

DPI

Pupil Nondiscrimination Self-Evaluation Report: Spring 2024

*Complete Self Evaluation Report and Related Requirements
DATE: May 29, 2024

Hustisford School District

Approved by the School Board on
DATE: June 10, 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 material 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: 10px;"> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental or emotional or learning disability </div>	<p>PE 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
Heather Cramer	District Administrator/Elementary Principal
Clint Bushey	MS/HS Principal
Laura Schreier	Administrative Assistant
Chris Kuehl	Administrative Assistant
Dena Serwe	School Psychologist/Director of Special Education
John Bohonek	School Board President
Brian Thimm	School Board Member
Jessica Holtz	Business Manager
Erica Gaetz	School Counselor
Glen Falkenthal	Athletic Director

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

- ⊗ Open meeting portion of a scheduled school board meeting
- ⊗ Individual meetings
- ⊗ Department meetings
- ⊗ Discussion item at an administrative meeting

Section III District Overview – Hustisford School District

The Hustisford School District covers 58 square miles serving nearly 300 students between the ages of 4-21. The rural village of Hustisford has a population of over 1,100 located in the center of Dodge County.

Our Mission

The Hustisford School District is committed to empowering all students to learn the skills, acquire the knowledge and develop the attitudes necessary for them to reach their full potential as citizens who can meet the challenges of a changing global society.

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database.

District Enrollment Data:

Student Head Count School Year 2023-2024

* For beginning of month totals, count all students who are attending your building

** For official count dates, a student must be present on the count date OR be present before & after the count date.

John Hustis Elementary Student Head Count - Students Physically In the Building (to be completed by School secretary)

	EC	PK	4K	5K	1st	2nd	3rd	4th	5th	Total		
8/30/2023	0	0	0	11	22	17	15	16	20	21	122	First
Day of School												
9/15/2023	0	0	0	12	22	17	15	16	20	21	123	3rd
Friday Count**												
10/1/2023	0	0	0	12	22	17	15	16	20	21	123	
11/1/2023	0	0	0	11	22	16	15	16	20	21	121	
12/1/2023	0	0	0	11	22	16	15	16	20	21	121	
1/1/2024	0	0	0	11	23	18	15	16	20	22	125	
1/11/2024	0	0	0	11	22	18	14	16	19	21	121	2nd
Friday Count**												
2/1/2024	0	0	0	11	21	18	14	16	19	22	121	
3/1/2024	0	0	0	11	21	18	14	16	19	22	121	
4/1/2024	0	0	1	11	21	18	15	17	20	23	126	
5/1/2024	0	0	1	12	21	18	15	18	20	23	128	
5/24/2024	0	0	1	12	21	18	15	18	20	23	128	Last
Day of School												

Jr./Sr. High School Student Head Count - Students Physically In the Building (to be completed by School secretary)

	6th	7th	8th	9th	10th	11th	12th		Total	
8/30/2023		17	17	21	22	29	32	22	160	First
Day of School										
9/15/2023		17	17	21	22	29	31	22	159	3rd
Friday Count**										
10/1/2023		17	17	21	22	29	30	22	158	
11/1/2023		17	17	21	22	29	29	22	157	
12/1/2023		17	17	21	22	29	29	22	157	
1/1/2024		18	17	20	22	29	28	21	155	
1/11/2024		18	17	20	22	29	28	21	155	2nd
Friday Count**										
2/1/2024		19	17	20	23	29	28	18	154	
3/1/2024		19	17	20	23	29	27	18	153	
4/1/2024		20	18	20	22	29	27	18	154	
5/1/2024		20	18	20	22	29	27	18	154	
5/24/2024		20	18	20	22	29	27	18	154	Last
Day of School										

Hustisford School District Head Count Totals

District Head Count		
8/30/2023	282	First Day of School
9/15/2023	282	3rd Friday Count
10/1/2023	281	
11/1/2023	278	
12/1/2023	278	
1/1/2024	280	
1/11/2024	276	2nd Friday Count
2/1/2024	275	
3/1/2024	274	
4/1/2024	280	
5/1/2024	282	
5/24/2024	282	Last Day of School

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.
- 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.
- The district has trained compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.
- 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:

<https://www.hustisford.k12.wi.us/district/districtpolicies.cfm>

- P02260 Nondiscrimination and Access to Equal Educational Opportunity
- ag2260D Notice of Nondiscrimination
- P02260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
- P02266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
- P05517 Student Anti-Harassment
- P05730 Equal Access for Non-District Sponsored, Student Clubs and Activities
- P02260 Nondiscrimination and Access to Equal Educational Opportunity
- P02266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
- School Student Handbooks
- Title IX procedures and investigative process materials

Recommendations for Improvement and Implementation Strategies:

- The District's designated compliance officers are Dena Serwe and Clint Bushey.
- The District shall continue to use Neola as our policy provider. The district will continue to update policies as updates become available. This is done quarterly with Neola and the policies are given two readings by the board prior to adoption. This will remain the same.
- It is recommended that the district ensure that policies in handbooks are labeled correctly and that annual notices are posted in the locations indicated by policy and sent to families through a variety of methods including, but not limited to student handbooks, online posting, district newsletter, and through email updates.

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.

Summary Report Data:

An analysis of the past three years was completed. The number of students enrolled were analyzed. The number of male vs. female in each class was also reviewed. Finally, the number of students enrolled with a documented IEP was also reviewed.

Findings:

- Agriculture classes that can dual count as a science credit were more likely to have students with disabilities enrolled.
- In agriculture classes, it was a near 50/50 split for gender enrolled.
- In World Language, the trend from year to year changed in regards to enrollment by gender. This was an interesting change, but made sense due to our enrollment.
- In the previous two years, the gender enrollment was a 50/50 split for students enrolled in art classes. In 23-24, this shifted dramatically and was 3:1 males enrolled. This however does track with our current enrollment data.
- Male students outnumber female students 2:1 in business courses.
- Tech. Ed Classes show a significant discrepancy with female student enrollment.
- Music classes enrolled females at a 2:1 ratio over males.

Method of Analysis:

- Discussion with the District Counselor and Administrative Team
- Analysis from student data in student data system
- Discussion with staff members in CTE programs as well as Special Education Professionals.
- Student Post Transition Plans

Supporting Information:

- Infinite Campus Master Schedule reporting documentation

Recommendations for Improvement and Implementation Strategies:

- We need to continue to bring in females in the trades to promote the trades to our female students. While we have seen an increase of students participating, showing them by taking tours and having guests in will increase the exposure to our students.
- Continue with program such as The Women in Engineering Program through John Deere that the District hosted with upper elementary and middle school girls.
- Providing information to students during their early years through career planning will help students to make informed decisions on class choice and options.
- Due to our enrollment numbers, we tend to see swings in enrollments from year to year, closely monitoring the enrollment numbers will help to track discrepancies and see more clearly where improvements are needed.
- Analyzing the master schedule will also help us to ensure that our students have options. It is challenging to make sure that certain classes are not up against requirements, but this continues to be a challenge for us.
- Providing more career readiness information in the lower grades is something to explore.
- Continue to work with CESA 6 in regards to Youth Apprenticeship Programming.
- Students identified with disabilities participate in their Post Transition Planning process. These PTP's are used to help determine their path of interest.

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
- The elementary team reviewed and selected “Second Step” as the district elementary counseling curriculum in 2014.
- The counseling curriculum was changed to “Second Step” for grades 4K-8th grade. Second Step has the highest rating in the Every Student Succeeds Act Evidence-Based Improvement Strategies for Social Emotional Learning.
- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lesson/presentations, and one on one student sessions.
- Individual learning plan meetings are held for all students in 11th grade. Parents are invited to participate in their child’s individual learning plan meeting. This is an important component of meeting each student’s unique needs and working with each student to create a plan for success.
- The district provides culturally and linguistically accessible support services to students and families by providing interpreters as needed. The district also has an option for providing interpreting services for languages that may not be supported by in person staff including American Sign Language.
- Our counselors collaborated with other schools across the Dodge County region to implement a research and evidence based suicide risk assessment process.
- The MS/HS implemented social emotional lessons during Falcon Time to help ensure that all students were receiving the same lessons in a timely manner.
- The District developed a team of professionals that meet on a regular basis to provide assistance to staff and students on student social and emotional well-being.
- Our district wrote a grant to secure the B.E.S.T Universal Screener to provide a universal screener to monitor student’s social/emotional health starting with the 2023-2024 school year.
- Academic and Career Planning is emphasized during Falcon Time at the MS/HS. This is a weekly lesson for students. Falcon Talks were implemented for students to hear first-hand about career and job opportunities. A career fair was started and held annually to help students explore job and career options.

Method of Analysis:

- Participation and discussion with school counselor
- Review of K-12 Counseling Program Scope and Sequence
- Participation and discussion with building level principal and district level administration
- Review of curriculum decisions and changes related to the counseling program

Supporting Information:

The following information was reviewed:

- Counseling curriculum review
- Review of counseling practices and procedures (risk assessment procedures, small group opportunities, and student support plans)
- Review of counseling program procedures/processes
- Review of universal assessment for social emotional development

Recommendations for Improvement and Implementation Strategies:

- Continue to increase the data tracking and decision-making related to the multi layered systems of support in each building level
- Expand the use of small group interventions, thus reducing the need for extensive individual student interventions
- An increased emphasis should be placed on career exploration and planning. The district is currently using the Xello web based program extensively grades 6-12. An expansion and increased emphasis on Academic and Career Planning across grades 6-12 is recommended.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

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, and 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:

During the 2023 school year, 7 suspensions were reported at the Hustisford High School. All suspensions were male. 2 were students without disabilities. The suspensions were for a total of 6 students. The grade range of students was 3-9th grade students, 2-10th grade students, and one 11th grade student.

Findings:

- All suspensions within the district occurred within the HS
- All suspensions were male students
- 4 out of the 6 were identified as students with a disability.

Method of Analysis:

- Review of suspension rates over multiple years
- Review of policies:
 - P05605 Suspension/Expulsion of Students with Disabilities
 - P05610 Suspension and Expulsion
 - P05610.02 Detention and In-School Suspension
 - P05611 Due Process Rights
- Review of Student Handbooks
- Analysis of WISE Dash Discipline Data
- Review of Annual State Pupil Nondiscrimination Reports

Supporting Information:

The following information was reviewed:

- WISE Dash Data Review

Recommendations for Improvement and Implementation Strategies:

- Provide explicit instruction to students on managing emotions and challenges that they face.
- Continue AODA education and programming.
- Work with the District SRO to help implement strategies to engage students in positive behaviors.
- Continue to implement positive school behavioral models at both buildings with consistent expectations at all levels.
- Review programming for students with disabilities to ensure that individual needs are being met.

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 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:

Extra-Curricular Participation 2023-2024

Girls Varsity Volleyball – 9

Girls JV Volleyball – 7

Middle School Volleyball - 7

Football – 15

Middle School Football – 10

5th & 6th Grade Girls' Basketball – 11

7th & 8th Grade Girls' Basketball – 9

5th & 6th Grade Boys' Basketball – 11

7th & 8th Grade Boys' Basketball – 8

Varsity Boys' Basketball – 11

JV Boys' Basketball – 10

Varsity Girls' Basketball – 7

Wrestling – 9—7/2

Girls' Soccer – 7

Track – 12—6/6

Baseball – 9

Girls' Softball – 2

Middle School Softball – 16

Trap – 2

Findings:

- Our participation rates for gender were 50/50 for spring and fall. The only area that this was not evident was winter. In winter males participated 3:1 over females.
- Our offerings for students were consistent for both genders.
- Students in grades 5-12 were given opportunities to participate in extracurricular activities.
- While our formal analysis was primarily on athletics, we also were able to analyze other areas.

Methods of Analysis

- Participation and discussion with Athletic Director/HS Administrator
- Data pull from wise data system
- Data Analysis of participation rates, disaggregated by gender, disability status, and economically disadvantaged status.

Supporting Information

The following information was reviewed:

- Hustisford High School athletic offerings
- Participation rates/data from the Activities Department

Recommendations for Improvement and Implementation Strategies

- Continue having the activities department at each middle school and the high school compile data annually on participation rates by gender, ethnicity, race disability status, and economically disadvantaged status as part of the level data retreats.
- Continue to focus on improving the participation rates of students with disabilities in all areas.
- Identify any remaining barriers in each area for students facing economic challenges and identify community services/resources to eliminate those barriers.

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 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 effects 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.

Findings:

- The local scholarship program is directly administered by a scholarship committee.
- The scholarship committee has worked hard to implement a selection process that reduces the potential for individual biases or discrimination. The process assigns each application a number and conceals the identity of the applicant until after ratings are completed.
- Scholarship Information is provided to each senior student during a meeting with the school counselor, posted online, and available in student services.
- The high school counseling office keeps an annual list of the scholarships recipients.
- Scholarship descriptions and selection criteria are established/reviewed annually and are managed by scholarship committee and the school counselor.
- Students with disabilities have been consistently underrepresented as scholarship recipients, however, they are also not applying for the scholarships.
- Students were given a model essay to practice during Falcon Time to help with scholarship application completion.

Methods of Analysis

- Participation and discussion with school counselors
- Review of policies, award recipients, and all scholarship related materials
- Participation and discussion with high school principal
- Analysis of gender, race, and disability status of the recipients for the last three years

Supporting Information

The following was reviewed

- Data lists of scholarship awards recipients
- Verbal and anecdotal notes of scholarship process
- Scholarship Procedures

- Local Scholarship Form and Letter
- Local Newsletters with information regarding scholarships

Recommendations for Improvement and Implementation Strategies

- Information on applying for scholarships needs to be sent out via district communication outreach to senior parents.
- Seniors will be given assistance filling out the common scholarship application during Falcon Time.
- The scholarship data (applicants and recipients) will be desegregated and shared with administration.
- The Scholarship Committee and Co-Chairs will brainstorm and implement outreach strategies to increase student completion of applications.
- The scholarship committee will review the data annually and recommend changes to the process and procedures to improve student participation rates.

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.

Findings:

- District-wide goals are set annually by the Board of Education and used by the Administration team to set building level goals.

Method of Analysis:

- Staff survey
- Parent communication/feedback
- Board goal review
- School Board Self-Evaluation tool

Supporting Information:

The following information was reviewed:

- Board goal development

- Staff Survey results

Recommendations for Improvement and Implementation Strategies:

- The District had started a strategic planning process prior to the pandemic. This is something that the District should consider revisiting. This would help to measure and report out to the community and school board the progress in several areas. The plan would encompass the focus and expectations for providing an equitable educational opportunity and addressing issues of harassment. This is something for the Board of Education to consider.

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.
- 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.

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.
- District policies are updated in a timely manner through Neola, Inc.

Method of Analysis:

- Review of policies and procedures
- Review of Neola policy updates

Supporting Information:

The following information was reviewed:

- District policies and administrative guidelines were reviewed
- Staff and student handbooks are reviewed

Recommendations for Improvement and Implementation Strategies:

- Continue using Neola for policy updates
- Utilize district electronic communications to inform parents
- Provide updates in district newsletter regarding required notices