

DPI

Pupil Nondiscrimination

Self-Evaluation Report:

Spring 2024

***Complete Self Evaluation Report and Related Requirements**
DATE: July 2024

Almond-Bancroft School District

Approved by the School Board
July 2024

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Section I - General Overview of PI-9 Pupil Nondiscrimination

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

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

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

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

Cycle IV: In 2011-12, districts were once again required to complete the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work.

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

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

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

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> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <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 </div>	<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 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>

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

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

Name	Position
Jodi Becker	District Administrator
Toni Schumacher	4K-12 School Principal
Tamara Wheaton	Director of Pupil Services
Danielle Chapa	4K-12 School Counselor
Nicole Huntington	School Board member and parent
Andrew Bradley	Athletic Director and parent

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

Opportunity to participate in the writing, development, and final review of this report was offered in the following manner:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Discussion item at an administrative and staff meetings
- Parent, student, staff surveys

Section III District Overview – Almond-Bancroft School District

Almond-Bancroft School District is located in Central Wisconsin approximately 25 minutes southeast of Stevens Point. The district is in a rural setting and has approximately:

- 180 students in grades PK-5,
- 80 students in grades 6-8, and
- 120 students in grades 9-12.

All the students in grades PK-12 share one building which underwent a new addition and extensive remodeling project that was completed in the Fall of 1999. The Almond-Bancroft School District offers students a wide variety of academic programs and ample student activities, which include multiple co-curricular programs.

Our Mission

The Almond-Bancroft School District, with support of families and community members, will provide a safe and supportive learning environment, which challenges and prepares each student for success today and tomorrow.

Our Vision

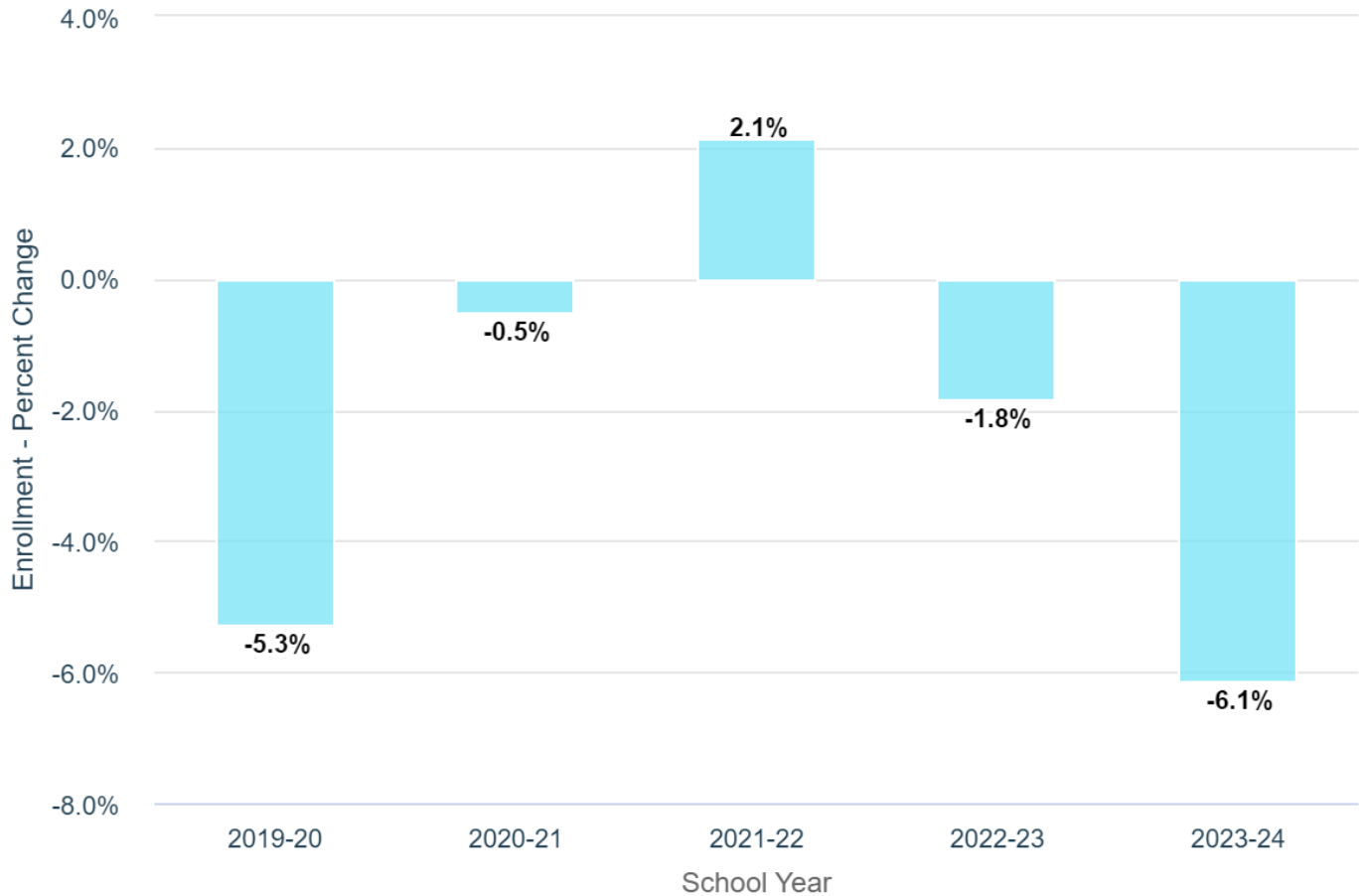
We are a collaborative community focused on continued growth in opportunities, choices, and expectations for all students. We prepare self-motivated and responsible students to become well-rounded and successful citizens.

PI-9 School Demographics for 2020-2023

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2020-2021 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement.

Year	Total District K-12 Enrollment	% Female	% Male	Race, % other than white	% With Disabilities
19-20	385	45.7	54.2	27.1	16.3
20-21	396	46.9	53.03	27.7	15.9
21-22	400	47.2	52.7	25.6	15.5
22-23	385	51.1	48.8	27.1	14.2

Percent of enrollment change



Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

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

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Findings:

- The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities. All of these policies have been updated regularly. The policies addressing new Title IX legislation will be updated by the end of 2024.
- These policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
- Information is shared on school and district websites, in new student orientation sessions, and student handbooks.

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Review and Examination of administrative guidelines related to Pupil Nondiscrimination and Equal Education Opportunity
- Review of Student Handbooks

Supporting Information:

The following information was reviewed – Policies and procedures are located on the school district website:

- Policy 411 Student Nondiscrimination (Equal Educational Opportunity): Last revised January 2020
- Rule 411 Student Discrimination Complaint Procedures: Adopted January 15, 2020
- Policy 460 Student Awards and Scholarships: Adopted February 2020
- Notice of Nondiscrimination
- Policy 342.8 Section 504 Plans and Services for Students with Disabilities: Adopted February 2024
- Policy 511 Equal Opportunity Employment: Adopted April 2020
- Rule 511 Employment Discrimination Complaint Procedures: Adopted April 2020
- Policy 411.1 Student Harassment – Anti-Bullying and Anti-Harassment: Adopted January 2020

- School Student Handbooks
- Title IX procedures and investigative process materials – Updated 2020 and soon to be updated

Recommendations for Improvement and Implementation Strategies:

- The District's designated compliance officer is usually the Director of Pupil Services. With turnover in the district in this position in particular, we will need to analyze which position is most appropriate for responsibility.
- With the passage of new Title IX regulations and requirements, we will ensure that all staff are trained and administrators and coordinators understand the new intricacies of the law and procedures.
- The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks as required.
- It is recommended that the district place the nondiscrimination statement in a prominent location within the school website and/or policy entry page.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

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

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.
- *NOTE:* Because of the size of the population of students in our high school, the data can fluctuate based on many different factors including number of students in special populations, scheduling of courses, etc.

Summary Report Data

See Appendix A: Enrollment trends in classes and programs

Appendix B: Parent/Student/Staff Survey Results

Findings:

- Based on survey results, approximately 70% of students, staff and parents feel that students have the opportunity to take a variety of courses that will help them to reach their college or career goals and are appropriately challenging.
- In general, the percentages of other than white, economically disadvantaged and special education students in various courses correlate to our overall population; although the numbers appear to be small.
- The percentages of students who are other than white and economically disadvantaged that take upper level science and math courses are lower than the overall student population percentages.
- In looking at CTE courses, FACE courses are very diverse while Tech Ed courses are disproportionately male and white.
- There are almost 50% of students who somewhat agree/somewhat disagree that we offer courses that students want to take.
- 42% of students say that they are comfortable in the work expected in the classroom.

Method of Analysis:

- Administrative team analysis and discussion
- Individual meetings and discussion
- Surveys of parents, students and staff

Supporting Information:

The following information was reviewed:

- Course enrollment procedures
- Course enrollment numbers and trends
- Perception surveys

Recommendations for Improvement and Implementation Strategies:

- o Analyze the enrollment data based on the fact that in the 2023-2024 school year all 8th grade students had a full semester of Tech Ed versus the enrollment data from the year prior and the 2024-2025 school year. Note: In the 2024-2025 school year we have more female students enrolled in tech ed classes than previous years.
- o During the 2023-2024 school year more of our special education students were enrolled in regular education courses versus having pull-out special education courses. This will continue in future years and we need to analyze the impact of this.
- o Increasing the career counseling services and exploration as well as the ACP activities is geared to support all students. We should analyze whether or not this has an impact on those students who are other than white or economically disadvantaged to see the different options that are available. The counselor and teachers should encourage participation in these types of classes. The school counselor meets with every student at least once a year which will also contribute to this type of planning.
- o With the information regarding 42% of students being comfortable in their classes, are we challenging our students enough? In the next survey, we should ask our teachers a similar question regarding whether they feel they are challenging students at appropriate levels.
- o How do we determine what courses students want to take – is there a question or form that we can create and have students respond to that may help us see if there are trends in what students want that we don't offer? This could help as we move forward in course offerings.
- o Increasing the opportunities for students to be exposed to different career paths through job shadowing, field trips, classroom activities/speakers, etc.

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment

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:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Summary Report Data

Findings:

- In 2018 Wisconsin adopted the American School Counselor Association (ASCA) model. The ASCA National Model guides school counselors in the development of school counseling programs that:
 - are based on data-informed decision making
 - are delivered to all students systematically
 - include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
 - close achievement and opportunity gaps (see how equity is woven into the ASCA National Model)
 - result in improved student achievement, attendance and discipline
- Our school counselor has opportunities for varied professional development including network meetings through CESA 5 and numerous conferences that help build knowledge and skills in counseling practices.
- An increased emphasis has been placed on career exploration and planning in grades 6-12. Academic and Career planning lessons using the XELLO program have been scheduled and delivered. Multiple field trips, speakers and opportunities to learn more about colleges and careers in the area have been offered. The district is a member of Inspire, which connects with Xello. This program connects students and teachers with college and career opportunities such as job shadows and area business information.
- In 2021-22 we began implementing BASE Education as our elementary SEL curriculum and expanded this to our middle school in 2022-2023. Recently '7 Mindsets' acquired BASE Education.
- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations, and one on one student sessions.
- Individual learning plan meetings are held for all students in grades 9-12 to facilitate college and career planning and SEL.
- Various district and school forms have been provided in English and in Spanish, including those used for registration.
- The district provides culturally and linguistically accessible support services to students and families by providing interpreters as needed.

Method of Analysis:

- o Participation and discussion with area school counselors
- o Review of Xello and ACP data
- o Review status of credit deficient students and developing a plan of recovery
- o Participation and discussion with administrative team and school counselor

Supporting Information:

The following information was reviewed:

- o ASCA National Model Implementation Guide
- o Review of counseling practices and procedures
- o Student/Parent Conference Handbook
- o ACP Guidelines
- o Curriculum Handbook
- o Xello program and progress monitoring data

Recommendations for Improvement and Implementation Strategies:

- o Continue to increase the data tracking and decision-making related to the multi layered systems of support in each school
- o Expand the use of small group interventions, thus reducing the need for extensive individual student interventions
- o Continue career exploration and planning and increasing student opportunities for varied college and careers. The district is currently using the Xello web-based program in grades 6-12. Document these practices in an updated ACP plan that also includes SEL for students.
- o Continue to attend conferences that add to the knowledge and skills needed to address the multiple needs of our students
- o Document, track and review individual planning conferences with high school students and adjust processes as needed as well as increasing opportunities that best fit the plans of our students.
- o Encourage teachers to connect their content and classes to college and careers and help students understand how they can use the content in different careers.
- o Provide translated versions in the parent's native language as much as feasible. Based on demographic information, the Spanish language for counseling materials and counseling brochures would be a good place to start. Each year more documents should be translated for parents.

Section VII – Trends and Patterns of Disciplinary Actions

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

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

- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint.
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

See Appendix C: Trends and Patterns of Disciplinary Actions

See Appendix D: Parent/Student/Staff Survey Results

Findings:

- Males more than twice the number of disciplinary referrals in all buildings except for the elementary in the 2022-2023 school year.
- The percentage of referrals does not take into account multiple referrals by the same student.
- The percentages of our special populations that are receiving discipline referrals are closely correlated to the total enrollment percentages when we account for the multiple referrals for the same student.
- We have extremely limited out of school suspension and suspension data.
- The 2021-2022 school year was higher than normal in terms of write-ups. This takes into account the fact that the year prior, the district was only in person four days a week with virtual Fridays and some of our students opted for fully virtual instruction.
- Over 80% of students and 70% of parents feel there are clear rules and consequences for behavior whereas only 30% of staff feel there are clear rules for behavior.

Method of Analysis:

- Review of minors, majors and suspension rates over multiple years
- Review of policies:
 - Policy 447.3 Student Suspensions and Expulsions
 - Policy 443 Student conduct and Discipline
- Review of Student Handbooks
- Analysis of WISE Dash Discipline Data

Supporting Information:

The following information was reviewed:

- Discipline Review through Skyward and WiseDash
- Previous Pupil Nondiscrimination Reports

Recommendations for Improvement and Implementation Strategies:

- o Continue to monitor the discipline trends now that the impact of the pandemic is lessening.
- o We want the responses for clear rules and consequences for behavior to be as close to 100% as possible. Discuss with the Staff Leadership Team and teachers on what the rules are and how we can make this more clear.
- o Share discipline data with school staff – especially regarding the disproportionality of discipline referrals for boys. Provide PD on gender and brain development as needed.

Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

The purpose of this section is to review participation in PK-12 athletic, extra-curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

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

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

See Appendix E: Trends in Student Participation in Activities/Athletics

Appendix F: Review of Activity Budgets and Coaches/Advisors

Appendix G: Parent/Student/Staff Survey Results: Activities and Athletics

Findings:

- Co-Curricular activities focused on academic areas (Quiz Bowl, Math League, NHS) are disproportionate towards students who are other than white and special education.
- Co-Curricular activities focused on more creative areas (Art Club, Gaming Club, Pep Band, Musical/Play) are more consistent with our overall population percentages – sometimes even having a higher percentage of subgroups than our overall population.
- High school spring sports are disproportionate regarding students who are other than white.
- Middle school sports seem to have a more diverse population of participants than high school.
- Survey results show that our students, staff and parents feel that we have many opportunities for students to participate in activities and that they are encouraged to participate.

Methods of Analysis

- oParticipation and discussion with Athletic/Activities Director
- oData pull from Skyward student management system
- oData Analysis of participation rates, disaggregated by gender, ethnicity, race, and students with disabilities.

Supporting Information

The following information was reviewed:

- oAlmond-Bancroft High School athletic offerings
- oAthletic and activities budgets
- oParticipation rates/data from the Activities Department

Recommendations for Improvement and Implementation Strategies

- o Analyze the possible reasons for the higher numbers of diverse participants in middle school sports versus high school sports.
- o Consider whether transportation is an issue regarding student participation in co-curriculars and/or sports.
- o Find a way of presenting the different co-curricular opportunities for students, so that all populations are encouraged to participate.
- o Analyze the impact of middle school baseball and softball being offered in middle school in terms of high school participation
- o Discuss with Athletic Director and coaches to make sure there is a focus on skill development and foundations, especially for the students who do not participate in sports outside of the school year.
- o What is the impact of the lack of the ability to have JV games – especially in the spring – on the number of students who go out for sports and the rules that govern how much play time an athlete can have.
- o What is the expense of participating in sports at this time? Do we have a sporting equipment take back program? What is the impact of students needing to work – especially in the spring and early fall?

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the patterns in awarding scholarships and 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:

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.
- 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 nondiscretionary, 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. 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.

Summary Report Data

See Appendix H: Scholarships and Awards

Findings:

- The local scholarship program is directly administered by the school counselor and a scholarship committee.
- A scholarship letter and applications are emailed to all senior students and available in student services.
- The school counselor meets with every high school student and makes them aware of all scholarships available annually.
- Female students have consistently applied at higher rates and received more scholarships than male students
- Students who are other than white are disproportionately represented in our scholarships overall. They traditionally are not applying for scholarships as often as our students who are white.

Methods of Analysis

- oParticipation and discussion with school counselor
- oReview of policies, award recipients, and all scholarship related materials
- oParticipation and discussion with high school principal
- oAnalysis of gender, race, ELL and disability status of the recipients for the last three years

Supporting Information

The following information was reviewed:

- oPolicy 460, Student Awards and Scholarships and Policy 461, Wisconsin Academic Excellence Scholarship
- oLocal Scholarship Application Form and Letter
- oLocal Newsletters
- oData lists of scholarship awards recipients
- oVerbal and anecdotal notes of scholarship process

Recommendations for Improvement and Implementation Strategies

- oWhat is the impact of individual student meetings with our counselor? Will this increase the students who apply for scholarships?
- oProvide time during ELT and/or English classes for all students to write scholarship essays. Create a time during the school day to share all of the different types of scholarships available as well as looking at the different qualifications as part of the ACP process.
- oCollege and Career night for parents of junior students – maybe as part of open house or on a parent/teacher conference night.
- oIs there an impact on student participation because students are qualifying for significant financial aid packages, so they are not applying for local scholarships?

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district’s efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district’s efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

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

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

See Appendix I: Parent/Student/Staff Survey Results: School Climate

Findings:

- In the fall, we sent out a survey to parents and staff as well as our secondary students to share their perceptions of the climate and culture of our district. The following are the findings
 - Over 50% of our secondary students and almost 100% of our staff strongly agree/agree/somewhat agree that they look forward to coming to school. Approximately 85% of parents believe that their child looks forward to coming to school.
 - Over 80% of our students feel that our teachers treat them with respect and close to 100% of parents agree.
 - Over 75% of our students, staff and parents believe that students treat staff members with respect.
 - Over 75% of our students and 100% of staff and parents believe that our teachers build strong relationships with students.
 - Over 60% of students and staff feel that the adults in our school apply the same rules to all students equally. Approximately 55% of parents feel the same way.
 - Approximately 75% of our students and over 90% of staff feel like they belong at our school.
 - Over 60% of our students feel comfortable speaking to at least one adult in the building. 100% of our staff feel that students feel comfortable speaking to at least one adult in the school. 75% of parents believe they can talk with teachers and staff at the school if they have a problem.
 - In our 2020-2021 report card, our high school exceeded expectations and our other two schools met expectations. As a district our growth increased in almost all of our subgroups and we have very high scores in growth and attendance for our target group.
 - In our 2021-2022 report card, all schools met expectations. We stayed consistent with our achievement in ELA and math and all of our subgroups showed a slight increase in achievement in ELA and we have high scores for attendance for target groups.
 - In our 2022-2023 report card, our high school was exceeding expectations, middle school

met expectations and elementary school met few expectations. Statewide many elementary schools – especially small, rural schools – met few expectations this year because of the report card calculations and impact of the pandemic. As a district, we had an overall increase of 4 points in growth and are at the state level in growth in ELA and above the state level in math. All of our achievement scores for each subgroup increased. We had more students who scored advanced in ELA than previous years.

Methods of Analysis

- oSchool Board agenda and minutes review
- oAnalysis of DPI Report Cards
- oReview of perceptual survey data from Parents/Staff/Students

Supporting Information

The following information was reviewed:

- oDPI Report Cards
- oPerceptual Survey Results

Recommendations for Improvement and Implementation Strategies

- oDevelop a plan with the Staff Leadership Team to address the discrepancy between student perception of ‘trusted adult’ and teacher perception.
- oWithin two or three school years, readminister the perception survey to see growth and/or weaknesses in school climate measures.
- o Continue to monitor state testing and district assessments to ensure our expectations remain high and our growth scores continue to increase.
- oDevelop a formalized MTSS plan at our secondary level and review the MTSS plan at our elementary to ensure both remedial and enrichment opportunities for learners.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

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

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.
- School District technology and electronic communication is accessible for all students
- All students have access to devices as the district is 1:1

Method of Analysis:

- Review of Policy
- Technology survey and perceptual survey

Supporting Information:

The following information was reviewed

Policies:

- 443.5 Student Use of Electronic Communication Devices
- 363.3: Assistive Technology
- 363.2: Internet Safety and Acceptable Use
- 522.7 Staff Use of Information Technology and Communication Resources

Recommendations for Improvement and Implementation Strategies:

- The District believes that it is doing an effective job of providing access to the necessary tools and supports for all students.
- Various forms of technology are provided to staff to meet their needs and the needs of students. Training is provided related to the devices. We have technology to specifically support our special populations (i.e. translation devices and assistive technology)
- District should continue to monitor the accessibility of our technology and purchase devices as needed.