

**Five-Year Self-Evaluation on the
Status of Pupil Nondiscrimination
&
Educational Equity**

Assurance of Evaluation report due April 1, 2017

Report on file at School District office and at the District
website – www.valders.k12.wi.us

Valders Area School District

**Approved by the Valders Area School Board on
March 27, 2017**

PI 9: District Designee: Dr. Debra Hunt

138 Wilson Street, Valders, WI, 54245

District Phone: 920-775-9500

Fax: 920-775-9509

Designee email: dhunt@valders.k12.wi.us

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.

TABLE OF CONTENTS

- ❖ **Section I - General Overview Of PI-9 Pupil Nondiscrimination**
 - Introduction To The Pupil Nondiscrimination Self Evaluation
 - <http://dpi.wi.gov/sped/pupil-nondiscrimination>
 - Wisconsin State Statute 118.13
 - Benchmarks for an Equitable School
 - General Instructions for the Pupil Nondiscrimination Self Evaluation

- ❖ **Section II - Contributors To The Self Evaluation Report**

- ❖ **Section III - Method, Practices, Curriculum And Materials Used In Counseling.**
 - Questions
 - Report Data

- ❖ **Section IV - Participation Trends And Patterns And School District Support Of Athletic, Extracurricular And Recreational Activities**
 - Questions
 - Report Data

- ❖ **Section V - Trends And Patterns in Awarding Scholarships And Other Forms of Recognition and Achievement Provided or Administered By The District**
 - Questions
 - Report Data

- ❖ **Appendix A - Step-by-Step Analysis of the PI 9.06 Self-Evaluation**

Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source - DPI website: <http://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>)

The pupil nondiscrimination program provides technical assistance to local school districts, parents and school district residents on matters relating to nondiscrimination and equality of educational opportunity under state law and related federal laws, and the pupil discrimination complaint and appeal process under state law and rules. (Section 118.13, Wis. Stats. and PI 9, Wis. Admin. Code). The pupil nondiscrimination program also assists the State Superintendent resolve appeals of local school district decisions on pupil discrimination complaints.

History of Wisconsin's Pupil Nondiscrimination Law

Wisconsin has a strong and longstanding commitment to providing equitable education for all pupils. When the Wisconsin Constitution was adopted in 1848, it called for tuition free schools open to all pupils of all races and religious beliefs. In 1949, it became illegal for a school board to exclude any pupil from public school based on religion, nationality, color, or race or to maintain separate schools to achieve exclusion. This act, created in 1949, was Wisconsin's initial pupil nondiscrimination law.

In 1975, this law was revised in response to the implementation of several federal laws. These federal laws included the Federal Civil Rights Act of 1964 that prohibits discrimination on the basis of race, color, or national origin, Title IX of the Education Amendments of 1972 that prohibits discrimination on the basis of sex, and Section 504 of the Rehabilitation Act of 1973 that prohibits discrimination on the basis of disability.

Based on these federal statutes, Wisconsin's state law was revised in order to expand its coverage and to protect additional groups. Specifically, sex, physical condition, and developmental disability were added as protected categories, and discrimination was further prohibited in "obtaining the advantages, privileges and courses of study in public schools throughout the state." In 1983, a provision was added to require school districts to make program modifications and services available to pregnant and school-age mothers to enable them to continue their education.

The 1985 budget bill, Act 29, repealed this law, and created s. 118.13, Stats., in its current form. The new statute required the state superintendent to promulgate administrative rules, which became effective in 1987. These rules established procedures and enforcement mechanisms for compliance with Wisconsin's pupil nondiscrimination law. Wisconsin's nondiscrimination law has remained primarily unmodified since the promulgation of the rules. The only significant revisions occurred in 1991 with the addition of "religion" as a protected class and in 2006 with the amendment to exclude single-sex classes and schools from the general prohibition against discrimination.

Wisconsin's Pupil Nondiscrimination Laws

Under s. 118.13, except as provided in s. 120.13 (37m), no pupil may be excluded from a public school, or from any school activities or programs, or be denied any benefits or treated in a different manner because of:

- sex
- race
- religion
- national origin
(including a student whose primary language is not English)
- ancestry
- creed
- pregnancy
- parental status
- marital status
- sexual orientation
- physical disability
- mental disability
- emotional disability
- learning disability

Each school district is required to designate an employee of the school district to receive complaints regarding discrimination under Wisconsin's pupil nondiscrimination law

School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities

PI 9.06, Wis. Admin. Code, requires that every school district evaluate and prepare a written report on the status of nondiscrimination and equality of educational opportunity in the school district - the School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities - at least once every five years on a schedule determined by the state superintendent. The Department of Public Instruction (DPI) uses data from the evaluation reports to comply with reporting requirements under § 118.13(3)(a)(3), Wis. Stats.

Future of evaluations and evaluation reports:

Since the 1986 implementation of PI 9, Wis. Admin. Code, state and federal law have required the development of our current results-based accountability system collected by individual student identification (the Wisconsin School Performance Report (SPR) was created in 1991 with the passage of § 118.35, Wis. Stats.; the federal No Child Left Behind Act of 2001 added data requirements that led to the development of the Individual Student Enrollment System, implemented SY 2004-2005). In addition, DPI and the U.S. Department of Education require districts to submit school- and district-level data on a variety of measures.

All but three of the required data elements under PI 9.06, Wis. Admin. Code, are collected via reports required since the passage of PI 9, Wis. Admin. Code. Because districts can and do meet most of the data requirements through other submitted reports, DPI has significantly revised the instructions and reporting requirements regarding the self-evaluation.

Districts will continue to submit annually the Compliance Report - Pupil Nondiscrimination and Educational Equity Report (form PI 1197-B), which identifies the designated employee of the school district to receive complaints regarding discrimination under § 118.13, Wis. Stats., and PI 9, Wis. Admin. Code, and the number of complaints received during the year, a description of each complaint and its status (PI 9.07(2), Wis. Admin. Code).

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.

Beginning in 2006, and every five years thereafter, DPI will require districts to conduct a self-evaluation regarding three data elements:

- methods, practices, curriculum, and materials used in ... counseling..." (PI 9.06(1)(c), 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), and
- "[p]articipation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code).

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 are not currently collected and evaluated:

- "...methods, practices, curriculum, and materials used in counseling..." (PI .05(1)(C), Wis. Admin. Code; and
- "[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); and
- "[p]articipation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code).

Race-Based Nicknames, Logos, Mascots, and Team Names

2009 Wisconsin Act 250 allows a school district resident to object to the use of a race-based nickname, logo, mascot, or team name by the school board of that school district by filing a complaint with the state superintendent

The law requires each school district to submit an annual compliance report to the Department of Public Instruction and periodically conduct a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunity.

District Responsibilities Under s.118.13, Wis. Stats.

Questions and Answers

1. What are the required policies under Wisconsin's Pupil Nondiscrimination law?

Every school district must adopt and adhere to a written pupil nondiscrimination policy that prohibits discrimination against pupils on the basis of any of the following: sex, race, religion, national origin (including limited-English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The policy must apply to all areas of school operations, including school sponsored programs and activities.

Section PI 9.03, Wis. Admin. Code illustrates the scope and breadth of the required district policies by identifying many of the areas subject to the nondiscrimination policy. They include admission to classes or programs, rules of conduct and discipline, selection of instructional and library media materials, and facilities, among others. However, the pupil nondiscrimination statute applies to all aspects of district operations and programs. Therefore, the listing in PI 9.03 should be regarded as illustrative and not exhaustive. What the law requires is that the pupil nondiscrimination policy or policies that the district adopts apply to all areas.

2. What are the procedural requirements under Wisconsin's Pupil Nondiscrimination Law?

The district must designate an employee to receive complaints of pupil discrimination and adopt a written procedure that addresses receiving, investigating and resolving complaints of pupil discrimination. The procedure must provide for written acknowledgement of the complaint within 45 days and a written final resolution/decision of the complaint in 90 days. The written decision must inform the complainant of the right to appeal a negative determination to the state superintendent and the procedures for making an

appeal. The written decision must also inform the complainant that the appeal must be made within 30 days of the district's final decision.

3. What are the notice requirements under Wisconsin's Pupil Nondiscrimination Law?

The district must annually publish a class 1 legal notice of its pupil nondiscrimination policies and the name and address of the employee designated to receive complaints of pupil discrimination. A class 1 legal notice requires at least one publication in a newspaper likely to give notice in the area or to the person affected. Secs. 985.02, 985.07, Stats.

In addition, a pupil nondiscrimination statement must be included in pupil and staff handbooks, course selection handbooks, and other published material describing school activities and opportunities. The district's complete pupil discrimination complaint procedure, including the designated employee's name, address and phone number, must be included in pupil and staff handbooks.

4. What are the guidelines for scholarships, awards, gifts and grants?

School districts may not award or assist in the awarding of scholarships in a way that discriminates on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Sec. 118.13, Stats.; *See also*, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Title VI of Civil Rights Act Of 1965, which prohibits discrimination on the basis of race, color, and national origin; and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.

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. 34 CFR § 106.37. To determine if the overall effect is nondiscriminatory, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. 34 CFR § 106.37 (b)(2). A district may also choose to not administer or assist in administering sex-restrict 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. 34 CFR § 106.37

Scholarships or financial aid may be awarded to disadvantaged students even if they disproportionately benefit minority students, as long as they are not awarded on the basis of race or national origin. Colleges may award scholarships

based on race and/or national origin if they are awarded under Federal Statutes that authorize the use of race or national origin. Colleges can award scholarships based on race or national origin if it is necessary to remedy the effects of its past discrimination or if the scholarship is narrowly tailored to create a diverse student population at that particular college or university. However, the scholarship programs cannot unduly restrict those students who are not eligible from access to financial aid. The United States Department of Education, Policy Guidance, Fed. Register Vol. 59, No. 36 (Wednesday, February 23, 1994)

¹ *The answers given are not intended to serve as legal advice and cannot substitute for legal advice or guidance in specific cases.*

Pupil Nondiscrimination Guidelines for Filing a Complaint under Wisconsin's Pupil Nondiscrimination Law

State law prohibits discrimination against a pupil because of the pupil's:

- sex
- race
- religion
- national origin (including a student whose primary language is not English)
- ancestry
- creed
- pregnancy
- marital or parental status
- sexual orientation, and, or
- physical, mental, emotional or learning disability

A pupil may not be excluded from a public school (pre-kindergarten through grade 12), or from any school activities or programs, or be denied any of the benefits of school activities or programs, or be treated in a different manner for any of these reasons.

Each public school district is required by law to have written policies that prohibit discrimination against pupils for any of the reasons listed above. Each district must also have some way for pupils, their parents or guardians, or residents of the school district to file complaints of discrimination. The school board must approve a procedure for filing complaints of discrimination. The complaint procedure must be in writing. And each school district must name an employee of the school district who will be responsible for receiving complaints of discrimination against pupils. Schools must include information about these policies and procedures in any handbooks they have for teachers, students and parents.

Please refer to Policy 2260 – Nondiscrimination and Access to Equal Education Opportunity.

If you believe the school district has discriminated against your child, you may file a complaint with the school district. You may contact the school or district office and ask for copies of the pupil nondiscrimination policies and complaint procedure. To file a complaint, follow the directions in the school district's written complaint procedure. If you have questions about the procedure, you should ask who in the school district handles pupil discrimination complaints. Contact that person and ask that person to explain the complaint process to you.

In some cases, the complaint procedure will involve several steps. If you are not satisfied with the outcome of your complaint at the end of any step, you should go ahead to the next step, always following the instructions in the district's written complaint procedure. You should always file your complaint in writing. The school district must acknowledge your complaint within 45 days, in writing, and the final decision on your complaint must be made within 90 days.

If you have gone through all the steps of the school district's complaint procedure and you are not satisfied with the outcome, you may file an appeal with the Department of Public Instruction. Any appeal must be filed within 30 days of the date of the school district's final action on your complaint. The Department of Public Instruction may not consider your appeal

unless you have gone through all the steps of the school district's complaint procedure and a final decision has been issued by the school district.

An appeal to the Department of Public Instruction should be in writing and signed, and should include the following information: the reason for the appeal; the facts that make you believe discrimination occurred; and the relief or outcome you are requesting if you are successful in your appeal. It is a good idea to include a copy of the school district's final decision or letter to you.

If the school district does not have a pupil discrimination complaint procedure, you may file a complaint directly with the Department of Public Instruction. The complaint should be in writing, signed, and should contain the same information that is required in an appeal: the reason for the complaint; the facts of the complaint; and the relief you are requesting. You may also file a complaint with the Department of Public Instruction if the school district does not make a decision on your complaint within 90 days. In most cases, if the school district has not made a final decision on your complaint within 90 days, the department will return the complaint to the school district to make a final decision. In an appeal, if the department determines the school district has acted in violation of the Wisconsin pupil nondiscrimination law, the superintendent can issue an order requiring the school district to comply with the law, and require that the school district develop and submit a corrective action plan to prevent further discrimination. The superintendent does not have the authority to award monetary relief, or impose or order discipline on teachers or school district staff.

For more information about Wisconsin's pupil nondiscrimination law, you may call the Department of Public Instruction, Pupil Nondiscrimination Program. The telephone number is, (608) 267-9157.

If your complaint is about discrimination because of race, sex, age, disability or national origin, you may also file a complaint with the Office for Civil Rights of the United States Department of Education. A complaint must be filed with the Office for Civil Rights within 180 days (about six months) of the date the discrimination occurred. You do not have to file a complaint with the school district before filing a complaint with the Office for Civil Rights, and you may file complaints with both the school district and the Office for Civil Rights if you wish to do so.

If your complaint is about the special educational needs of a child, there is a different complaint and appeal process. For information about the IDEA complaint process, contact the Special Education Team at (608) 266-1068.

Benchmarks for an Equitable School

The following is a list of what an Equitable School might look like. It is intended to provide an overview of best practices, and not a discussion of what would constitute minimal compliance with Wisconsin's pupil nondiscrimination law.

An Equitable School is one which provides the leadership, environment, curriculum, support and instruction that gives every student an equal educational opportunity, and ensures that every student performs at their highest level. School leadership recognizes that achieving educational equity is a continuous process of assessment, reflection and improvement, and that equity must be integral to every aspect of school life.

The following is a list of specific practices or strategies that an equitable school may use. The list is not intended to be exhaustive.

Characteristics of an equitable school

1. Vision

The school has a clear mission that is committed to ensuring that every student receives an equal educational opportunity and meets high academic standards.

2. Leadership

Leadership's commitment to its vision is infused into every aspect of school life, including the school's set of core values, strategic plan, and school improvement efforts.

- Teachers are assisted in assessing their needs and the necessary support is provided to ensure high quality instruction.*
- Diversity clubs are supported financially and accommodations are given, such as release time for field trips.
- Resources are provided to meet specific students needs such as special education programs or programs for students with limited-English proficiency.
- Input from students, parents, businesses, staff, and community members is welcomed and encouraged by holding community forums, providing opportunities for school visits, and maintaining open channels of communication.
- Representation of students on every school board, committee, group, publication and team is encouraged.
- Expectations for students, teachers and staff are well publicized.*
- Efforts to achieve the school's mission are continually assessed and improvements are made.

Leadership ensures that its pupil nondiscrimination policies and complaint procedures are comprehensive and effective, and that staff and students are aware of these policies and complaint procedures, and act in accordance with them

- The pupil nondiscrimination policies apply to all areas of school operations, including all school-sponsored programs and activities.
- The policies and complaint procedures are explained in non-technical and age-appropriate language.
- The policies and complaint procedures are published in languages that are accessible to all parents and students.
- Staff and students understand and are aware of the policies and complaint procedures, and act in accordance with them.
- The procedures ensure that complaints are impartially and thoroughly investigated, and that confidentiality is maintained to the extent possible.
- Complaints are effectively and promptly resolved.

3. High Academic Standards

The school provides the curriculum, instruction, classroom management techniques and support necessary so that every student is able to meet the challenge of high academic standards.

Curriculum:

- All children are given developmentally appropriate and culturally relevant curriculum in languages they can understand.**
- The history, contributions, values and perspectives of diverse groups are affirmed by teachers and integrated into the school curriculum.
- Students' first language or dialect is valued by teachers.
- A multicultural curriculum is woven into the daily life of the school
- Equity principles and respect for others are infused throughout the curriculum, and not limited to a particular course.
- The curriculum is developed and presented in a way that is accessible and relevant to a diverse student audience.
- The curriculum is free of bias and stereotyping.

Instruction:

Teachers have a passion, dedication and enthusiasm for ensuring the educational success of every child.

- Teachers use a variety of effective instructional techniques that:
 - Provide a mix of both group and individual projects
 - Foster cooperative learning groups***
 - Gives every student an opportunity to help teach
 - Encourage students as questioners, decision-makers and problem solvers.
 - Help build self-esteem
- Teachers demonstrate high expectations for all students by:

- Using continually challenging curriculum
- Selecting and using textbooks and other instructional materials that allow every student to meet high academic standards
- Using flexible student grouping to guard against tracking.**
- In planning instruction teachers have knowledge of and consider diversity by:
 - Providing opportunities for student centered learning
 - Providing opportunities for discovery-based learning
 - Providing opportunities for tactile learning.***
 - Recognizing that verbal and nonverbal communication is influenced by culture, group membership and experience. For example, students may use differing eye contact, facial expressions, personal space, and volume when speaking.
 - Addressing diverse communication and learning styles.
- Teachers encourage respectful and critical viewpoints, multiple perspectives and experiences to be expressed.
- Teachers assessment of students is aligned with instruction and interwoven within instructional process

Classroom Management:

Classroom management contributes to improved academic achievement by:

- Using disciplinary methods that are consistent and fair.
- Continually praising and encouraging every student.***
- Designing space so that students can engage in cooperative learning
- Experimenting with background music to block out distractions
- Organizing study groups
- Using artwork, posters and other visual displays that reflect and respect diversity. Provide students with an opportunity to participate in the selection, display and rotation of these materials.
- Providing a variety of informal classroom settings that allow freedom of movement.***
- Providing opportunities for all students to be leaders at different times.

Support Services:

Provide well-developed guidance, pupil services, and learning support programs that address individual needs and ensure that all students succeed.

- "School counselors help teachers to design classroom activities that strengthen students' academic, social, personal, and career skills."**
- Counselors establish strong links to the community, and connect students and families with services not available at school.**
- Counselors are (collectively) proficient in every language spoken by students and families, or can easily access needed translators.**
- Counselors have high expectations for all students, provide information, choices and options, and encourage all students to realize their goals.
- Counselors encourage all students to take courses in the core academic areas.
- Counselors provided information, choices and options for all students.

4. Standards of the Heart

- Provides a school that is "safe, attractive and free from prejudice."**
- The school environment fosters and promotes respect and caring.**
- Discipline is firm, fair and consistent.**
- School mascots, emblems, team names and logos are free from bias or stereotyping and do not perpetuate past discrimination.
- Pictures and information about diverse groups and cultures are exhibited.
- Orientation programs address the needs of all students and make every student feel welcome.

5. Family and Community Involvement

- Partnerships with parents and the community are established.*
- It is recognized that parents of differing cultures may view their roles differently.
- Teachers value parent participation and effectively communicate their expectations.
- The school provides a variety of ways in which parents can participate and contribute.*
- Transportation, childcare, and other support is provided to enable parent participation.
- Parents have high expectations for their children.
- Parents help and encourage their children with homework assignments.
- Parents provide a suitable space for study.*
- Parents and community members are asked to serve as role models and mentors, and attention is paid to diversity and nontraditional roles.
- All parents are involved in the decision-making and learning process.**

6. Professional Development

- Staff is given the knowledge, skills and tools to help ensure that every child receives an equitable educational opportunity and meets high academic standards.
- Resources are allocated for professional staff development on equity related issues.
- Staff has been trained to recognize and prevent pupil harassment.

7. Evidence of Success

- Staff uses multiple assessment tools to gauge student achievement.
- Disaggregated data shows that all students are meeting high academic standards.
- Achievement, demographic, programs, and perception data is disaggregated and used to continually improve instructional methods and curriculum.
- Assessment and testing instruments are fair and unbiased.
- All students attend school and graduate.
- Students and staff report a positive school environment that is free of harassment or bullying.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

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

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Status Report PI-9.06(2)

The following individuals were responsible for the development and writing of the Pupil Nondiscrimination Self Evaluation Status Report:

Name	Position
Tara Bruckner	High School Counselor
Brenda Schneider	Middle School Counselor
Ellen Wilhelm	School Counselor Secretary
Deb Hunt	Director of Pupil Services/Special Ed
Kelly Isselmann	Athletic Director
Jane Linzmeier	Athletic Secretary
David East	Technology Director
Julie Laabs	High School Principal
Kelly Isselmann	Middle School Principal

Opportunities to Participate in the Development of the Pupil Nondiscrimination Self-Evaluation Status Report PI-9.06(2)

Opportunity for participation in the writing and/or development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

XX Individual meetings

XX Discussion item at an administrative meeting

Other:

Opportunities to Participate in the Evaluation of the Pupil Nondiscrimination Self-Evaluation Status Report 9.06(2)

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

XX Individual meetings

XX Discussion item at an administrative meeting

Section III - Methods, Practices, Curriculum and Materials used in Counseling PI-9.06 (1)(c)

This section asks the district to examine the method, practices, curriculum and materials used in counseling to determine whether all students are being included in the learning process. The district should evaluate whether there are forms of bias or stereotyping present in ability

General

1. What are the district's policies and practices regarding multiple perspectives in and through counseling?

The counselors within the Valders Area School District value practices that include multiple perspectives in counseling. Each licensed counselor has adopted both the Wisconsin School Counseling Model and American School Counseling Model. These two models integrate standards that target skills necessary for students to become successful lifelong learners, good citizens, and productive workers. These skills are delivered in a collaborative relationship among schools, parents, and community. Additionally, these models focus on themes that incorporate ethical practices on diversity in order to ensure that each student is reached.

The District also follows *School Board Policy 2411 – Counseling*, which complies with:
121.02 (1)(e) Wis. Stats.
P.I. 8.01(2)(e), Wis. Adm. Code
34 C.F.R. 100.3(b)(I)
34 C.F.R. 100.3(b)(iv)
34 C.F.R. 100.3(b)(v)
34 C.F.R. 106.36
34 C.F.R. 104.37(b)
28 C.F.R. 35.130, Guidelines V-D
Vocational Educational Guidelines, Appendix B, Title 6

2. The following questions pertain to the type of training counselors have received.
 - How have they been trained to recognize bias or stereotypes?
Each of our counselors has attended an accredited school counseling program that provided multicultural courses and topics that addressed bias and stereotypes. Additionally, there have been continued professional developmental opportunities in this area which include: PBIS, Tribes, and Mental Health Training & Education.
 - How have they been trained to recognize and present multiple perspectives in and through counseling? Training included graduate training materials that are second step research and evidence based.
Counselors have completed coursework that strengthens the development of school counseling by integrating student and school-based experiences with

developmental stages that lead to strengthening the school counselor perspective. Coursework included, but was not limited to: Social & Cultural Foundations, Group Counseling Process, Professional Identity & Ethics, Applied Research & Development, Lifespan Development in Counseling, Addictions in Counseling, Applied Research & Evaluation, and Counseling Internships.

- How often has the above training occurred? Was the training optional or required? Training occurred during graduate MS degree training which is required. How effective was the training in improving counseling?

Training was a requirement of the CACREP and DPI accredited School Counselor Education Program upon completing graduate MS degrees. Continuing education courses relating to current topics in schools are a requirement for one counselor in district. The course completion occurs every five years.

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

Most of our curriculum is evidence-based which typically provides a component of eliminating bias and stereotyping. In addition data is reviewed year round to view achievement and opportunity gaps.

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

Yes

5. Does 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?

Yes, our academic planning and support services assist students in closing the achievement gap. Counseling programs are often aligned with the district mainstream curriculum, instruction and assessment in many ways. Our standards are cross-walked with the standards of other departments/subjects in order to increase the efforts to reach each standard in counseling. Student services provides support for teachers to increase their awareness of students issues in order to provide personalized instruction for students who might be struggling or need enrichment. Our departments also assist with the delivery of assessments and the analyzing of results. If discrepancies are found, our team evaluates our practices to close the achievement gap.

Recommendations

6. What are your recommendations for improvement? How will these recommendations be implemented?

Recommendations may include: allocating additional time for counselors to collaborate and review multiple perspectives in K-12 counseling materials during staff development days, providing staff development training relating to multiple perspectives in the classrooms and allowing administration to use staff development days for training purposes or allow staff to attend workshops relating to the topic.

Section IV - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities PI-9.06 (1)(e)

In this section, the district is asked to review participation trends in athletic, extracurricular and recreational activities. In doing so, the district should consider whether all of the protected groups participate and are encouraged to participate in these activities. The district should also identify any factors that might be causing or influencing these trends.

For information on the nondiscrimination guidelines in interscholastic athletics, please see [The Pupil Nondiscrimination Guidelines for Athletics](#), A Joint Publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association.

Athletic programs and activities

1. Review participation data in athletic programs and activities for at least the past three years. Review data by race, sex, national origin or disability. Identify trends and patterns.

At the end of each sports season a report is generated for the WIAA on how many student-athletes participated at the beginning and end of each season. This is completed by grade level. Over the past three years the following data has been gathered, and is reported based on averages:

***On average 201 boys have participated in a sport.**

***National Origin=10 students have participated. Their National Origin consisted of: Ethiopian, Russian, Asian, Indian, Hispanic and Dutch.**

***Disability=13 male students have participated.**

***161 girls have participated in a sport**

***National Origin=3 students have participated. Their National Origin has consisted of: Indian, Dutch and Swedish.**

***Disability=1 student has participated.**

2. Are effective procedures in place to track participation in athletic programs and activities by race, sex, disability, and national origin? In responding to the following questions, review interscholastic athletic opportunities for male and female students.

There are effective procedures in place to track participation in athletic programs. This includes entering each student-athlete who participates in a sport in a student management program called Skyward. This program records each student's race, sex, disability and national origin. In reviewing our interscholastic athletic opportunities the following sports are offered to males: football, cross country, basketball, wrestling, swimming, track and baseball. The following sports are

offered to females: cross country, volleyball, swimming, dance, basketball, track, softball and gymnastics.

- a. 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 [scope and type](#)?

The athletic opportunities for males and females are proportionate to the enrollment of our school district. Each athletic program has had appropriate numbers that allow for each grade level to be played.

- b. If not, can the district show a history and continuing practice of program expansion for the underrepresented sex?
- c. If not, can the district demonstrate that the interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the present programs?

- 3. Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:

- a. Coaching and other staff salaries: **The coaching salaries are:**

Coaches with two or more years of coaching experience will move to Step #3 in their respective sports. Coaches who advance upward from assistant positions in a sport will start at Step #2. Lane 4 applies when a coach begins the tenth (10th) year or more of coaching in that particular sport at Valders. If a particular position does not have a team for the season the contract will be revoked. Salaries determined from a base of \$35,000.

<u>Position</u>	<u>Step</u>			
	1	2	3	4
Baseball				
Varsity Coach	5.0%	6.0%	7.0%	8.0%
JV Coach	3.0%	4.0%	5.0%	6.0%
Basketball (Boys' & Girls')				
Varsity Coach	8.5%	9.0%	10.0%	11.0%
JV Coach	5.5%	6.0%	7.0%	8.0%
Freshman Coach	3.5%	4.0%	5.0%	6.0%
Middle School Coach (8 th Grade)	3.0%	3.5%	4.0%	5.0%
Middle School Coach (7 th Grade)	3.0%	3.5%	4.0%	5.0%
Cross Country				
Option 1				
Boys' Varsity Coach	5.0%	6.0%	7.0%	8.0%
Girls' Varsity Coach	5.0%	6.0%	7.0%	8.0%
Option 2				
Varsity Coach (Boys' & Girls')	7.0%	8.0%	9.0%	10.0%
Assistant Coach (Boys' & Girls')	3.0%	4.0%	5.0%	6.0%
Football				
Varsity Coach	8.5%	9.0%	10.0%	11.0%
Assistant Coach (2)	5.5%	6.0%	7.0%	8.0%
JV Coach	4.5%	5.0%	6.0%	7.0%

JV Assistants Coach (2)	3.5%	4.0%	5.0%	6.0%
Middle School Coach (8 th Grade) (2)	3.5%	4.0%	5.0%	6.0%
Middle School Coach (7 th Grade) (2)	3.5%	4.0%	5.0%	6.0%
Golf				
Varsity Coach	5.0%	6.0%	7.0%	8.0%
Gymnastics				
Varsity Coach	8.5%	9.0%	10.0%	11.0%
Assistant Coach	5.5%	6.0%	7.0%	8.0%
Second Assistant Coach	3.0%	3.5%	4.0%	5.0%
Soccer				
Varsity Coach	5.0%	6.0%	7.0%	8.0%
Softball				
Varsity Coach	5.0%	6.0%	7.0%	8.0%
JV Coach	3.0%	4.0%	5.0%	6.0%
Swimming				
Varsity Coach	8.5%	9.0%	10.0%	11.0%
Assistant Coach	3.5%	4.0%	5.0%	6.0%
Track				
Option 1				
Boys' Varsity Coach	5.0%	6.0%	7.0%	8.0%
Boys' Assistant Coach	3.0%	4.0%	5.0%	6.0%
Girls' Varsity Coach	5.0%	6.0%	7.0%	8.0%
Girls' Assistant Coach	3.0%	4.0%	5.0%	6.0%
Option 2				
Varsity Coach	7.0%	8.0%	9.0%	10.0%
Assistant	3.0%	4.0%	5.0%	6.0%
Middle School Coach (2)	3.0%	4.0%	5.0%	6.0%
Volleyball				
Varsity Coach	8.5%	9.0%	10.0%	11.0%
JV Coach	5.5%	6.0%	7.0%	8.0%
Freshman Coach	3.5%	4.0%	5.0%	6.0%
Middle School Coach (8 th Grade)	3.0%	3.5%	4.0%	5.0%
Middle School Coach (7 th Grade)	3.0%	3.5%	4.0%	5.0%
Wrestling				
Varsity Coach	8.5%	9.0%	10.0%	11.0%
JV Coach	5.5%	6.0%	7.0%	8.0%
Middle School Coach (5 th – 8 th Grade)	3.0%	4.0%	5.0%	6.0%
Dance (HS)	2.5% per season (2 seasons in school year - Fall/Winter)			

- b. Provision of uniforms: **Each coach receives a Coaches Handbook. One section in the handbook states what year they are due to order uniforms. Money is budgeted for the uniforms.**
 - c. Equipment and supplies: **Each coach receives a budget sheet. Stated on the budget sheet is how much money they have for equipment and supplies. The amount is equivalent with the sport.**
 - d. Scheduling of games and practice times: **The scheduling of conference events is completed by a conference commissioner. The scheduling on non-conference events is completed by the athletic director. Practice times are completed by the athletic director as well. All games and practices are equivalent with the sport. Boys and girls teams have the same amount of practice times and often rotate practice times for balance.**
 - e. Provision of transportation: **All teams have access to transportation, such as school buses. The typical transportation is covered through the athletic budget. Each coach will let the athletic director know what time they would like to leave for an event. This time is entered into a program called rSchools. The bus company will pull the time off the rSchools site. At the beginning of each month, the bus company will send out a bus schedule. The athletic director will send the schedule to the coaches to verify that everything looks correct.**
 - f. Opportunity to receive experienced coaching, academic tutoring, medical, or other type of services: **Each coach is required to complete the following: concussion training, WIAA video and exam and CPR/AED/First Aid Training. The concussion training and CPR/AED/First Aid Training is completed by our athletic trainer.**
 - g. Access to locker rooms, practice and competitive facilities: **Each student-athlete has access to locker rooms, practice and competition gyms and fields, pool, track etc.**
 - h. Publicity efforts: **Publicity efforts include a local paper called the Valders Journal where there is a local reporter that reports on both boys and girls athletic programs and events.**
 - i. Availability of pep band, cheerleaders, pompom, et cetera for all teams: **The pep band and dance team performs an equal number of times for both the boys and girls performances.**
4. Are school mascots, team names, and logos free from bias or stereotyping
Our mascot at Valders is the Viking. It is free of bias and stereotyping.
 5. Does attendance at athletic events reflect the diversity of the students in the school?
Athletic events at Valders are well attended by the student body. Students of diversity attend the events as well.
 6. Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping? Do coaches receive training to prevent hazing and harassment of, and by, athletes?
At the beginning and end of each school year, the athletic director meets with all of the coaches from each program. The above topics are not discussed as fully as they

need to be. This is an area that the athletic director will focus on in the future and add to the Coaches Handbook.

7. 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?

ALL students have the opportunity and are encouraged to participate in sports at Valders. It does not matter what their background is. Most recently, we had four special education students participating in a winter sport.

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

A survey that was developed from Survey Monkey, was sent to all the Fall student-athletes. The response was poor from the student-athletes. The athletic director would like to continue to try the survey on-line, but may have to switch to a paper copy to ensure that surveys are completed.

9. Are special accommodations available for students with disabilities?

Students with disabilities are encouraged to participate in the sports programs at Valders. Each coach will work with the student-athlete as is necessary.

Other extracurricular, recreational, and school-sponsored or approved activities

1. Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns.

- a. 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?

Overall participation rates do not reflect the overall composition of the student population. The trend for the past two years reflects a 36% participation rate for males, while making up more than 53% of the population. Specific activities such as FIRST and FFA have a closer comparative having 14 of 25 and 19 of 36 male participants respectively. However other activities such as Key Club or Peer Leaders have a disparity showing 4 of 39 and 7 of 33 male participants.

We do not track the race or disability status of our student participants, however using a non-statistical analysis of rosters, it is evident that we do have a good participation rate among our minority and disability status students.

GENDER				
2017 Student Population- 368	#	%	Activities #	Activities %
Males	197	53.50%	206	36.30%
Females	171	46.50%	361	63.70%
Total	368		567	
2016 Student Population- 363	#	%	Activities #	Activities %
Males	201	55.40%	235	36.40%
Females	162	44.60%	410	63.60%
Total	363		645	
2015 Student Population- 351	#	%	Activities #	Activities %
Males	185	52.70%	119	26.90%
Females	166	47.30%	323	73.10%
Total	351		442	
DISABILITIES				
2017 Student Population- 368	#	%	Activities #	Activities %
Without Dis.	325	88.30%		
With Disability	43	11.70%		
2016 Student Population- 363	#	%	Activities #	Activities %
Without Dis.	312	86%		
With Disability	51	14%		
2015 Student Population- 351	#	%	Activities #	Activities %
Without Dis.	306	87.20%		
With Disability	45	12.80%		

RACE				
2017 Student Population- 359	#	%	Activities # 567	Activities %
White	338	94.30%		
Minority	21	5.70%		
2016 Student Population- 363	#	%	Activities # 645	Activities %
White	337	93%		
Minority	26	7%		
2015 Student Population- 351	#	%	Activities # 442	Activities %
White	329	93.70%		
Minority	22	6.30%		

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

Student participation is not restricted by gender, race, or disability within co-curricular activities. There are not specific procedures in place to track our participants by gender, race, or disability.

3. Are activities provided to meet the expressed interests of all groups?

Yes, activities are provided to meet expressed interests of all groups. Some groups have higher male interest such as our Mini Chopper project, vs other activities having higher female interest such as our Forensics group. Activity groups do not discriminate based upon gender, race, or disability status.

4. Are students and their parents/guardians encouraged to organize extracurricular activities or clubs that target their needs as members of a protected class?

There are several targeted activities that currently exist, with support networks in place to advocate needs. Our school participates in the County wide Special Needs prom to target our disabled students. A minority support group was formed in January 2017 to meet the specific needs our high school Hispanic students feeling anxious with political issues.

5. Has the district surveyed students, staff and parents/guardians to determine what these needs or interests may be?

Students are surveyed. However, parents and staff are not surveyed on a regular basis.

6. Are special accommodations available for children with disabilities? **YES**
7. 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?

There is a specific process for groups to seek school approved status.

8. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective
 - a. **A list of all co-curricular groups are printed within the student handbook**
 - b. **Parents are presented with co-curricular opportunities for their children at registration meetings.**
 - c. **Disability students and their parents are offered ideas for involvement at the student's IEP.**
 - d. **Co-curricular opportunities are posted on the school webpage**
 - e. **Periods of sign up are sent via email for the various activities**

Notice

9. How often and in what forums are the district's nondiscrimination policies and practices regarding athletic, extracurricular, recreational and other activities communicated to students and parents/guardians?

The district's nondiscrimination policy is posted within all handbooks related to the activities. It is shared at all mandatory code meetings for all participants.

How might this communication be improved?

10. Is there a permanent process in place for ensuring that all public information regarding athletic, extracurricular and recreational activities is inclusive and free of bias, stereotyping, and discrimination, including language and visuals? **Public information includes press releases, brochures, outreach/recruiting materials, posters, public service announcements, et cetera.**

11. Is information regarding athletic, extracurricular, recreational, and other activities published in other languages in addition to English? Is the information available in Braille or audio versions? **Forms are available to our Spanish speaking families.**

Recommendations

12. What are your recommendations for increasing participation of underrepresented groups in athletic, extracurricular, and recreational activities? What are your recommendations for ensuring that equitable support is provided in the district's athletic programs? How will these recommendations be implemented?

A first step would be to collect better data to be better informed of the trend information.

The current information collects the data collectively. It does not account for the individual student who may be participating in multiple activities. The data for 2017 tells us that we have 206 male participants within the 19 clubs/organizations. Within the 206 participants, it does not uncover the exact number of participating males among the 197 enrolled males. It is unknown how many are participating in multiple activities.

Our racial equity seems to be adequate; one can cross-reference minority and disabled participants within the sports and co-curricular activities rosters. Again, specific data can be set up within processes to gather better information to inform our district.

Other recommendations include:

- continue to stress the importance for ALL students to become involved in extra-curricular activities.**
- have past participants share their experiences of being involved in a particular activity.**
- create brochures/posters on each extracurricular activity and hand them out at Open House night.**

Section V - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition PI-9.06(1)(f)

This section asks the district to evaluate the trends and patterns in awarding scholarships and other forms of recognition and achievement. In evaluating this area, districts should determine whether some groups are significantly underrepresented as recipients of awards or other forms of recognition. In addition, the amount of scholarship awards should be reviewed.

What are the guidelines for scholarships, awards, gifts and grants?

School districts may not award or assist in the awarding of scholarships in a way that discriminates on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Sec. 118.13, Stats.; *See also*, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Title VI of Civil Rights Act Of 1965, which prohibits discrimination on the basis of race, color, and national origin; and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.

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. 34 CFR § 106.37. To determine if the overall effect is nondiscriminatory, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. 34 CFR § 106.37 (b)(2). A district may also choose to not administer or assist in administering sex-restrict 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. 34 CFR § 106.37

Scholarships or financial aid may be awarded to disadvantaged students even if they disproportionately benefit minority students, as long as they are not awarded on the basis of race or national origin. Colleges may award scholarships based on race and/or national origin if they are awarded under Federal Statutes that authorize the use of race or national origin. Colleges can award scholarships based on race or national origin if it is necessary to remedy the effects of its past discrimination or if the scholarship is narrowly tailored to create a diverse student population at that particular college or university. However, the scholarship programs cannot unduly restrict those students who are not eligible from access to financial aid. The United States Department of Education, Policy Guidance, Fed. Register Vol. 59, No. 36 (Wednesday, February 23, 1994)

Awards that are directly administered

1. Review data and information on award recipients and applicants for at least the past three years. Identify trends and patterns.
 - To what extent do the applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
Scholarship applicants are not tracked.
 - 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?

The extent of scholarship award recipients reflecting the overall composition of student population does not reflect any pattern or trend. Using recent data, it is evident that the comparative nature fluctuates.

2016: Total Scholarships = 77

Female Recipients: 70%	Female student population: 44%
Male Recipients: 30%	Male student population: 56%

White Recipients: 95%	White student population: 93%
Minority Recipients: 5%	Minority student population: 7%

Nondisabled Recipients: 99 %	Nondisabled population: 86%
Disabled Recipients: 1%	Disabled population: 14%

2015: Total Scholarships = 75

Female Recipients: 52%	Female student population: 47%
Male Recipients: 48%	Male student population: 53%

White Recipients: 93%	White student population: 93%
Minority Recipients: 7%	Minority student population: 7%

Nondisabled Recipients: 95%	Nondisabled population: 87%
Disabled Recipients: 5%	Disabled population: 13%

- What criteria does the district use in order to ensure or promote a representative distribution?
The district posts a scholarship bulletin to the high school website which is updated weekly to promote all scholarship opportunities that are available to all students.
- What other efforts does the district undertake to ensure or promote a representative distribution?
The district's non-discrimination statement is on scholarship applications, scholarship rubrics, and sent in the email with the applications to the readers.

2. 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? What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?

Scholarship applications remain anonymous to the readers
Scholarship readers are assimilated from a wide pool of readers

Scholarship readers are provided non-discrimination statement with applicant materials.

Scholarship award criteria vary with each scholarship offering

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.

Other scholarships and awards

4. 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?

We do not track the data to determine the number of students who are assisted by school officials to obtain scholarship awards that are not sponsored by the district.

5. 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?

All students are informed on the means to secure letters of recommendation for themselves. All students are encouraged to seek out scholarship opportunities using additional web-based searches or opportunities from family/community resources.

Emails are sent to all senior parents to promote seeking out local scholarship opportunities that may be available through work and community environments or affiliations.

6. 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?

All students create a Biography Sheet as part of their Academic Career Plan portfolio, used to provide school officials specific information to aid in writing letters of recommendation. No specific procedures exist to track and analyze the role of school officials in assisting students.

Notice

7. How often, and in what settings, are staff, students, and parents/guardians made aware of the district's nondiscrimination policies and practices in the awarding of scholarships and other forms of recognition?

Non-discrimination notices are posted on every application and within every scholarship bulletin.

8. How has the district involved parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?

Parents from diverse backgrounds receive the same information as parents from traditional backgrounds.

9. Is there an effective process in place for ensuring that all public information regarding scholarships and other forms of recognition are inclusive and free of bias, stereotyping and discrimination, including language and visuals? Public information includes press releases, brochures, announcements, et cetera.

The Student Services secretary reviews all postings for scholarships and forms of recognition. Care is used to avoid any bias within the postings, for example using the word "student" rather than a gender based pronoun of "he" or "she."

10. Does the disseminated information clearly explain the scholarship application process? Is the information published in other languages in addition to English? Is the information available in Braille, video, or audio versions?

Scholarship bulletins are clear on the application process, organized chronologically by specific due dates.

Information is not published in other languages, nor is it available in Braille, audio, or video versions. If the district was asked to serve a student who needed such supports, effort would be made to accommodate the request.

Recommendations

11. What are your recommendations for increasing distribution of scholarships and other awards to underrepresented groups? How will these recommendations be implemented?

- **Recommendation to track the applicants of scholarship awards to obtain better data, relative to the overall composition of scholarship recipients.**
 - **Implementation: Applicants can be tracked for scholarship awards by use of a spreadsheet.**
- **Recommendation to work individually with each senior student to explore scholarship opportunities.**
 - **Implementation: ACP lesson to be delivered by ACP advisors.**

Appendix A

Step-by-Step Analysis of the PI 9.06 Self-Evaluation

The following are benchmarks that may be used by the district team in evaluating each of the required areas under PI 9.06 of the Wisconsin Administrative Code.

PI	Requirements	Benchmarks	Ideas for Evaluation
9.06(1)c	Evaluate methods, practices, curriculum and materials used in ... counseling ...	<ul style="list-style-type: none"> ➤ Equity and diversity are integrated into all aspects of counseling to ensure nondiscrimination. ➤ No forms of bias or stereotyping are present in counseling strategies. ➤ Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability. ➤ Counselors demonstrate high expectations for all students. 	<ul style="list-style-type: none"> • Review how the district’s equity policies and practices are incorporated into counseling. • Evaluate the degree to which issues of students’ primary language backgrounds, dialects, cultures, gender, race, sexual orientation, and disability are adequately considered in counseling. • Determine whether opportunities are available for students to explore new, nontraditional career, or higher wage opportunities. • Review counseling materials to ensure the absence of bias or stereotyping. • Develop and implement strategies for improvement.
9.06(1)e	Evaluate participation trends and patterns and school district support of	<ul style="list-style-type: none"> ➤ Students have a variety of athletic and extracurricular 	<ul style="list-style-type: none"> • Collect data on participation in athletic

PI	Requirements	Benchmarks	Ideas for Evaluation
	athletics, extracurricular activities and recreational activities.	<p>activities available, with the necessary resources to make them accessible for all students.</p> <ul style="list-style-type: none"> ➤ Interscholastic athletic programs for boys and girls are comparable in type, scope and support. ➤ School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey. ➤ School assemblies, special programs and speakers reflect the diverse pluralistic nature of the school and the larger community. ➤ School emblems, mascots, team names and other symbols are free from racial, ethnic, gender, disability or other type of bias or stereotyping. 	<p>programs/activities and other extracurricular activities for the last three years.</p> <ul style="list-style-type: none"> • Disaggregate data on the basis of race, national origin, sex, and disability. • Compare data with overall enrollment data. “School enrollments” can serve as a baseline. • Identify any factors that might influence enrollment. • Review separate programs in interscholastic athletics for boys and girls to ensure that they are comparable in type, scope and support. • Review guidelines and procedures to assess (by school) the athletic interests and other extracurricular interests of students. • Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities. • Review special presentations and

PI	Requirements	Benchmarks	Ideas for Evaluation
			<p>programs to determine if they reflect the diverse interests of students.</p> <ul style="list-style-type: none"> • Develop and implement strategies to increase participation by underrepresented groups. • Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support.
9.06(1)f	Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.	<ul style="list-style-type: none"> ➤ All scholarships and other forms of recognition are awarded in a way that does not discriminate. ➤ Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups. ➤ Information about award opportunities is accessible to all parents and students. ➤ Application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping. 	<ul style="list-style-type: none"> • Collect data on award recipients and applicants for the last three years. • Disaggregate data on the basis of race, national origin, sex, and disability. • Compare data with overall enrollment data. "School enrollments" can serve as a baseline. • Identify discrepancies sufficiently large enough to warrant further examination. The department suggests that a disparity of 5% be considered significant. • Review application

PI	Requirements	Benchmarks	Ideas for Evaluation
			<p>materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping.</p> <ul style="list-style-type: none"> • Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.
9.06(2)	Provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents, and residents of the school district.	<ul style="list-style-type: none"> ➤ Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process. ➤ Participants were representative of the diversity within the school community. ➤ Information about the self-evaluation is accessible to everyone within the community. ➤ Identifying student information and records are kept confidential. 	<ul style="list-style-type: none"> • Evaluate the degree of meaningful inclusion of participants in the self-evaluation process. • Do the participants include teachers, students, school administrators and residents? • Do the participants reflect the diversity within the school and within the community? • Parents, students and residents are included in a way that does not require review or release of confidential student information.
9.06(3)	Submit PI 1198 to the department by November 18, 2011.	<ul style="list-style-type: none"> ➤ DPI has PI 1198 on file. ➤ The report is available to all residents. The report does 	<ul style="list-style-type: none"> • Keep a copy of the report. Use the evaluation and recommendations for

PI	Requirements	Benchmarks	Ideas for Evaluation
		not include any confidential student information.	development/revision of consolidated plans or other equity plans.

Adapted from *Pupil Nondiscrimination Guidelines*, Department of Public Instruction Publication.