

DPI
Pupil Nondiscrimination
Self-Evaluation Report:
April 1, 2017

School District: Almond-Bancroft

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Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source - DPI website: <http://dpi.wi.gov/sped/pndg-toc.html>)

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

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

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

Cycle III: 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...” (PI 9.06(1)(c), Wis. Admin. Code)
- “Trends 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)
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).

Cycle IV: In 2011, districts were once again required to complete Cycle IV of 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. The following report has been constructed to meet this requirement.

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

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;"> <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>
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**Section II - Contributors to the Pupil Nondiscrimination
Self-Evaluation Cycle IV Report
PI-9.06(2)**

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

Name	Position
Dan Boxx	District Administrator
Jeff Rykal	High/Middle/Elementary School Principal
Sheena Vitello	Middle School Teacher
Andrew Bradley	Athletic Director
Erika Spear	8-12 School Counselor
Andria Bena	School Psychologist/Special Education Director
Peg Doede	3rd Grade Teacher
John Ruzicka	School Board Member
Andrew Bradley	HS Teacher/Parent

**Opportunities to Participate in the Writing and/or Development of the Pupil
Nondiscrimination Self-Evaluation Cycle IV 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:

- Open meeting portion of a scheduled school board meeting
- Individual meetings (Dates 1/19/2017, 3/10/2017, 3/6/2017, 3/15/2016)
- Focus groups for students
- Focus groups for parents
- Focus groups for district residents
- Staff meeting for school personnel

- X Discussion item at an administrative meeting
 - Public notice in a local newspaper
 - Newsletter article/announcement
 - Principal bulletins article/announcement
 - Letters home to students and parents
 - X Online survey or comments
 - X Youth Risk Behavior Survey (YRBS), 2014-15, Grades 6-12
 - _____
- Other:

Opportunities to Participate in the 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
 - X Individual meetings (3/6/2017, 3/10/2017, 3/15/2017)
 - Focus groups for students
 - Focus groups for parents
 - Focus groups for district residents
 - X Staff meeting for school personnel
 - X Discussion item at an administrative meeting
 - Public notice in a local newspaper
 - Newsletter article/announcement
 - Principal bulletins article/announcement
 - Letters home to students and parents
 - X Online survey or comments
 - Brochure distributed
 - Youth Risk Behavior Survey (YRBS), Year , Grades 7-12
 - _____
- Other:

School District of Almond-Bancroft

PI-9 School Demographics for 2013 (Baseline), 2014, 2015 and 2016

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. (Although data on race, national origin and English language learners is a component of the PI-9 statute, in most cases, DPI guidelines on data disaggregation suggests that the student enrollment must be five or more to identify the population for analysis.)

Year-Baseline	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2012-2013	437	46.9	53.1	0.5	0	0	22.2	13.5	14.2

Year	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2013-2014	422	43.6	56.4	0.7	0	0	24.4	13.5	14.7

Year	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2014-2015	421	45.4	54.6	0.2	0	0	26.8	15.4	15.2

Year	Total District K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	% with Disabilities
2015-2016	420	45.7	54.3	0	0	0.2	26.7	19.5	14

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

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

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

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

School Counseling

Suggested Questions for Consideration

Methods & Practices	<p>How are accommodations and support services provided to students? (Students with disabilities, ELL, etc...)</p> <p>How are accommodations and support services provided to families?</p> <p>Are culturally and linguistically accessible support services to students and families provided?</p> <p>Does academic planning and support services assist students in closing the achievement gap?</p> <p>How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability?</p> <p>What strategies do counselors use to monitor their own biases and stereotypes?</p>
Curriculum	<p>Is the district trained and implementing the Wisconsin Comprehensive School Counseling Model? Explain how the model has improved the program.</p> <p>Is there a written counseling curriculum for the district?</p> <p>How are counseling and support services aligned with classroom curriculum, instruction and assessment?</p> <p>How is the counseling curriculum implemented in the PK-12 classroom?</p> <p>What is the process that involves all students in academic planning? What is the process that involves students in career planning?</p>
Materials	<p>What methods are used to insure that bias and stereotyping are absent from counseling resources and materials?</p> <p>When selecting instructional materials, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI-9? (sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability)</p>

	<p>Are materials and resources published and/or available in languages other than English?</p> <p>Does this department and department materials still refer to the name “Counseling and Guidance” or is the new term “School Counseling” in place?</p>
<p>Summary Report Data</p>	<p>Findings:</p> <ol style="list-style-type: none"> a. School counseling team has attended ASCA Comprehensive School Counseling Program trainings.. Small group counseling is in place to assist students in closing the achievement gap. b. School counselors have opportunities for varied professional development. c. An increased emphasis has been placed on career exploration and planning using the (grades 6-12) Career Cruising website and Academic and Career Planning (ACP) tools.. d. The district provides culturally and linguistically accessible support services to students and families by providing interpreters when needed. Bilingual tests are purchased to assess student academic achievement. Title III monies are used to further support ELL students via the purchase of CESA 5 consortium membership. e. School counseling department is a component of the program to assist credit deficient students. Individual planning conferences are in place. <p>Methods of Analysis:</p> <ol style="list-style-type: none"> a. Participation and discussion with other school counselors, assisted with applying the national school counseling model to our district program.. b. Review of Career Cruising and ACP data. c. Review status of credit deficient students and developed a plan of recovery. <p>Analysis included a thorough review of the findings and recommendations from the Pupil Nondiscrimination Self –Audit. District policies, staff development plans, and district goals were reviewed. State and local test results are analyzed throughout the year.</p> <p>Supporting Information: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.</p> <p>The following information was reviewed:</p> <ol style="list-style-type: none"> 1. ASCA National Model Implementation Guide 2. Student/Parent Conference Handbook 3. ACP Guidelines 4. Curriculum Handbook 5. Career Cruising data base. 6. Number of credit deficient students that acquire credits through Odysseyware Program.

	<p>Recommendations for Improvement and Implementation Strategies:</p> <ol style="list-style-type: none">1. Continue to revise school counseling curriculum on an annual basis.2. Attend annual WSCA conference for updates to ASCA model3. Review Individual Planning Conferences and Academic and Career Planning Resources
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**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 PK-12 athletic, extra-curricular and recreational activities (sponsored by the school) to determine whether all of the protected groups participate and/or are encouraged to participate in these school sponsored activities.

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

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

**Almond-Bancroft School District – High School
2015-16 - Trends and Patterns of Athletic, Extracurricular, and Recreational Activities – PI-9.0(1)(e)**

Total School Population: <u>420 (HS--219)</u>	Total Number/Percentage of Female Students: <u>95</u> <u>43.4</u> %	Total Number/Percentage of Male Students: <u>124</u> <u>56.6</u> %	Total number of Students by Ethnicity: W <u>169</u> <u>77.2</u> % H <u>48</u> <u>21.9</u> % B <u>1</u> <u>0.5</u> % A <u>0</u> <u>0</u> % 2 or more <u>1</u> <u>0.5</u> %
	Total Number/Percentage of ELL Students: <u>30</u> <u>13.7</u> %	Total Number/Percentage of Students with Disability : <u>27</u> <u>12.3</u> %	

Program/Activity	Program Budget \$				# of Coaches/ Advisors				Male				Female				Race, other than white				Students with Disabilities (Special Education)			
	13	14	15	16	13	14	15	16	13	14	15	16	13	14	15	16	13	14	15	16	13	14	15	16
NHS	200	200	150	150	1	1	1	1	2	2	4	9	5	4	7	5	0	1	1	0	0	0	0	0
HS Student Council	0	0	0	0	1	1	1	1	7	9	8	8	9	12	9	11	1	1	1	0	0	0	0	0
FBLA	330	330	300	300	1	1	1	1	2	12	6	9	4	7	10	12	0	0	0	2	0	0	0	0
Math League	330	330	300	400	1	1	1	1	3	8	11	13	10	8	10	8	0	0	2	1	0	0	0	0
HS Choir	2000	2000	1950	1950	1	1	1	1	5	5	7	8	35	23	16	26	6	7	5	7	4	3	7	6
High Quiz Bowl	600	600	600	600	1	1	0	1	3	7	0	10	4	4	0	6	0	0	0	0	0	0	0	0
HS Forensics	1700	1700	1650	1650	1	1	1	2	0	0	8	8	2	3	14	19	0	0	2	3	0	0	1	0
FFA	330	330	300	300	1	1	1	1	4	16	15	21	5	22	23	29	0	2	5	11	1	6	6	8
Show Choir	0	0	0	0	1	1	1	1	0	5	7	5	4	10	20	19	0	2	8	3	0	0	2	1
HS Band	3500	3500	3400	3400	1	1	1	1	4	4	5	12	9	7	7	12	0	0	1	3	1	4	0	0

HS Pep Band	400	400	300	300	1	1	1	1	4	4	5	12	9	7	7	12	0	0	1	3	1	4	0	0
Football	5500	6000	6000	6700	2	2	2	2	23	25	28	27	0	0	0	0	1	1	6	4	1	1	3	0
Volleyball	350	350	400	550	2	3	3	3	0	0	0	0	17	23	32	21	2	4	3	1	1	1	4	2
Wrestling	1500	1500	1550	1750	1	1	1	1	8	10	10	12	2	2	2	4	1	3	5	5	2	2	3	4
Girls Basketball	2800	2850	3000	3100	2	2	2	2	0	0	0	0	9	13	13	8	2	3	2	3	0	0	0	4
Boys Basketball	2875	2800	3000	2700	2	2	2	2	17	18	14	20	0	0	0	0	1	1	1	2	0	0	0	0
HS Track & Field	500	300	300	700	2	2	2	2	13	17	14	12	5	10	12	8	4	5	5	4	4	5	6	5
Softball	800	800	1000	2250	2	2	2	2	0	0	0	0	12	11	13	16	1	1	3	1	0	0	0	0
Baseball	800	800	900	2250	1	1	2	2	10	10	10	15	0	0	0	0	0	1	0	0	0	1	0	1

**Almond-Bancroft School District – Middle School
2015-16 - Trends and Patterns of Athletic, Extracurricular, and Recreational Activities – PI-9.0(1)(e)**

Total School Population: <u>420</u> (ES/MS--137) *Data includes grades 1-8/M.S. data (grades 6-8) not disaggregated from elementary (grades 1-5).	Total Number/Percentage of Female Students: <u>64</u> <u>46.7</u> %	Total Number/Percentage of Male Students: <u>73</u> <u>53.3</u> %	Total number of Students by Ethnicity: W <u>93</u> <u>67.9</u> % H <u>43</u> <u>31.4</u> % B <u>0</u> <u>0</u> % A <u>0</u> <u>0</u> % <u>2 or more</u> <u>1</u> <u>0.7</u> %
	Total Number/Percentage of ELL Students: <u>39</u> <u>28.5</u> %	Total Number/Percentage of Students with Disability : <u>22</u> <u>16.1</u> %	

Program/Activity	Program Budget \$				# of Coaches/Advisors				Male				Female				Race, other than white				Students with Disabilities (Special Education)			
	13	14	15	16	13	14	15	16	13	14	15	16	13	14	15	16	13	14	15	16	13	14	15	16
MS Choir	450	450	400	650	1	1	1	1	3	2	12	8	22	25	23	24	4	6	10	4	3	4	4	3
MS Band	850	850	800	1000	1	1	1	1	17	8	21	7	20	7	16	6	4	0	5	3	3	0	1	0
Football	350	350	400	400	2	2	2	2	12	15	19	21	0	0	0	1	3	2	3	5	0	0	0	0
Volleyball	200	200	200	200	2	2	2	2	0	0	0	0	17	14	9	17	2	1	0	4	1	2	0	0
Wrestling	200	200	200	200	1	1	1	1	8	5	7	11	2	0	0	2	1	0	2	8	2	0	1	4
Girls Basketball	250	250	270	275	2	2	2	2	0	0	0	0	14	16	17	20	0	2	4	2	1	1	0	1
Boys Basketball	250	250	270	275	2	2	2	2	14	13	17	15	0	0	0	0	2	2	4	1	0	1	0	0

Extracurricular, Recreational and Other School-Sponsored Activities

Suggested Questions for Consideration

<p>Participation Trends and Patterns</p>	<p>Using three years of data determine if the extracurricular and activities offered PK-12 reflect the interests of students, staff, and parents/guardians?</p> <p>To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p>Is there a procedure in place to annually record participation in extracurricular activities by student group?</p> <p>Are there any unique factors that might influence student participation in school activities?</p>
<p>District Support & Equitable Access</p>	<p>Has the district surveyed students to determine their interests in extracurricular, recreational and other activities?</p> <p>Does the district encourage students and their parents/guardians to organize extracurricular activities or clubs that target their needs as members of a protected class?</p> <p>Is there a process by which students can request school-approved status for the development of a new activity?</p> <p>Are special accommodations available for children with disabilities who participate in extracurricular and other recreational activities?</p> <p>Do school assemblies, special programs and speakers reflect the diverse pluralistic nature of the school and the community?</p>
<p>Publications and Notice</p>	<p>Are the qualifications for extracurricular, recreational and other program activity participation published and made available to all students and parents?</p> <p>What process is used to ensure that all public information regarding extracurricular, recreational and other program activities is inclusive and free of bias, stereotyping and discrimination?</p> <p>How often and in what forums are the district's nondiscrimination policies and practices regarding extracurricular, recreational and other activities communicated to students and parents?</p>

Summary Report Data	<p>Findings:</p> <p><i>Middle School Data</i>--This data indicates that more girls typically participate in choir than boys when accounting for percentage of boys versus girls enrolled at this level. Additionally, the participation rate data indicates that typically more students identified with a disability tend to participate in choir versus other co-curricular activities and athletics. Participation data further indicates that over the years several female students have participated in wrestling. This indicates that when female students express in interest in this area that they are able to participate in this sport. In regards to race, participation data indicates that more white students typically participate in the co-curriculars or athletics after accounting for student enrollment percentages at this level. The exception appears to be in the area of choir. Overall, budget data indicates a comparable amount allocated between primarily male and females sports. The activities with the higher budget amounts seem to align with activities that have the higher supply costs.</p> <p><i>High School Data</i>--Based on participation and enrollment data, typically more students identified as a race other than white or students identified with a disability had higher rates of participation in the following activities: choir, show choir, wrestling, track and field and FFA. In regards to sex, more female students typically participated in choir, show choir and forensics compared to male students. Participation data also indicated that several female students have participated in wrestling over the past 4 years. Similar to middle school data, budget data also indicates a comparable amount allocated between primarily male and female sports. Again, the activities with the higher budget amounts seem to align with activities that have the higher supply costs.</p> <p><i>Publications and Notice</i>--The district does provide students/parents with a MS/HS co-curricular code document that lists co-curricular and athletic activities available to students. This document also includes the sportsmanship policy, pupil non-discrimination statement (written in Spanish too), eligibility criteria, penalties for violations of the code of conduct, medical/insurance information and due process procedures. The district also has an interpreter available to help with translations for Spanish speaking families. Prior to each co-curricular/athletic season, coaches/advisors meet with students and parents to review this handbook and to have students and parents sign the code of conduct. Pupil non-discrimination information is also reviewed at these pre-season meetings.</p> <p>Methods of Analysis: Review of participation data (Skyward) based on race, sex and disability status; review of budget ledger (Skyward)/budget spreadsheets for district athletics and co-curricular activities; review of MS/HS co-curricular handbook/policies; athletic director, district interpreter/ELL aide, 4K-12 principal and district administrator interviews</p>
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Supporting Data: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

See charts above for data.

Recommendations for Improvement: To increase participation rates of non-white students and students with disabilities in the co-curricular and athletic activities. Potential barriers involving our Hispanic population are as follows: students come from families in which they have limited transportation to get home after the activity, are often expected to care for younger siblings while parents work or have jobs to help supplement family income.

Implementation Strategies:

- Collaborate with booster club/families to create a list of parents that could assist with “carpooling” for Hispanic students that would like to participate in co-curricular/athletic activities. District interpreter could help share this information with Spanish speaking families. (Currently Boys and Girls Club is available for students to attend after activities and busing home is available at the end of BGC hours.)
- Encourage the participation of special needs students in athletics and organizations. This might be something discussed at IEP meetings.
- Meet with advisors of organizations to share ideas on how to motivate students to join their organization.
- Review Student Handbook description of clubs and organizations.
- Continue to monitor budgets and outside sources of support to guarantee equitable treatment.

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

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

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

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

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

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory .to determine if the overall effect is 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.

Scholarships and Awards

Suggested Questions for Consideration

Award Trends and Patterns	<p>Does the district collect and review data to assure that the recipients of other forms of recognition and achievement reflect the overall composition of the student population by race, gender, national origin, and disability?</p> <p>Are there opportunities for students from all representative groups to receive other forms and recognition and achievement?</p> <p>What efforts does the district undertake to ensure or promote a representative distribution of recognitions and achievements?</p> <p>Does the district collect and review recognition and achievement data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</p>
Publication and Notice	<p>How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize student recognition and achievement opportunities?</p> <p>Do students receive information on how to pursue these opportunities?</p> <p>How are students and parents made aware of the district's nondiscrimination policies and practices for awarding other forms of recognition and achievement?</p> <p>Is information regarding other forms of recognition and achievement, and the eligibility requirements for such awards made available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?</p>
Policy and/or Operational Procedures	<p>Are there policies and procedures in place for accepting and awarding other forms of recognition and achievement from groups both within and outside of the school?</p> <p>Does the district have formal operational guidelines for students and parents that address all aspects of the recognition and achievement award process?</p> <p>Are the criteria for each recognition and achievement objective, measurable, free of bias, and non stereotyping?</p> <p>What is the process for distributing recognition and achievement information to students?</p>

	<p>What procedures are in place to ensure that recognition and achievement criteria are applied in a nondiscriminatory manner?</p> <p>How are professionals who participate in the selection and award of recognitions and achievements made aware of the selection process?</p>
<p>Summary Report Data</p>	<p>Findings:</p> <ol style="list-style-type: none"> a. During the 2012-13 through 2015-16 school years, 63 scholarships were awarded to 80 high school students totaling approximately \$43,000. Criteria for each scholarship was evaluated and found to be equitable in all cases. b. Between 2012-13 through 2015-16, males made up 39% of the the students awarded a scholarship. Females made up 61% of the scholarships awarded. Based on the general high school population, this data indicates that more females were typically awarded scholarships than males. c. At the high school level, the percentage of white students that were awarded scholarships were significantly higher than students of a different race. <p>Methods of Analysis:</p> <ol style="list-style-type: none"> a. Scholarship awards data for the 2012-13 through 2015-16 school years were examined. Data was disaggregated by gender and race. <p>Support Data: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.</p> <ol style="list-style-type: none"> 1. The School Counseling office supplied the necessary data regarding scholarship awards. <p>Recommendations for Improvement and Implementation Strategies:</p> <ol style="list-style-type: none"> 1. The School Counseling/Student Services office should continue to promote the availability of scholarships through announcements, newsletter, and postings. 2. The School Counseling/Student Services office should continue to maintain data collection on scholarship applications and awards with regards to gender and race along with disability. 3. The high school school counselor should continue to meet with students prior to scholarship deadlines to provide assistance or guidance regarding application completion. 4. Continue to develop ways to encourage students to complete scholarship applications.

2015-16 Trends & Patterns in Scholarships and Other Awards PI-9.06(1)(f)

Total School Population: <u>420 (HS--219)</u> *Data based on HS numbers as district awards only provided at this level.	Total Number/Percentage of Female Students: <u>52</u> <u>43.7</u> %	Total Number/Percentage of Male Students: <u>67</u> <u>56.3</u> %	Total number of Students by Ethnicity: W <u>93</u> <u>78.2</u> % H <u>26</u> <u>21.8</u> % B <u>0</u> <u>0</u> % A <u>10</u> <u>8.4</u> % 2 or more <u>0</u> <u>0</u> %
	Total Number/Percentage of ELL Students: <u>19</u> <u>16.0</u> %	Total Number/Percentage of Students with Disability : <u>14</u> <u>11.8</u> %	

Scholarship/Award	Amount	Female				Male				Race, other than white				Total Applications* (applications given directly to families/organizations/ data not available)				Recipient Totals			
		1 3	1 4	1 5	1 6	1 3	1 4	1 5	1 6	1 3	1 4	1 5	1 6	1 3	1 4	1 5	1 6	1 3	1 4	1 5	1 6
AAEA	2x \$750	2	2	1	1	0	0	1	1	0	0	0	0	--	--	--	--	2	2	2	2
Almond American Legion	\$500	0	1	1	0	1	0	0	1	0	0	0	0	--	--	--	--	1	1	1	1
Almond Lions Club	2x \$500	1	2	2	0	1	0	0	2	0	0	0	0	--	--	--	--	2	2	2	2
Angie Sheldon	TBD	1	1	0	0	0	0	1	1	0	0	0	0	--	--	--	--	1	1	1	1
Bancroft Lions Club	2x \$500	0	1	2	2	1	1	0	0	0	0	0	0	--	--	--	--	1	2	2	2
Ben & Theresa Turzinski	\$500	1	1	1	0	0	0	0	1	0	0	0	0	--	--	--	--	1	1	1	1
Callyn Kaehn	\$1,000	0	0	1	1	1	1	0	0	0	0	1	0	--	--	--	--	1	1	1	1
Complete Control	\$2,000	--	--	--	0	--	--	--	1	--	--	--	0	--	--	--	--	--	--	--	1
Copernicus Cultural Foundation	2x \$500	2	1	1	0	0	0	0	2	0	0	0	0	--	--	--	--	2	1	1	2
Bud Berry	2x \$500	1	1	1	1	1	1	1	1	0	0	0	0	--	--	--	--	2	2	2	2
Jacob Memorial	\$500	1	1	1	0	0	0	0	1	0	0	0	0	--	--	--	--	1	1	1	1
Joe Connor	\$500	0	0	1	0	1	1	0	1	0	0	0	0	--	--	--	--	1	1	1	1
John & Jean Judd	\$500	0	1	1	1	1	0	0	0	0	0	0	0	--	--	--	--	1	1	1	1

John Barden Memorial	\$1,000	--	0	1	0	--	1	0	1	--	0	0	0	--	--	--	--	--	1	1	1
Michael Holden	\$250	1	0	1	0	0	1	0	1	0	0	0	0	--	--	--	--	1	1	1	1
Sandra McKone	\$1,000	0	1	1	--	1	0	0	--	0	0	0	--	--	--	--	--	1	1	1	--
Sons of American Legion	\$500	1	--	1	--	0	--	0	--	0	--	0	--	--	--	--	--	1	--	1	--
Tom Zinda Memorial	\$500	1	1	--	--	0	0	--	--	0	0	--	--	--	--	--	--	1	1	--	--

Section VI - Methods Used in Conducting the Self Evaluation

PI-9.06(2)

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

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

Evaluate whether the self-evaluation was comprehensive and whether there was inclusive and broad-based participation

Develop and build partnerships and networks that will help strengthen and support the district's equity goals and help ensure a school environment that will promote safety and respect for all students.

Identify, develop, and rely upon resources that will assist in achieving the district's equity goals.

Conducting an Evaluation

Suggested Questions for Consideration

Methods	<p>What were the methods used in conducting the self evaluation?</p> <p>How did teachers, students, parents, school administrators and residents participate in the self evaluation process?</p> <p>What contributions did each group provide?</p> <p>How were people notified of the opportunity to participate in the self evaluation process?</p>
Diversity	<p>Did the participants in the evaluation reflect the diversity within the school?</p> <p>Did the participants in the evaluation reflect the diversity within the community?</p> <p>Was the notification of the opportunity to participate in the self evaluation process publicized in other languages in addition to English?</p>
Outcomes	<p>How will staff and others learn about the PI-9 self-evaluation findings completed for the Cycle IV report?</p> <p>Where will the PI-9 Cycle IV written report be a filed so that it remains available for review by residents of the district?</p> <p>Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district?</p>
Summary Report Data	<p>Findings: Staff members that work with different age levels and sub-populations provided input throughout the self-evaluation process. Some of these staff members also have their own children attend school within this district so they also were able to provide input from a parent’s perspective. The district interpreter was also involved in the process and was able to provide information from other Hispanic families whose children attend school in the district. The findings of this evaluation (written report) will be maintained within the district office to be made available to community members upon request. In addition, an article in the newsletter or on the district website will be provided to parents/community members summarizing key results of this self-evaluation along with notification of how to access the self-evaluation report for a more in-depth review of data.</p>

	<p>Methods of Analysis: See sections above</p> <p>Support Data: See sections above</p> <p>Recommendations for Improvement and Implementation Strategies: See sections above and “Recommendations for Improvement” chart below.</p>
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Section VII – Written Report PI-9.06(3)
PUPIL NONDISCRIMINATION SELF-EVALUATION – CYCLE IV Report
“RECOMMENDATIONS FOR IMPROVEMENT”

School District: Almond-Bancroft DATE: 4/1/2017

- Based on the review of several data sources, on the following chart, identify the “Recommendations for Improvement” that your PI-9 team has identified.
- Establish a timeframe/target date for developing a new process, revising a practice, or implementing a new procedure based on the recommendations identified.
- After reviewing each “recommendation for improvement”, determine who will be responsible for monitoring the recommendation.
- Assess the outcome of the development, revision and/or implementation of the recommendation when it is completed.

PI-9 Code	Recommendations for Improvement	Target Date for development/ revision or implementation	Person / Committee Monitoring Recommendations	Outcome
PI-9.0 6 (1)(c)	Continue to revise school counseling curriculum on an annual basis.	By spring each school year	School Counselors	
PI-9.0 6 (1)(c)	Attend annual WSCA conference for updates to ASCA model	Fall/Winter each school year	School Counselors	

PI-9.0 6 (1)(c)	Review Individual Planning Conferences and Academic and Career Planning Resources	By spring each school year	School Counselors	
PI-9.0 6 (1)(e)	Collaborate with booster club/families to create a list of parents that could assist with “carpooling” for Hispanic students that would like to participate in co-curricular/athletic activities. District interpreter could help share this information with Spanish speaking families. (Currently Boys and Girls Club is available for students to attend after activities and busing home is available at the end of BGC hours.)	By end August/September annually	Booster Club President, Activities Director, Interpreter	
PI-9.0 6 (1)(e)	Encourage the participation of special needs students in athletics and organizations. This might be something discussed at IEP meetings.	Annually--IEP meetings	Special Education Director or LEA Rep., Special Education Teachers, Interpreter (Hispanic students)	
PI-9.0 6 (1)(e)	Meet with advisors of organizations to share ideas on how to motivate students to join their organization.	Annually	Student Services staff or Principal	
PI-9.0 6 (1)(e)	Review Student Handbook description of clubs and organizations.	At least every 2 years	Student Services staff or Principal	
PI-9.0 6 (1)(e)	Continue to monitor budgets and outside sources of support to guarantee equitable treatment.	At least every 2-3 years	Student Services staff, Principal, District Administrator	
PI-9.0 6(1)(f)	The School Counseling/Student Services office should continue to promote the availability of scholarships through announcements, newsletter, and postings.			

PI-9.0 6(1)(f)	The School Counseling/Student Services office should continue to maintain data collection on scholarship applications and awards with regards to gender and race along with disability.			
PI-9.0 6(1)(f)	The high school school counselor should continue to meet with students prior to scholarship deadlines to provide assistance or guidance regarding application completion.			
PI-9.0 6(1)(f)	Continue to develop ways to encourage students to complete scholarship applications.			