	-Creed	-Physical, mental,	-Religion	-Pregnancy, marital	emotional or	-National Origin	or parental status	learning disability	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ol style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>
-Sex	-Ancestry	-Sexual orientation											
-Race	-Creed	-Physical, mental,											
-Religion	-Pregnancy, marital	emotional or											
-National Origin	or parental status	learning disability											

**SECTION IV: METHODS, PRACTICES, CURRICULUM AND MATERIALS
USED IN COUNSELING PI 9.06(1)(c)**

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling to determine whether all students are being included in the learning process.

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

1. Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
2. Determine whether and how current methods, practices, and materials influence student achievement.
3. Identify and develop ways to ensure that every student is provided with an optimal learning environment that leads to proficient and advanced performance for all students.

Only respond to the questions that are most pertinent to your district.

- 1) Is the school counseling department currently trained in the Wisconsin School Counseling Comprehensive Model (WCSCM)? If yes, what has been the outcome of that involvement?
 - a) Are activities and curriculum aligned to the revised (2009) DPI standards for School Counseling?
 - b) How is the School Counseling curriculum delivered (classroom presentations, assembly, evening program, one-to-one, etc.)?
 - c) Are career development activities provided for all K-12 students?
 - d) What services are provided by grade level?
 - e) Are parents involved? Is there documentation?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
School Counselor self study document School Counselor	All School Counselors have been trained in the Wisconsin School Counseling Comprehensive Model, with ongoing training received in February of 2016.	School Counselor Self Study, 2015-2016	Counselors will review ASCA counselor competencies when setting annual professional goals; Program goals will be based on school data and have a focus on closing gaps

<p>curriculum documents</p> <p>ACP & E4E policy document</p> <p>Translated materials/interpreter schedule and contact logs</p>	<p>During the School Counselor Self Study in 2015-2016, the K12 school counselors invited an external review of their program offerings. Through analysis of external reviews, and use of the ASCA program assessment tool, the counselors identified gaps in their program offerings and began curriculum writing work in 2016-2017 to revise and improve programming.</p>	<p>School Counselor Self Study 2015-2016, and Curriculum Document 2016-2017</p>	
<p>School website</p> <p>Student handbooks</p> <p>Course guidebooks</p> <p>Career Cruising website</p> <p>PBIS district and site based handbooks</p>	<p>School Counseling curriculum is delivered in a variety of ways at each level. In the elementary levels, the counselor teaches classroom counseling in each classroom for approximately 30 minutes once in each six-day cycle. School Counselors also deliver curriculum related to program goals through PBIS lessons delivered by classroom teachers, and in large group instruction settings. Targeted services are provided in small group and individual instruction sessions for students based on needs presented by behavioral and academic data collected at the school level. At the middle school level, School Counselors deliver curriculum related to program goals through PBIS and advisory lessons delivered by themselves in coordination with classroom teachers, as well as in large group instruction settings. Targeted services are provided in small group and individual instruction sessions for students based on needs presented by</p>	<p>School Counseling curriculum document; School Counselor time study and calendars</p>	<p>Continue implementation of newly drafted curriculum; find more ways for school counselors to be present in classrooms</p>

	<p>behavioral and academic data collected at the school level. Once during middle school, each student participates in a Career Academy course taught by the School Counselors. At the high school, curriculum is delivered through advisory time as well as within required courses in coordination with classroom teachers. Counselors also meet with students individually and in small groups on a regular basis throughout the year.</p> <p>Career development is present in all grade levels according to our ACP & E4E policy and plan. At K-5 levels, students explore careers, work habits, and the reasons why people work. At middle school level, students explore their own interests and abilities, as well as possible career paths and begin to plan how they can pursue the paths they are interested in. At the high school level, students continue to explore as their interests develop, revise their goals and plans, and learn how to make their goals come to fruition. Students have the opportunity to complete apprenticeships and job shadows at this level. Career Cruising is available for all students in grades 6-12 for career exploration.</p> <p>Responsive services are delivered at each level based upon student need, and may include individual counseling sessions, small group instruction, specific skill</p>	<p>ACP & E4E policy and plan, School Counselor curriculum document</p> <p>School Counselor Self- Study; School Counselor curriculum document</p>	<p>Continue ACP implementation to reach full implementation; Create evaluation of the ACP implementation; Revise as needed based upon evaluation</p> <p>School counselors complete needs assessments annually to determine services needed by students; complete time of use study annually</p>
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	<p>instruction, and referral to outside agencies for further services.</p> <p>Parents are involved in planning conferences at each level, as well as in large group evening presentations offered throughout the year. The bilingual interpreter coordinates when needed for scheduling. Career Cruising is available for all parents to view student progress.</p>	<p>Schedule of planning conferences; School Counselor curriculum document; bilingual interpreter schedule</p>	<p>Increase diversity and opportunity of parental involvement</p>
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2. Is the district pupil nondiscrimination statement included in both the course registration booklet and the student handbook?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Student handbooks</p> <p>Course registration guides</p>	<p>Each level's student handbook does include the pupil nondiscrimination statement, however the statement is not in the same place in each handbook.</p> <p>The High School course registration booklet includes the district's EEO policy and nondiscrimination statement on page 7.</p> <p>The middle school "Encore course descriptions" guidebook does not include the nondiscrimination statement, nor does the scheduling worksheet.</p> <p>The complaint process is presented inconsistently between handbooks.</p>	<p>Found in print or on the school's website: Student handbooks (Elementary Level, Middle School and High School), Middle school Course Description and Registration Forms, and High School Course Registration Handbook.</p>	<p>Ensure the nondiscrimination statement is placed in a consistent place in each handbook.</p> <p>Update the nondiscrimination statement in each handbook to reflect the current revision of the statement.</p> <p>Ensure that the complaint process in its entirety is present in each handbook.</p> <p>Include the nondiscrimination statement in middle school course descriptions and registration forms.</p>

3. How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>School Counselor self study document</p> <p>School Counselor curriculum documents</p> <p>ACP & E4E policy document</p> <p>Translated materials/interpreter schedule and contact logs</p> <p>School website</p> <p>Student handbooks</p> <p>Course guidebooks</p> <p>Career Cruising website</p>	<p>The district provides copies of notices and letters in English as well as in Hmong (primary non-English language), and the bilingual interpreter follows up by phone or home visit. Other language translations and contacts are also made as needed, with the next most common language being Spanish.</p> <p>Building and district teams have worked to provide family engagement in a variety of ways in effort to reduce bias in our intervention systems.</p> <p>Staff have received development opportunities around the topics of Social Justice and Cultural Responsiveness.</p>	<p>Translated materials, interpreter contact logs, PBIS and RtI data collection and induction materials.</p> <p>Diversity and equity are interwoven into the counseling curriculum to ensure nondiscrimination.</p> <p>Counselors uphold high expectations for all students.</p>	<p>Continue to work on various means of family engagement.</p> <p>Analyze data annually to ensure students are not being marginalized when qualifying for interventions.</p> <p>Continue use of multiple means of communications - newsletter, letters, publications, radio/TV, phone calls and home visits.</p>

PBIS district and site based handbooks			
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4. Does the district provide culturally and linguistically accessible support services to students and families?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
ESL Program documents	Students are able to access ESL resource regardless of their language learner status, in order to receive help when needed.	Student schedules and teacher posted office hours.	Include interpreter statement in Hmong on ALL publications and letters sent.
Interpreter contact logs	The bilingual interpreter is always available to Hmong families via phone or appointment; her contact information is published on many communications.	Bilingual interpreter contact log, and translated form letters.	Create and maintain a list of community services that can be provided to families in need of linguistic support outside of school.
Translated documents			
Counselor offerings	Some translated documents are available in Hmong and Spanish; when not available, an interpreter makes a phone call or home visit to aid in understanding. When needed, the district contacts CESA 4 and the area universities for further linguistic support.		

5. Do academic planning and support services assist students in closing the achievement gap? How are counseling or student services aligned with mainstream curriculum, instruction and assessment?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
School Counselor self study document	School counselors at the middle and high school level help students to choose courses based on their academic needs as	School counselors plan and conduct individual classroom visits and planning	Continue the coordination and collaboration between pupil

School Counselor curriculum documents	well as their post-secondary plans and goals. School counselors aid in the instruction of self-advocacy - teaching students how to seek out and request help when needed.	meetings, as well as deliver and plan classroom lessons. All students must fulfill required courses which uphold high expectations for all; school counselors and other pupil services personnel collaborate around providing for student needs in a responsive manner as well.	services and each grade level/content area PLC team.
ACP & E4E policy document	Counseling services are aligned to the mainstream curriculum through the ACP and E4E policy, in which counselors and classroom teachers are delivering instruction in tandem.		

6. Are there opportunities for students to explore new, nontraditional career, or high wage opportunities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
ACP & E4E policy document School website Course guidebooks Career Cruising website	Career development is present in all grade levels according to our ACP & E4E policy and plan. Beginning at middle school level, students explore their own interests and abilities, as well as possible career paths and begin to plan how they can pursue the paths they are interested in. At the high school level, students continue to explore as their interests develop, revise their goals and plans, and learn how to make their goals come to fruition. Students have the opportunity to complete apprenticeships and job shadows at this level. Career Cruising is available for all students in grades 6-12 for career exploration, and uses data from multiple nationwide sources to provide nontraditional career options as well as alternative routes to careers.	Career Cruising is the primary source of information about all possible careers - nontraditional careers and many variations of careers. Students have multiple opportunities each year from grades 6-12 to explore these careers and their educational requirements and potential wage earnings. Students can save this information in their Career Portfolio. Students in grades 11-12 have the opportunity to participate in youth apprenticeships with area businesses in multiple different pathways.	Build more capacity for youth apprenticeships in nontraditional career or potential high wage opportunities.

SUMMARY—COUNSELING

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(c)	Parental involvement/ Communications: <ul style="list-style-type: none"> ● Include interpreter statement in Hmong and Spanish on ALL publications and letters sent. ● Create and maintain a list of community services that can be provided to families in need of linguistic support outside of school. ● Increase diversity and opportunity of parental involvement ● Continue use of multiple means of communications - newsletter, letters, publications, radio/TV, phone calls and home visits. 	<p>May, 2017</p> <p>May, 2017</p> <p>May, 2017</p> <p>May, 2017</p>	<p>Pupil Services Coordinator</p> <p>Pupil Services Coordinator & Bilingual Interpreters/Staff</p> <p>Pupil Services Coordinator</p> <p>Pupil Services Coordinator</p>	
PI 9.06 (1)(c)	Student Needs: <ul style="list-style-type: none"> ● School counselors complete needs assessments annually to determine services needed by students ● School counselors complete time of use study annually ● Analyze data annually to ensure students are not being 	<p>May, 2017</p> <p>May, 2017</p> <p>May, 2018</p>	<p>School Counselor PLC</p> <p>School Counselor PLC</p> <p>At-Risk, Rtl and PBIS committees in each building</p>	

	marginalized when qualifying for interventions.			
PI 9.06 (1)(c)	<p>Nondiscrimination/Complaints:</p> <ul style="list-style-type: none"> • Ensure the nondiscrimination statement is placed in a consistent place in each handbook. • Update the nondiscrimination statement in each handbook to reflect the current revision of the statement. • Ensure that the complaint process in its entirety is present in each handbook. • Include the nondiscrimination statement in middle school course descriptions and registration forms. 	<p>May, 2017</p> <p>May, 2017</p> <p>May, 2017</p> <p>May, 2017</p>	<p>Pupil Services Coordinator</p> <p>Pupil Services Coordinator</p> <p>Pupil Services Coordinator</p> <p>Pupil Services Coordinator</p>	
PI 9.06 (1)(c)	<p>Career Opportunities:</p> <ul style="list-style-type: none"> • Build more capacity for youth apprenticeships in nontraditional career or potential high wage opportunities. • Increase communication with business community 	<p>May, 2018</p> <p>May, 2018</p>	<p>ACP Committee</p> <p>ACP Committee</p>	

SECTION V: TRENDS AND PATTERNS OF SCHOOL DISTRICT SUPPORT OF ATHLETIC, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES PI 9.06(1)(e)

In this section, the district is asked to review participation trends in PK-12 athletic, extracurricular and recreational activities to determine whether all of the protected groups participate and/or are encouraged to participate in these school sponsored activities.

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

1. Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
2. Determine whether current practices might deter some students from participating in these activities.
3. Identify and develop ways to increase participation of underrepresented groups.
4. Identify and formulate ways for students to develop and act on knowledge and skills for fairness, equity, inclusiveness, and human relations and diversity.

Athletic Programs & Activities

Only respond to the questions that are most pertinent to your district.

1. Review participation data in athletic activities for at least the past three years. Disaggregate data by race, sex, national origin or disability. Identify trends and patterns. Compare data with overall enrollment data. (“School enrollment” serves as a baseline.)
 - Are some groups underrepresented in athletic programs and activities?
 - If so, how?
 - Identify factors that might influence enrollment.
 - Develop and implement strategies to increase participation by underrepresented groups.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Participation data for all athletics and activities at	Each racial/ethnic group is represented in some way in either athletics, activities, or both. Participation in at least one activity	In the past few years, the activities department has added some athletic events which are more reliant on skill	Continue to track and disaggregate data to ensure participation.

the Middle School and High School Level	<p>is almost identical to the demographic percentage in the district.</p> <p>The participation rate of males and females is also very close to their demographic representation. Females tend to participate in some activities at a slightly higher rate than males, while males tend to participate in athletics slightly more often than females.</p>	<p>rather than strength, such as golf and tennis, and has seen an increase in participation from many non-white students. There has also been an increase in the number of clubs and activities offered targeted toward the interests of students, such as Understanding Cultural Differences, Robotics Club, Gay-Straight Alliance, and Interact Club</p>	<p>Continue to survey students periodically to determine interests for athletic opportunities, and club interests.</p>
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2. Are effective procedures in place to trace participation in athletic programs and activities by race, sex, disability and national origin?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Annual Activities Summary Spreadsheets	The activities secretary collects participation data which is disaggregated by gender, race/ethnicity, and disability status. That information is used to determine if offerings in the activities and athletics department are adequate for student need.	The provided spreadsheets were easily sorted by each data marker to produce participation numbers.	Continue to provide and track the data, but consider adding LEP status as well, to ensure students with LEP are not being marginalized by a language barrier.

3. In responding to the following questions, review interscholastic athletic opportunities for male and female students.

- Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?
- Are the opportunities comparable in type, scope, and support?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Annual Activities Summary Spreadsheets	All activities and clubs are open to both males and females. There are sixteen clubs/activities, as well as sports in equal numbers of opportunities for both males and females. When available, the same	Males and females have equal financial support from the district. Different activities may have their own boosters or fundraisers.	Consider a way to track attendance by the community at events. Consider a way to determine if participation mirrors

	<p>sport is offered for both males and females (soccer, golf, tennis, etc). The opportunities are not equivalent each season, as the WIAA determines which athletic event happens in which season.</p> <p>Support is equivalent, as far as financial support from the district. However, outside groups and community participation and support vary based on the event. Football continues to be highly attended by the community, while other athletics may not receive as much community support.</p>	<p>Attendance by the community at activities and athletic events continues to be stronger for some events than others.</p>	<p>the demographics of the community.</p>
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4. Review the district’s separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:

- coaching and other staff salaries
- provision of uniforms
- equipment and supplies
- scheduling of games and practice times
- provision of transportation
- opportunity to receive experienced coaching, academic tutoring, medical, or other types of services
- access to locker rooms, practice, and competitive facilities
- publicity efforts
- availability of pep band, cheerleaders, pompon, etc. for all teams?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Activities and Athletics website, handbooks, schedules</p>	<p>All coaching staff are stipend based on the bargaining agreement units - coaches are paid for their years of experience in units. The number of coaches on staff is based on the number of team levels offered (V, JV, C team, MS etc), as well as the</p>	<p>Clear efforts have been made to provide equal access to all participants in all events.</p> <p>Interview with the Activities Director showed the continuous effort made toward analysis and improvement.</p>	<p>Continue to collect data to determine if student interests are being met with the current offerings.</p>

	<p>number of staff required for safety of the participants.</p> <p>Teams are provided uniforms, equipment and supplies based on a cycle of replacement, as well as need.</p> <p>The scheduling of practice times is based on facility availability, as our facilities are limited. Certain athletic activities which can share the gym, do so (ex: basketball for both boys and girls, wrestling and gymnastics at the same time). All scholar-athletes have access to locker rooms and safe practice facilities.</p> <p>The hiring of coaches with experience is limited only by the pool of applicants. The activities department recruits applicants through the WECAN portal for all activities, as well as through hiring of teaching staff with knowledge and experience.</p> <p>Participants in all activities have access to an athletic trainer, and the trainer is present at all home athletic events. Participants are all provided transportation through the district.</p> <p>All activities and events are publicized through the activities website, the printed schedule, and the district electronic signage.</p>		
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	All activities have access to cheerleaders and pep band if there is a safe place for them to be at their event (ex: basketball, wrestling, football)		
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5. Are school mascots, team names, and logos free from bias or stereotyping?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
All District School Mascots, Team Names and Logos	<p>HHS: “Vikings”; the school practices “Viking Values: Be Safe, Respectful, Responsible”</p> <p>HMS: “Vikings”; the school practices “Viking Values: Be Safe, Respectful, Responsible”</p> <p>Evergreen Elementary: Use of Pine Tree, Pine Needles, Pine Branches, but no mascot</p> <p>Prairie View Elementary: no mascot beyond “Holmen Vikings” and “Prairie View Pride” or “PV Pride”</p> <p>Sand Lake Elementary: no mascot beyond “Holmen Vikings” and “Sand Lake Proud” or “SLP”</p> <p>Viking Elementary: no mascot beyond “Holmen Vikings” ; the school practices “Viking Values: Be Safe, Respectful, Responsible”</p>	<p>“Vikings” - could potentially be seen as stereotyping people of Nordic descent, but it generally not considered to be a biased or negative mascot</p>	

6. Does attendance at athletic events reflect the diversity of the students in the school?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Athletic Director, informal attendance counts at events	<p>The majority of the student attendance at athletic events is by our white students. Racial/ethnic minority groups are represented in attendance as well, but not at the percentage of their population within our student body. This attendance does change with the respective activity where there may be less or more interest in a specific event.</p> <p>Male and female students take advantage of participating at close to equal levels.</p> <p>Students with severe disabilities have been supported in attending events as well but they do not participate at a high level within all activities. Students with disabilities participate at high rates in the Adaptive Sports League, but not always in the general offerings.</p>	This information is not formally collected, but anecdotally collected.	<p>Consider collecting data to determine if ethnic/racial minority community members are attending at proportionate rates.</p> <p>Consider surveying the community members to determine which activities they are most interested in attending.</p>

7. Do coaches receive training
 -in recognizing and neutralizing bias or stereotyping?
 -to prevent bullying, hazing and harassment of athletes?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	Coaches who are part of the school district staff receive training in these areas through the school district staff development opportunities and staff meetings. There has not been specific	It is seen as the head coach's responsibility to discuss and share with off-staff coaches about the school's policies on bullying, hazing, and harassment.	Create a powerpoint or video presentation for off-staff coaches to view to learn about the district policies and how to handle reports.

	training for off-staff coaches in these areas.	Students are encouraged to use the Sprigeo portal to report instances of bullying, harassment or hazing. When reported, an administrator will investigate, and if it was during activities, they will follow up with the coach to provide training or information.	
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8. Does the selection of specific sports and levels of competition accommodate the interests and abilities of: members of both sexes, students with special needs, students with limited-English proficiency, or diverse racial/ethnic groups?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director Activities participation spreadsheets	The School District of Holmen offers a variety of opportunities meeting the needs of a wide group of students. Many of our programs offer two or three levels so students of differing abilities can find a level matching their ability. We offer both Special Olympics and Adaptive Sports League opportunities for students with cognitive and/or physical disabilities. We offer equal opportunities for each gender. The sports participation opportunities range from highly physical such as football, wrestling and hockey to more skilled based such as tennis and golf.	We have seen an increase in participation among certain racial groups in certain sports in recent years.	Continue to collect data to determine if student interests are being met with the current offerings.

9. Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	When we feel there is an interest in a specific activity we have conducted surveys. For example, we recently added an Adaptive Sports League program and	Surveys are typically driven by request from students, staff, or community members.	Consider a survey to be given every three years to determine whether current offerings match student need.

ASL Survey	we ran a survey to determine if there was interest in pursuing this addition.		
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10. Are special accommodations available for students with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activities/Athletics Policies and Offerings School Handbooks	<p>Students with disabilities are able to participate in any activity or athletic team provided they are able to meet the physical requirements to participate in WIAA sports.</p> <p>The Adaptive Sports League and Special Olympics offer opportunities for students who would not be able to participate in the standard activity or athletic event due to Intellectual Disabilities, or Physical Disabilities.</p> <p>Students with disabilities participate in activities at a rate similar to their demographic representation.</p>	Nearly every student with a disability is involved in at least one sport or activity.	Continue to collect data to determine if student interests are being met with the current offerings.

11. In regard to publication and notice,

- how often and in what forums are the district’s nondiscrimination policies and practices regarding athletic activities communicated to students and parents?
- do students participating in athletics receive written policy regarding bullying, hazing and harassment?
- is the district’s nondiscrimination policy included in athletic handbooks, brochures and/or programs?
- is information regarding athletic events published in languages other than English?
- are the qualifications for athletic program participation published and made available to all students and parents?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
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<p>Interview with Activities Director</p> <p>Student Handbook</p> <p>Activities Code</p>	<p>Pieces of the nondiscrimination policies for the district can be found in the Activities Code, under "Eligibility" , part F. There is also information in the student handbook.</p> <p>In the Activities Code under, "Infractions & Discipline Procedures, Part E, Section #3, shows the written policy regarding bullying, hazing, and harassment. The Activities Director also has this in a PowerPoint presentation he presents to parents and students at Preseason meetings. The Associate Principal also reviews this at the beginning of the school year with students.</p> <p>The district nondiscrimination policy is not included in current athletic handbooks, brochures, and programs.</p> <p>Information regarding athletic events in not published in languages other than English at this time.</p> <p>Qualifications for athletic program participation are published and available through the Activities Code on the school website.</p>	<p>Students are not allowed to discriminate against other while under the activities code.</p> <p>Pupil Services Coordinator reached out to the WIAA for translated materials, but the WIAA did not have them available to provide. The bilingual interpreter makes phone calls or home visits as needed to ensure understanding of English materials as needed.</p>	<p>Ensure that the newest update of the nondiscrimination policy is in place in the activities code and the student handbook.</p> <p>Include the nondiscrimination statement in all handbooks, and print on activity programs.</p> <p>Consider translating materials when needed.</p>
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Other Extracurricular, Recreational and School-Sponsored or Approved Activities

Only respond to the questions that are most pertinent to your district.

1. Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns.
 - To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by race, gender, national origin or disability?
 - If not, how do they differ?
 - What factors might influence enrollment?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activities participation spreadsheets	<p>Males and females participate in activities and athletics at a rate very close to their demographic proportion. They differ very slightly - with females participating at a slightly higher rate than males.</p> <p>Almost every single student with a disability participates in at least one activity.</p> <p>Students tend to participate at rates very close to their demographic makeup.</p>	School District of Holmen provides a wide range of activities for student participation. Nearly every student participates in at least one activity.	Continue to track data and provide surveys to determine if student needs are being met.

2. Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Annual Activities Summary Spreadsheets	The activities secretary collects participation data which is disaggregated by gender, race/ethnicity, and disability status. That information is used to determine if offerings in the activities and athletics department are adequate for student need.	The provided spreadsheets were easily sorted by each data marker to produce participation numbers.	Continue to provide and trace the data, but consider adding LEP status as well, to ensure students with LEP are not being marginalized by a language barrier.

3. Are activities provided to meet the expressed interests of all groups? What guidelines/procedures assess students' extracurricular interests?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	When we feel there is an interest in a specific activity we have conducted surveys. For example, Understanding Cultural Differences was added several years ago in response to student request.	Surveys are typically driven by request from students, staff, or community members.	Consider a survey to be given every three years to determine whether current offerings match student need.

4. Are students and their parents/guardians encouraged to organize extracurricular activities or clubs that target their needs as members of a protected class? Has the district surveyed students, staff and parents/guardians to determine what these needs or interests may be?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	When we feel there is an interest in a specific activity we have conducted surveys. For example, Understanding Cultural Differences was added several years ago in response to student request.	Surveys are typically driven by request from students, staff, or community members.	Consider a survey to be given every three years to determine whether current offerings match student need.

5. Are special accommodations available for children with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director Activities spreadsheets	The Adaptive Sports League and Special Olympics offer opportunities for students who would not be able to participate in the standard activity or athletic event due to Intellectual Disabilities, or Physical		Consider a survey every three years to ensure that current offerings are meeting the needs of students with disabilities.

	<p>Disabilities. These offer opportunities for athletics and clubs.</p> <p>Students with disabilities participate in activities at a rate similar to their demographic representation.</p>		
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6. Is there a fair process by which all groups seeking school-approved status can apply? Are all groups that follow the process and meet criteria approved?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activity Proposal Process	<p>A typed proposal will be submitted electronically to the Activities Director addressing the following areas: (Teacher Advisor must request)</p> <ol style="list-style-type: none"> 1. Upon receipt of the written proposal the Co-Curricular Committee will approve or deny the request and the Activities Director will notify the person submitting the request of the decision. The decision to approve or deny will be based on a number of criteria such as: <ol style="list-style-type: none"> a. Gender equity b. Available space and strain on facility use c. Strain on other activities due to conflicts involving student participation in other established activities d. Strain on administration or support staff e. Funding f. Availability of competition g. Other expenses such as: custodians, officials, extra insurance 	All groups which meet the criteria are approved.	Review the process periodically to ensure fairness.

	<ul style="list-style-type: none"> h. Number of students interested in the activity i. Appropriate purpose/value of the activity j. Ability to create a competitive group k. Longevity l. School Building Principal's approval <p>1. If the request to start the activity is approved, a three year trial period will be needed to establish the group's ability to be sustained consistently over time before it will be deemed a non-contracted club/intramural sport.</p> <p>2. During this trial period the supervisor must fulfill the following requirements:</p> <ul style="list-style-type: none"> a. Keep an electronic yearly record of the number of students involved in the activity which will be emailed to the Activities Director at the end of each season/year. b. Keep a daily electronic record of attendance, in spreadsheet form, for each member of the activity which will be emailed to the Activities Director at the end of each season/year. c. Keep an electronic inventory of accumulated materials, in spreadsheet form, which will be emailed to the Activities Director at the end of each season/year. 		
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	<p>d. Must attend and supervise all practices.</p> <p>3. At the conclusion of the three year trial period the Co-Curricular Committee will review the group’s request to become a club/intramural sport and either approve or deny the request based upon collected information, the effectiveness of the group’s ability to meet its purpose, the appropriateness of the student’s behavior in the group as well as the other items mentioned in step #2.</p> <p>4. If the group is approved to achieve “Club/Intramural Sport” status the Activities Director will submit the proposal to create the contract to the Board of Education. Upon Board of Education approval the contract will be issued.</p>		
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7. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	<p>When we feel there is an interest in a specific activity we have conducted surveys. For example, Understanding Cultural Differences was added several years ago in response to student request.</p> <p>They seem to be effective as nearly every student is in at least one activity.</p>	Surveys are typically driven by request from students, staff, or community members.	Consider a survey to be given every three years to determine whether current offerings match student need.

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8. Review special presentations, speakers, and programs to determine if they reflect the diverse interests of students and the pluralistic nature of the school and the community.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Record of speakers, presentations and programs	Our students have access to speakers in relation to needs shown through behavior or academic data. These speakers are chosen based on need, and do reflect the diversity of our community at times.	In the past year, speakers have shared about mental health struggles, about bullying and harassment, and about being yourself. Of those speakers, one was female while three were male. One was Asian while three were white.	Consider adding a question to the decision making guide regarding the diversity the speaker may bring.

9. In regard to publications and notice,

- Are the qualifications for extracurricular, recreational and other program activity participation published and made available to all students and parents?
- What process is used to ensure that all public information regarding extracurricular, recreational and other program activities is inclusive and free of bias, stereotyping and discrimination?
- How often and in what forums are the district's nondiscrimination policies and practices regarding extracurricular, recreational and other activities communicated to students and parents?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director Student Handbook Activities Code	Pieces of the nondiscrimination policies for the district can be found in the Activities Code, under "Eligibility" , part F. There is also information in the student handbook. In the Activities Code under, "Infractions & Discipline Procedures, Part E, Section #3, shows the written policy regarding bullying, hazing, and harassment. The Activities Director also has this in a	Students are not allowed to discriminate against other while under the activities code.	Ensure that the newest update of the nondiscrimination policy is in place in the activities code and the student handbook.

	<p>PowerPoint presentation he presents to parents and students at Preseason meetings. The Associate Principal also reviews this at the beginning of the school year with students.</p> <p>The district nondiscrimination policy is not included in current athletic handbooks, brochures, and programs.</p> <p>Information regarding athletic events in not published in languages other than English at this time.</p> <p>Qualifications for athletic program participation are published and available through the Activities Code on the school website.</p>	<p>Pupil Services Coordinator reached out to the WIAA for translated materials, but the WIAA did not have them available to provide. The bilingual interpreter makes phone calls or home visits as needed to ensure understanding of English materials as needed.</p>	<p>Include the nondiscrimination statement in all handbooks, and print on activity programs.</p> <p>Consider translating materials when needed.</p>
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SUMMARY – ATHLETIC, EXTRACURRICULAR & RECREATIONAL ACTIVITIES

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
<p align="center">PI 9.06(1)(e)</p>	<p>Activities Participation: Continue current data collection and disaggregation, but include Limited English Proficient, to ensure students are not marginalized by a language barrier.</p> <p>Ensure that the newest update of the nondiscrimination policy is in place in the activities code and the student handbook.</p> <p>Consider translating handbook/registration materials when needed.</p>	<p>July, 2017</p> <p>May, 2017</p> <p>July, 2017</p>	<p>Pupil Services Coordinator and Activities Director</p> <p>Activities Director</p> <p>Pupil Services Coordinator and Activities Director</p>	
<p align="center">PI 9.06(1)(e)</p>	<p>Activities Attendance: Consider collecting data to determine if ethnic/racial minority community members are attending at proportionate rates.</p> <p>Consider surveying the community members to determine which activities they are most interested in attending.</p> <p>Include pupil nondiscrimination statement on athletic/activity programs</p>	<p>July, 2017</p> <p>July, 2017</p> <p>May, 2017</p>	<p>Pupil Services Coordinator and Activities Director</p> <p>Pupil Services Coordinator and Activities Director</p> <p>Activities Director</p>	

PI 9.06(1)(e)	Nondiscrimination Training for Advisors/Coaches: Create a powerpoint or video presentation for off-staff coaches to view to learn about the district policies and how to handle reports.	July, 2017	Pupil Services Coordinator and Activities Director	
PI 9.06(1)(e)	Student Need: Continue to collect data to determine if student interests are being met with the current offerings. Consider a survey to be given every three years to determine whether current offerings match student need. Periodic review of the process to propose a new activity to ensure fairness.	May, 2018 May, 2018 May, 2018	Activities Director Activities Director Activities Director	

SECTION VI: TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT PI 9.06(1)(f)

The purpose of this section is to evaluate the trends and patterns in awarding scholarships, other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

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

1. Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate in violation of S.118.13.
2. Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.
3. Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

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

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests, and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is nondiscriminatory, a school district must first select students on the bases of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Awards that are Directly Administered

Only respond to the questions that are most pertinent to your district.

The following questions refer to scholarships, awards, and other forms of recognition that school districts or individual schools directly administer. Examples include varsity letters, “Student of the Month” awards, and post-secondary scholarships.

1. Is scholarship/award information disseminated to all students and accessible to parents?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship Booklet	HHS Student Services Website provides a checklist for seniors to disseminate information regarding scholarships and financial aid.	The attendance at the meetings for juniors and seniors is high.	Award info for some awards to be made more accessible - (Student of Month, etc)
Student Services Website			
Senior Meeting	HHS Student Services Provides a booklet of all available scholarships and awards with their links and how to apply for them		
School Level PBIS Documents	HHS Student Services offers a Senior Meeting evening in which they present on the different scholarships and awards that are available		

2. Review data information on award recipients and applicants for the past three years. Identify trends and patterns.
 - To what extent do the application for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability? Compare data with school enrollment baseline. Who’s applying?
 - To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability? Compare data to school enrollment baseline. What’s offered?

-What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative eligibility and distribution? Note: DPI suggests a 5% disparity be considered significant.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data from 2013-2016	<p>Annually, around 100 students apply for and receive scholarships, which represents about 30% of the senior class. Of those students, the following averages:</p> <ul style="list-style-type: none"> ~6% are students with disabilities, which is lower than our general population at Holmen High School (~14%) ~8% are students of a race other than white, which is lower than our general population (~14% race other than white) ~60% are females which is higher than our general population (~48%) ~40% are males which is lower than our general population (~52%) <p>This fluctuates from year to year.</p>	<p>The scholarship committee reads applications and works to preserve a representative distribution among recipients.</p> <p>Multiple members of the scholarship committee read applications without names to preserve fairness.</p> <p>School Counselors promote and host a scholarship and award information night for all families. Counselors work to help students with applications and letters, and to understand all the requirements of the applications.</p>	<p>Encourage higher participation from all males, students with disabilities, and students of races other than white to apply for scholarships and awards.</p> <p>Determine through a needs assessment or through planning conferences - what is preventing students from applying for scholarships?</p>

3. What procedures are in place to track and analyze applications for and awarding of scholarships and other forms of recognition by protected class status? Do these procedures need to be updated, broadened, or otherwise modified to ensure a representative distribution or to increase participation of underrepresented groups? What factors contribute to possible disparities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data from 2013-2016	<p>At this time, there are no formal procedures in place for tracking students based on protected class status. However, there are some area scholarships which have a qualifying characteristic, such as being a school-aged parent, or being a female.</p>	<p>The School Counselors work with students and families during their planning conferences in grades 11-12 to distribute information and encourage applications for scholarships and awards.</p>	<p>Include tracking for protected class status on the scholarship tracking form.</p>

	<p>The scholarship tracking form should include race, gender, disability status, and language proficiency status.</p> <p>The current scholarship booklet is not printed in languages other than English.</p> <p>All families are invited to the Scholarship information presentation, and may request an interpreter. This event is well attended, but attendance should be tracked to determine if it represents the general population.</p>	<p>Four year/ACP Planning could encourage more students to find an apply for awards through their Career Cruising portal once scholarships are loaded and students begin using the portal.</p>	<p>Survey or interview students and parents of students of protected class to see what support they might need to help increase participation in scholarship applications.</p> <p>Proactively call families whom we know to require interpreter services and invite them to make an appointment with the interpreter for the scholarship event.</p>
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4. What criteria are used in selecting recipients? Do they contain bias, discrimination, or stereotyping that may exclude some groups?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Scholarship Handbook</p> <p>Student Scholarship Policy</p>	<p>Four teams of 3 staff members are selected at random. One counselor is the team leader for each group to make sure that the applications are being moved around between committee members. Staff read and rank applications according to a scoring rubric, and any specificities of the award. Scoring rubrics are returned to an administrative assistant to ensure that no other committee members see each others rankings of top scholarships. Prior to the meeting, the assistant tallies all of the points received by each of the reviewers and documents the information.</p>	<p>The scoring and selection process is not published in the scholarship handbook. This may be an area of consideration.</p> <p>The Student Scholarship Policy was last reviewed in 2012.</p>	<p>Include the rubric and scoring process in the scholarship handbook.</p> <p>Review the Student Scholarship Policy for accuracy with current practice.</p>

	The entire committee of 12 reviews the totals and selects a final recipient.		
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5. In regard to publication and notice,

- How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?
- How are students and parents made aware of the district’s nondiscrimination policies and practices for awarding scholarships?
- Does the disseminated information related to the scholarships/awards clearly explain the application process? How does the district know that this information is made available to all students?
- Is the award process clearly defined and available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship Handbook Student Scholarship Policy School Calendar	<p>Student announcements contain this information daily during the fall.</p> <p>Parents and students discuss this information during their junior meetings, as well as during the senior parent night in the fall.</p> <p>The Scholarship meeting discusses the entirety of the application process and provides students with a checklist for completing applications for awards.</p> <p>The information is only provided in English at this time, but interpreters are made available as requested.</p> <p>The nondiscrimination policy is stated in the student handbook as well as the scholarship handbook.</p>	<p>The process is still set up mainly as a passive invitation. More could be done to provide multiple exposures for families who might not be able to attend the events, or who may not feel comfortable attending due to a language barrier.</p> <p>Personal invitations could be given via phone or home visit for the families who tend to be more passive.</p> <p>The nondiscrimination statement needs to be updated to the new version.</p> <p>The presentation is available in PowerPoint format on the school website, not in video format.</p>	<p>Consider making personal invitations to families who may be more reluctant or passive in participation.</p> <p>Update the nondiscrimination statement to the current version.</p> <p>Consider a follow-up meeting after the initial scholarship meeting to help with questions or concerns.</p>

Other Scholarships and Awards

Only respond to the questions that are most pertinent to your district.

The following questions refer to those scholarships, awards, and other forms of recognition that are not sponsored by the school district but require an active role by school officials. Examples of an active role include nominating or writing letters of recommendation.

1. To what extent do students assisted by school officials for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin and disability?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data from 2013-2016	<p>Females tend to take advantage of this opportunity more frequently than males. Students with disabilities, and non-white students tend to take advantage at a lower rate than their representation in the population as well.</p> <p>Only approximately 25-30% of the senior class takes advantage of this opportunity.</p> <p>This fluctuates from year to year.</p>	<p>Through the scholarship meeting, and through Junior and Senior counseling meetings, students are encouraged to request letters of recommendation and reach out to adults for support.</p>	<p>Encourage higher participation from all males, students with disabilities, and students of races other than white to apply for scholarships and awards.</p> <p>Determine through a needs assessment or through planning conferences - what is preventing students from applying for scholarships or requesting letters of recommendation?</p> <p>Through the ACP process, this will become part of the career portfolio for all students.</p>

2. What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Scholarship and Academic Award Data from 2013-2016</p>	<p>At the elementary level, data is tracked by gender, race, socio-economic status, LEP status, and disability status. Many awards given at the elementary level are for participation in Gifted/Talented events, which are represented relatively equitably between males and females, but not as much amongst students with disabilities or LEP. Awards for positive behavior are given at level representative of the diversity of the population.</p> <p>At the secondary level at this time, there are no formal procedures in place for tracking students based on protected class status. However, there are some area scholarships and awards which have a qualifying characteristic, such as being a school-aged parent, or being a female.</p> <p>The efforts taken to promote the scholarships and awards are mostly passive.</p>	<p>Awards are typically chosen based on a set criteria, which is known to the teachers and committees, but not always promoted to parents.</p> <p>The scholarship tracking form should include race, gender, disability status, and language proficiency status.</p> <p>The process is still set up mainly as a passive invitation. More could be done to provide multiple exposures for families who might not be able to attend the events, or who may not feel comfortable attending due to a language barrier.</p> <p>Personal invitations could be given via phone or home visit for the families who tend to be more passive.</p>	<p>Publish in student handbook the criteria for the awards given at the elementary level.</p> <p>The scholarship tracking form should include race, gender, disability status, and language proficiency status.</p> <p>Consider making personal invitations to families who may be more reluctant or passive in participation.</p>

3. What annual procedures are in place to track and analyze the role of school officials in assisting students? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data from 2013-2016	At this time, there is no formal procedure in place for tracking the role of school officials in assisting students. School counselors handle to bulk of assisting students. There is no procedure for tracking which teachers students request letters of recommendation from, or who provides references.	Through ACP work, there is an opportunity to analyze the supportive adults who assist students.	<p>Use Career Cruising as the document storage for student letters of recommendation and references.</p> <p>Create a google form for students to request a reference or recommendation from a teacher.</p> <p>Annually analyze the role of teachers and distribution of students they assist.</p>

4. In regard to publication notice,

-How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?

-How are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships?

-Does the disseminated information related to the scholarships/awards clearly explain the application process? How does the district know that this information is made available to all students?

-Is the award process clearly defined and available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data from 2013-2016	<p>Currently, the publicization of the scholarships and awards are mostly passive. Information is emailed to families, posted on website and posted on Facebook.</p> <p>The scholarships offered are reflective of the community as a whole - there is some</p>	The process is still set up mainly as a passive invitation. More could be done to provide multiple exposures for families who might not be able to attend the events, or who may not feel comfortable attending due to a language barrier.	<p>Consider making personal invitations to families who may be more reluctant or passive in participation.</p> <p>Consider making appointments with interpreters as needed, and providing translated materials as</p>

	<p>diversity present among community members and business owners, but not equal to the ratios of each diverse group.</p> <p>At the secondary level, the scholarship and award process is outlined in the junior and senior meetings as well as in the scholarship meeting. The Scholarship Handbook clearly defines the process of application for scholarships and awards.</p> <p>At the elementary level, most awards are well defined, but not often publicized or shared with students and staff.</p>	<p>Personal invitations could be given via phone or home visit for the families who tend to be more passive.</p> <p>Parents and students should be informed of the awards that are given, and the criteria for receiving the awards.</p>	<p>needed. Consult with PS Coordinator for needs assessment annually.</p> <p>Include in the elementary handbook or in a newsletter which awards are given</p>
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SUMMARY—SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
<p align="center">PI 9.06(1)(f)</p>	<p>Increasing Participation: Encourage higher participation from all males, students with disabilities, and students of races other than white to apply for scholarships and awards.</p> <p>Determine through a needs assessment or through planning conferences - what is preventing students from applying for scholarships or requesting letters of recommendation?</p> <p>Consider making appointments with interpreters as needed, and providing translated materials as needed. Consult with PS Coordinator for needs assessment annually.</p> <p>The scholarship tracking form should include race, gender, disability status, and language proficiency status.</p>	<p>Fall 2017 Junior Meetings & Counseling</p> <p>Fall 2017 Junior Meetings & Counseling</p> <p>Spring 2017</p> <p>Spring 2017</p>	<p>High School Counselors and Pupil Services Coordinator</p> <p>High School Counselors and Pupil Services Coordinator</p> <p>High School Counselors and Pupil Services Coordinator</p> <p>High School Scholarship Committee</p>	
<p align="center">PI 9.06(1)(f)</p>	<p>Award Criteria: Publish in student handbook or in a newsletter, the awards and criteria for receiving the awards given at the elementary level.</p>	<p>Fall 2017</p>	<p>Elementary Principals</p>	

<p>PI 9.06(1)(f)</p>	<p>Accessing Adult Assistance Through the ACP process, letters of recommendation and references will become part of the career portfolio for all students, stored in Career Cruising.</p> <p>Create a google form for students to request a reference or recommendation from a teacher.</p> <p>Annually analyze the role of teachers and distribution of students they assist.</p>	<p>Spring 2018</p>	<p>High School Counselors and Scholarship Committee</p>	
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SECTION VII – METHODS USED IN CONDUCTING THE SELF-EVALUATION PI 9.06(2)

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

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

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

Conducting an Evaluation

1. Methods

- What were the methods used in conducting the self-evaluation?
- How did teachers, students, parents, school administrators and residents participate in the self-evaluation process?
- What contributions did each group provide?
- How were people notified of the opportunity to participate in the self-evaluation process?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Nondiscrimination Report SALC Agenda	The following data was analyzed for this report: <ul style="list-style-type: none"> ● ACP Policy ● School Counseling Self-Study 2015-2016 ● School Counseling Curriculum 2016-2017 ● School Handbooks ● School Websites ● PBIS Handbook 	Summary of the data analysis was presented to the Student Achievement and Learning Committee, which includes teachers, directors, principals, board members, community members, and students. This committee provided feedback for recommendations for improvement. Many stakeholders were interviewed to gather input, including administrators,	Consider personal invitations to community members whose diversity was not reflected in the participants of this analysis.

	<ul style="list-style-type: none"> ● Course guidebooks and registrations ● Career Cruising website ● ESL Program Documents ● Translated materials & interpreter contact logs ● School Calendars ● Record of speakers and presentations ● Activities/Athletics websites ● Scholarship and Award data 2013-2016 ● Scholarship handbook and presentation ● Scholarship policy ● Interviews with Scholarship Committee Chair ● Interviews with Activities Director ● Athletics Code of Conduct ● Activities Participation Spreadsheets ● Activities interest surveys ● District & school Mascots and Logos ● Activities policy and proposal procedures ● Event attendance counts 	<p>teachers, counselors, and committee chairs.</p> <p>The summary was placed on the public agenda for review and recommendations.</p>	
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2. Diversity

- Did the participants in the evaluation reflect the diversity within the school?
- Did the participants in the evaluation reflect the diversity within the community?
- Was the notification of the opportunity to participate in the self-evaluation process published in other languages in addition to English?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Nondiscrimination Report SALC Agenda	Considering the interviews conducted and the committee which provided feedback, participants in the evaluation mostly reflected the diversity within the school and community. The gender balance was definitely reflected, as well as disability status. There was not representation from each of the races present in the community or the school.	The staff of the school does not mirror the diversity of the community, so finding staff to participate who would reflect the diversity was difficult. No community members from non-white races or whose first language is not English participated.	Consider personal invitations to community members whose diversity was not reflected in the participants of this analysis.

3. Outcomes

- How will staff and others learn about the PI 9 self-evaluation findings completed for the Cycle IV report?
- Where will the PI 9 Cycle IV written report be filed so that it remains available for review by residents of the district?
- Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Nondiscrimination Report School Board Agendas	The report will be provided to the school board for review and approval. Recommendations will be shared with the responsible staff for implementation, and will be shared at staff meetings in 2017-2018 school year. The written report will be published on the Pupil Services	The report will be provided to the Board in February 2017. Recommendations will be shared with responsible staff in April 2017 for implementation in the 2017-2018 school year. The written report will be published immediately following Board approval.	Consider publishing recommendations in the district Visions newsletter to the community.

	<p>Anti-Harassment/Discrimination webpage.</p> <p>The Pupil Services Coordinator and Pupil Services Director will be responsible for monitoring recommendations and implementation.</p>	<p>The Pupil Services department will assess progress annually.</p>	
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SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	For next analysis, consider personal invitations to community members whose diversity was not reflected in the participants of this analysis.	2020-2021 School Year	Pupil Services Director and Pupil Services Coordinator	
PI 9.06(2)	Consider publishing recommendations in the district Visions newsletter to the community.	Spring/Summer 2017	District Administrator and Pupil Services Coordinator	

SECTION VIII: WRITTEN REPORT PI 9.06(3)

Summary of the self-evaluation process:

During the self-evaluation process, the Pupil Services Coordinator collected and analyzed data to determine whether students are being inadvertently discriminated against through school counseling, scholarships and awards, and athletics and activities. Data analyzed about School Counseling includes the Academic and Career Planning Policy, School Counseling Self-Study, School Counseling Curriculum Document, Student Handbooks, Websites, PBIS Handbook, Course Guides and Registration Forms, and Career Cruising. Data analyzed about scholarships and awards includes the Scholarship and Awards end of the year spreadsheets, Scholarship Handbook and presentation, Scholarship policy, English as a Second Language program documents and interpreter materials, and past PI-1197 reports from 2013-2016. Data analyzed about activities and athletics includes calendars and schedules, websites, Activities Code, Activities and Athletics Policy, Interest Surveys, Mascots, and English as a Second Language program documents and interpreter materials.

Interviews with pertinent stakeholders were conducted to find further information and recommendations. The Activities Director, Activities Assistant, School Counselors, and Scholarship Committee Chairperson all provided specific information about current practices and recommendations for improvement. The data summary was presented to the Student Achievement and Learning Committee of the School Board for recommendations and input from teachers, administrators, community members, and students.

Summary of findings of the self-evaluation team:

The district had already begun the revision of the nondiscrimination statement for staff and students, to be more inclusive of all types of diversity present in our community. A finding of the team was that the statement needed to be updated in every place where it is currently placed, as well as included in all enrollment and registration materials.

The school counseling curriculum and responsive services are open to all and provide equity of service to all students, and the Academic and Career Planning Policy will ensure that all students have access to the entirety of the school counseling curriculum. There is no formal process in place for students to request assistance from staff members for references or letters of recommendation.

The Scholarship Committee creates a comprehensive guide to applying for scholarships and provides a parent/student informational presentation, as well as support during annual Junior and Senior meetings. We currently do collect scholarship and award data, but do not disaggregate for most protected classes. Some improvements are needed to ensure that every protected class is accounted for, and practices can be analyzed for discrimination. According to current data, all males, students with disabilities and students with limited English proficiency tend to apply for scholarships and awards at a lower rate than their peers, but the data does not show a specific reason for this finding. A determination as to the reasons for this and the supports needed should be made. At the elementary level, many of the awards given are specific to events attended by Talented and Gifted students, so are overrepresented by students identified as Talented and Gifted.

We currently do collect and disaggregate participation data for most protected classes, except for limited English proficiency. Students tend to participate in athletics and activities at a rate which is proportionate or nearly proportionate to their population. Nearly every student participates in at least one activity or athletic event. Females tend to participate at a slightly higher rate than males at the high school level, but not disproportionately so. The offerings of activities and athletics seem to be comprehensive, with opportunities for every student to participate, and to request activities which interest them.

Our communication with the community tends to be mostly passive, with far fewer instances of active invitation for participation or determination for lack of participation. Some subgroups may not respond to this passive participation, and a determination to increase participation should be made.

Summary of the recommendations for improvement made by the team:

A primary recommendation is to ensure that scholarship, award, and activities/athletics data is collected to facilitate disaggregation by each protected class subgroup to ensure that groups are not being inadvertently discriminated against. This data should be analyzed annually to determine reasons for participation discrepancies, and to encourage participation by students in some subgroups, such as students with disabilities and students with limited English proficiency. Elementary principals should consider recording criteria for all awards students may receive, and communicate those criteria to parents and students

Another recommendation is to increase multiple means of active parent communication and invitation to events for scholarships, awards, activities and athletics. Increasing communication with the community and businesses to build capacity for student opportunities in the community.

The updated nondiscrimination statement must be placed in a consistent place in all handbooks, websites, course handbooks and registrations, scholarship handbooks and presentations, and enrollment forms.

School counselors will complete needs assessments and ensure that they are meeting all student needs and providing equal opportunity to all students. A process for students to request assistance from staff for references and recommendations should be created so that all students can include this in their Academic and Career Plan.

Further training should be provided about pupil discrimination to all coaches and advisors, and all staff in the district.

A plan for achieving recommended improvements:

The report will be approved by the Board and report made available to the public on the Pupil Services Department website in April 2017.

District-wide:

- The District Administrator will communicate and the Pupil Services Coordinator will support the inclusion of the updated nondiscrimination statement and translations on all websites, enrollment materials, registration materials, course guides, scholarship and award handbooks, student handbooks and any other pertinent materials which are distributed to students, staff, and community members by June 2017.
- The Pupil Services Coordinator will collect, update, and maintain translated and interpreted materials and community resources for language support, and make available to all staff in the district.
- The Pupil Services Coordinator will publish the report on the Pupil Services Department website in April 2017.
- The Pupil Services Coordinator will provide the District Administrator with a summary of recommendations for the Visions Newsletter.

School Counselors:

- The Pupil Services Coordinator will communicate with the School Counselors to complete an annual needs assessment to determine the needs of their students and work to ensure that student needs are being met through counseling curriculum and responsive services, beginning with the 2017-2018 school year.

Activities & Athletics:

- The Pupil Services Coordinator will communicate to the Activities Director and Activities Assistant to include Limited English Proficiency to their participation spreadsheets, beginning with the 2017-2018 school year.
- The nondiscrimination statement will be placed on the activities programs by the Activities Director and Activities Assistant beginning with the 2017-2018 school year.
- The Activities Director will conduct periodic reviews of offerings and interests, by the 2019-2020 school year.
- The Pupil Services Coordinator will create training materials for coaches to receive training about nondiscrimination, by the 2017 Fall Activities season
- The Activities Director will consider collecting information from the community to determine event interest and attendance, by the 2020-2021 school year.

Scholarships & Awards:

- The Pupil Services Coordinator will communicate to the Scholarship Committee to include gender, disability status, race/ethnicity, and Limited English Proficiency status to their award recipient spreadsheets, beginning with the 2017-2018 school year.
- The Pupil Services Coordinator will create and communicate with the high school counselors to use a Google Form for students to request references and letters of recommendation from staff, beginning with the 2017-2018 school year.
- The Pupil Services Coordinator will communicate with the high school counselors to use Career Cruising as the repository for student storage of letters of recommendation and references, beginning with the 2017-2018 school year.
- The Pupil Services Coordinator will communicate with all principals to record criteria for all awards students may receive, and communicate those criteria to parents and students, beginning with the 2017-2018 school year.
- The Pupil Services Coordinator will work with the high school counselors to encourage more males, students with disabilities, and students with limited English proficiency to apply for scholarships and awards, beginning with the 2017-2018 school year.
- The Pupil Services Coordinator will communicate to high school counselors to consider multiple and active forms of personal invitation of families who might be more reluctant to participate in scholarship events, beginning with the 2017-2018 school year.