



PUPIL NONDISCRIMINATION SELF-EVALUATION REPORT

(s. 118.13, PI 9)

Tomah Area School District

Approved by School Board on: April 1, 2017 (TENTATIVE)

It is the policy of the Tomah Area School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity) or physical, mental, emotional, or learning disability ("Protected Classes") as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973, and the ADA of 1990.

Si necesita Ud. ayuda en la traducción de este documento, por favor llama la especialista de ELL del distrito (Duncan Peterson) at 374-7014.

Table of Contents

- I. Contributors to the Plan
- II. Introduction to the Pupil Nondiscrimination Self-Evaluation
- III. Wisconsin State Statute 118.13 & Administrative Rule PI 9.06
- IV. School Counseling PI 9.06(1)(c)
- V. Participation Trends and Patterns and School District Support of Athletic, Extracurricular and Recreational Activities PI 9.06(1)(e)
- VI. 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)
- VII. Methods Used in Conducting the Self-Evaluation PI 9.06(2)
- VIII. Written Report PI 9.06(3)

SECTION I: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

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

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

Names	Position
Cindy Zahrte	District Administrator
Patricia Ellsworth	Director of Curriculum and Instruction
Paul Skofronick	Director of Pupil Services
Tom Curran	Activities Director
Tammy Nick	Parent
Martha Miller	Parent
Hilary Masica	Middle School Counselor
Tammy Hewuse	Middle School Counselor
Katy Gerke	Elementary Counselor
Lisa Kirschbaum	Elementary Counselor
Cheryl Schick	Elementary Counselor
Deb Schroeder	High School Counselor
Gloria Kelbel	High School Counselor
Diana Lesneski	Elementary Principal
Steve Buss	Middle School Principal
Robert Joyce	High School Principal
Jeff Adams	High School Associate Principal
Michelle Clark	Elementary Principal
Tim Gnewikow	Elementary Principal
Nicki Pope	Elementary Principal
Shay Jilek	Curriculum Administrative Assistant

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

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

- Individual meetings
- Staff meeting for school personnel
- Discussion item at an administrative meeting

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

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

- Open meeting portion of a scheduled school board meeting
- Staff meeting for school personnel
- Discussion item at an administrative meeting
- Principal bulletin/article/announcement
- Post Self Evaluation online for comments

SECTION II: INTRODUCTION TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Past curriculum documents	The school counseling department has been trained through levels one and two of the Wisconsin Comprehensive School Counseling Model (WCSCM). In 2007 the school counseling department began the	Since 2007, school counselors have had ongoing training on the Wisconsin Comprehensive School Counseling Model (WCSCM). In the 2009-2010 school year time was given for school counselors to	

<p>School schedules, school counseling lesson plans, curriculum documents, parent meeting agendas, parent letters, student counseling documentation</p>	<p>process of aligning the curriculum to the Wisconsin School Counseling Model (WCSCM).</p> <p>The school counseling program is delivered in a variety of manners. Elementary School Counseling Curriculum is delivered through classroom presentations, small groups, career conferences, and one-to-one conferences with students. Middle School Counseling Curriculum is delivered through classroom presentations, various student groups, Strengthening Families program, one-to-one counseling, and individual student planning conferences. High School Counseling Curriculum is delivered through classroom presentations, group counseling, career counseling, and individual meetings.</p>	<p>write curriculum. The curriculum has been completed.</p> <p>School counseling schedules are designed to facilitate classroom activities. Calendars and lesson plans verify the classroom activities.</p>	<p>Continue with all classroom counseling activities. Add new activities as appropriate. Delete activities if necessary.</p>
<p>School counseling lesson plans, career speaker contracts, WCIS program</p>	<p>Career development activities are presented to all grades K-5. The activities include books, drawings, games, interest inventories, and career exploration websites. Students begin to use the Career Cruising program in 6th grade. In 7th grade students complete a career unit in English class. 8th grade students</p>	<p>Elementary Counselors have implemented Career Conferences at the 5th grade level and have collected feedback from conferences. Middle school counselors have been doing career conferencing since the 2007-2008 school year. Middle School students begin using Career Cruising in the 6th grade. Students</p>	<p>Continue the career exploration activities through Career Cruising. Explore innovative technology to help facilitate career exploration.</p>

<p>Curriculum documents, school counseling lesson plans, counseling schedules</p>	<p>complete a week-long class on Career Cruising followed by career conferencing and college and technical college tours. At the high school level students are given guidance in college and career choices.</p> <p>At each grade level a variety of school counseling services are provided.</p>	<p>do a career unit in their English class during the 7th grade. 8th grade students do a month long career unit with the counselors followed by individual planning conferencing with parents. The high school has a full day of Reality Check which provides interaction of knowledge and experience for the students and community business representatives. Career Cruising will be provided at the middle and high school levels.</p> <p>Elementary counselors present lessons to K-5 students in classrooms. They cover all of the 2009 DPI elementary benchmarks in the lessons. Our units include 9 Content Topic Themes. Middle school counselors present a suicide prevention lesson to all 8th grade students. We do not teach regular classes. Counselors do Career Cruising lessons with all grades 6-8 and other classroom presentations to align with curriculum when asked by classroom teacher. High school counselors meet with students to discuss future plans, academics, and (as needed) personal issues. HS Counselors do not teach classes but give classroom presentations on post-high school and academic planning. Career Cruising is being implemented during the 2016-17 school year.</p>	<p>Utilize the district collaboration days to revise the school counseling activities and services provided.</p>
---	--	---	--

Parent meeting agendas, parent letters, phone logs	At all grade levels, parents are contacted regarding student issues/concerns without violation of confidentiality (when it is okay with the student that the parent is contacted or if there is harm or threat of harm to self or others). Parent involvement is documented when needed. Parents are invited to career conferences, meetings concerning their child, and college visits.	Parents are notified immediately by counselors regarding any concerns. Documentation of parent contacts, meeting, etc. is kept by each counselor.	Continue parent contacting and documentation.
--	--	---	---

2. Is the district pupil nondiscrimination statement included in both the course registration booklet and the student handbook?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Elementary, middle and high schools handbooks, course description books and faculty handbooks	Pupil Non-Discrimination description is included in elementary, middle and high school booklets, middle and high school course description booklets and faculty handbook.	Handbooks and Course Description Books.	Continue current practice.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
OCR Civil Rights Materials,	Participated in the Civil Rights OCR nondiscrimination audit which required	A committee was established to review counseling materials and techniques and highlighted the importance of looking for	Continue current practices with the addition of reviewing counseling materials once a year at

District Curriculum	our analysis of our counseling materials and techniques, 2009-10 and 2016-2017.	resources which reflect a wide range of diverse individuals and nontraditional practices.	collaboration (using the Promotional Material Equity Checklist).
---------------------	---	---	--

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Home Language Survey Results, translated documents, student and family needs documentation	District Title III Coordinator develops appropriate services based on students' language. Translation is available by request and contact information is given in the footer of district documents.	Parents complete home Language Survey during registration to identify students. Title III coordinator schedule is designed to facilitate the needs of students and families.	Continue to research ways in which to provide ongoing support for students and families.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Student consultation meeting minutes, Alternative Education Enrollment data, graduation rates, drop-out data	School counselors attend student consultation meetings. Rtl is being implemented K-12 with intervention and enrichment time built into the daily schedule at each school.	Agendas, consultation and collaboration meetings	Change the culture to help staff take responsibility for all student learning.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Enrollment data for PLTW, Board Curriculum Committee Minutes	In recent years, innovative programs such as Project Lead the Way have been added at the middle and high schools. Career-focused academies have been started at the high school with emphasis on health, architecture/construction/engineering, and technology careers.	Counselors meet with students to help them explore career opportunities. All middle school students are required to participate in PLTW.	Continue to explore and implement career academies.

SUMMARY—COUNSELING

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(c)	Explore innovative technology to help facilitate career exploration	On-going	K-12 Counselors, Director of Technological Infrastructure, and Technology Integration Specialist	List of recommendations provided to Director of Curriculum, Instruction, and Assessment and Director of Technological Infrastructure
PI 9.06 (1)(c)	Utilize Promotional Material Equity Checklist once per year	On-going	K-12 Counselors	Information will be documented on collaboration minutes
PI 9.06 (1)(c)	Develop consistent tracking system for post graduation status in alignment with Department of Public Instruction process	Determined by DPI	K-12 Counselors, Instruction and Assessment Committee	Data from survey

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

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

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

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

Athletic Programs & Activities

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations																								
Athletic Participation Data from 2013-2014, 2014-2015, 2015-2016	<p>There is no significant discrepancy between participation by any of the identified protected classes. However, our Hispanic population participates to a lesser degree than any other racial group.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Group</th> <th style="text-align: center;">Enr. %</th> <th style="text-align: center;">Part. %</th> </tr> </thead> <tbody> <tr> <td>Females</td> <td style="text-align: center;">47.6</td> <td style="text-align: center;">54</td> </tr> <tr> <td>Males</td> <td style="text-align: center;">52.4</td> <td style="text-align: center;">46</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">.93</td> <td style="text-align: center;">1.4</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">2.03</td> <td style="text-align: center;">2.4</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">3.93</td> <td style="text-align: center;">1.7</td> </tr> <tr> <td>Native American</td> <td style="text-align: center;">3.067</td> <td style="text-align: center;">4.7</td> </tr> <tr> <td>Disabilities</td> <td style="text-align: center;">16.1</td> <td style="text-align: center;">7.7</td> </tr> </tbody> </table>	Group	Enr. %	Part. %	Females	47.6	54	Males	52.4	46	Asian	.93	1.4	Black	2.03	2.4	Hispanic	3.93	1.7	Native American	3.067	4.7	Disabilities	16.1	7.7	The Activities Director, on a yearly basis, analyzes the participation rates and looks for trends and patterns. This is also reviewed as part of our District’s strategic plan as we look to increase student engagement in school activities.	While we recognize that competition is not a highly valued trait in our local Hispanic traditions, we want to encourage a stronger participation in all activities by this group. Strategies will be developed to encourage greater participation, preferably at a young age so that individuals remain involved throughout their school career.
Group	Enr. %	Part. %																									
Females	47.6	54																									
Males	52.4	46																									
Asian	.93	1.4																									
Black	2.03	2.4																									
Hispanic	3.93	1.7																									
Native American	3.067	4.7																									
Disabilities	16.1	7.7																									

2. Are effective procedures in place to track participation in athletic programs and activities by race, sex, disability and national origin?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
---------------	----------	-----------------------------------	-----------------

Athletic Participation Data from 2013-2014, 2014-2015, 2015-2016	Records which track participation are collected yearly by the Activities Director.	The Activities Director, on a yearly basis, analyzes the participation rates and looks for trends and patterns. This is also reviewed as part of our District's strategic plan as we look to increase student engagement in school activities.	Continue our current practices and on a three year cycle devote administrative retreat time to review and discussion of all district non-discrimination data. Include participation in co-curricular activities as part of SIS.
--	--	--	---

3. In responding to the following questions, review interscholastic athletic opportunities for male and female students.
- Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?
 - Are the opportunities comparable in type, scope, and support?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Athletic Participation Data from 2013-2014, 2014-2015, 2015-2016	There is no significant discrepancy between participation by gender. We will be offering girls swimming and diving in the Fall of 2017. We now offer 11 WIAA girls sports and 10 WIAA boys sports.	The Activities Director, on a yearly basis, analyzes the participation rates and looks for trends and patterns. Particular attention is paid to ensuring that we are in compliance with Title IX requirements.	Continue our current practices and on a three year cycle devote administrative retreat time to review and discussion of all district non-discrimination data.

4. Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:
- coaching and other staff salaries
 - provision of uniforms
 - equipment and supplies
 - scheduling of games and practice times
 - provision of transportation
 - opportunity to receive experienced coaching, academic tutoring, medical, or other types of services
 - access to locker rooms, practice, and competitive facilities
 - publicity efforts
 - availability of pep band, cheerleaders, pompon, etc. for all teams?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
---------------	----------	-----------------------------------	-----------------

Data from 2013-2014, 2014-2015, 2015-2016 on Athletic Budgets, Schedules, Coaches	Equitable support is provided and it is the job responsibility of our Activities Director to ensure that equity for males and females is present in all aspects of our athletic programs from the number of coaches to the games scheduled to equipment and uniforms.	The Activities Director reviews the process for budget development, scheduling of games, number of coaches and listens to the concerns/suggestions provided by coaches, players, and community members. Changes are made based on needs which arise and additional staffing and resources are provided.	Continue our current practices and on an annual basis report to the Activities Review Committee any information on maintaining equitable standards in all aspects of the athletic programs.
---	---	---	---

5. Are school mascots, team names, and logos free from bias or stereotyping?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Board Minutes from 2013-2014, 2014-2015, 2015-2016	Our team name/mascot is the Timberwolves. The change from Indians occurred in 2007-08.	The Timberwolf mascot has been adopted 4K-12 so there are no individual school mascots.	None

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Observations at Athletic Events	From observations at athletic events, we see our diverse student population reflected.	Qualitative analysis by observation done at every athletic event by members of the administrative team.	None

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Agenda and Attendance Rosters of Seasonal	On a seasonal basis, the Activities Director reviews strategies to eliminate bullying, hazing, and harassment of athletes, and discusses with the coaches	Resources provided by WIAA and other related agencies offer supplemental information which is utilized by our Activities Director.	Continue our current practices, however, bringing in a "guest speaker" to provide a fresh

Coaches Meetings; Board Policy	the importance of recognizing and neutralizing bias and stereotyping.		perspective on the topic may be of value.
--------------------------------	---	--	---

8. Does the selection of specific sports and levels of competition accommodate the interests and abilities of: members of both sexes, students with special needs, students with limited-English proficiency, or diverse racial/ethnic groups?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Athletic Participation Data from 2013-2014, 2014-2015, 2015-2016	The interests and abilities of all protected classes are taken into account when specific sports and levels of competition are reviewed for continuation, elimination or additions. Girls swimming and diving has been added for Fall of 2017.	The Activities Director, on a yearly basis, analyzes the participation rates and looks for trends and patterns. This is also reviewed as part of our District's strategic plan as we look to increase student engagement in school activities.	Continue current practices.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
2002 Survey	Parent and student surveys have been conducted to determine if there is sufficient support to start a new program when interest has been expressed in a sport or activity. (i.e. Girls swim team was added for the 2017-18 school year.)	The last survey showed that the current athletic program was meeting the athletic interests of our student population.	An athletic interest survey should be completed every three years. The next survey will occur in 2017-18.

10. Are special accommodations available for students with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Participation Rates of SwD's in Athletics- 2013-	SwD's participate in athletics to the same rate as their peers. Accommodations are made available on an individual basis as needed. The district also partners with	The data indicates that we are meeting the needs of our SwD's who wish to participate in athletics.	Continue our current practices and on a three year cycle devote administrative retreat time to review and discussion on

2014, 2014-2015, 2015-2016	Special Olympics to provide additional opportunities for SwD's.		SwD's and their participation in athletics.
----------------------------	---	--	---

11. In regard to publication and notice,

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activities Code and Verification Sheet, Athletic Handbook, Athletic Programs	The nondiscrimination policy and practices are communicated to parents and students each year in pre-sports meetings. The Activities Code is received by all students and parents and contains information on the consequences for unsportsmanlike conduct which includes bullying and hazing. There is no information published in languages other than English. The qualifications for athletic program participation at THS are shared with students who express an interest in the sport but it is not made available to all students. The TMS Student Activity booklet is published and made available to all students and includes qualifications for athletic programs.	From review of the documents available, there are gaps in publication and notice which must be remedied.	The nondiscrimination policy must be included in athletic handbooks, brochures and programs. The District's bullying policy should be shared with student athletes at the start of each season. Athletic information needs to be published in Spanish and English. Qualifications for the athletic programs at THS must be made available for all students.

Other Extracurricular, Recreational and School-Sponsored or Approved Activities

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Non-Discrimination Data Collection Forms from 2013-2014, 2014-2015, 2015-2016	Participation rates in extracurricular and recreational activities do not reflect the overall composition of our student population.	Each year advisors of extracurricular and recreational activities must complete a pupil non-discrimination data collection form. This results in each advisor reflecting on the degree to which minority and SwD's participate in their activity and how to encourage greater participation if necessary. Because extracurricular activities take place outside of the school day, there may be issues which prevent a SwD's or a minority student (as well as any student) from participating if transportation home is not available or the need to assist in child care for younger siblings exists.	Continue current practices

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Non-Discrimination Data Collection Forms	Each year advisors of extracurricular and recreational activities must complete a pupil non-discrimination data collection form.	A small minority of advisors have failed to complete the pupil non-discrimination data collection form.	Continue current collection practices but ensure that 100% of all forms are completed/returned.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Student Handbooks, TMS Student Activities packet, district brochures, Community Learning Grant Survey	We offer wide variety of extra-curricular activities.	There are no significant deficiencies in extra-curricular offerings based on the Community Learning Grant survey results. Staff members have also utilized the district process for creating new extra-curricular activities and having a paid advisor approved by the Board of Education.	A survey should be conducted at least once every three years to assess students' interests. Next survey will be conducted in 2017-18.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Title VII Indian Education Committee Minutes and Agendas; Student and Parent Surveys	Opportunity exists for Native American students and parents to share ideas on new offerings that will meet their needs.	Survey results indicate that our protected class students participate in numerous extra-curricular activities.	Continue Title VII survey of students and parents on an annual basis. Use aggregated data about protect classes from the survey which will be conducted by the Activities Director at least once every three years to assess students' interests.

5. Are special accommodations available for children with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Non-Discrimination Data Collection Forms from 2013-2014, 2014-2015, 2015-2016, Board Policy on Non-Discrimination	Special accommodations are available for children with disabilities.	There have been no complaints in regard to children with disabilities being unable to participate in extra-curricular offerings.	Continue current practices

6. Is there a fair process by which all groups seeking school-approved status can apply? Are all groups that follow the process and meet criteria approved?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Board Policy on Student Groups, Activities Code	Board Policy dictates the procedure and criteria for which a student group to be recognized as a school-approved activity.	The High School added a LGBT Group in 2016-17 based on student interest.	Continue current practice

7. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Surveys, Board Policy	Strategies to encourage participation by underrepresented groups are limited to our surveying methods. Individual encouragement by teachers and counselors is more informal rather than formalized.	The data from our annual Pupil Non-Discrimination Data Collection Form does not indicate problems with underrepresentation.	Continue current practice

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
List of Special Assembly Programs, Guest Speakers, Presentations	Special presentations, speakers, and programs are reflective of the diverse interests of students and the pluralistic nature of school and community.	Speakers on a variety of topics (i.e. bullying, cultural awareness, career opportunities, diversity, and specialized interests) have been provided.	Continue current practices

9. In regard to publications and notice,

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Student Handbooks, TMS Activities Booklet, Fall Rally, Student Activities Code	Students have ample access to information on qualifications for participation in extra-curricular activities and non-discrimination policies and practices.	The non-discrimination statement is listed in student handbooks and student activity guides. Board policy provides a process for complaints in regard to discrimination concerns. No complaints have been registered.	Continue with current practices

SUMMARY – ATHLETIC, EXTRACURRICULAR & RECREATIONAL ACTIVITIES

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome

PI 9.06(1)(e)	Utilize administrative retreat time to ensure 100% of Pupil NonDiscrimination Data Collection Forms are submitted and to review and discuss all non-discrimination data	Began summer of 2012	Director of Pupil Services, Building Principals, and Director of Curriculum, Instruction, and Assessment	Changes based on documentation of findings from analysis of data
PI 9.06(1)(e)	Activities Director prepares report to Activities Review Committee on equity in sports	1st report prepared in summer of 2012 and shared at 1st meeting of Activities Review Committee in fall of 2012	Activities Director, Activities Review Committee members	Recommended changes based on report to Activities Review Committee
PI 9.06(1)(e)	Develop an athletic/activities survey and administer it every three years	End of 2012 school year	Activities Director	Recommendations from survey go to Activities Review Committee
PI 9.06(1)(e)	Review of all athletic and activity handbooks, brochures, programs, etc... to ensure non-discrimination statement is included	Ongoing	Activities Director, Building Principals	Updated resources and materials

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

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

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

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

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

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

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

Awards that are Directly Administered

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>THS Daily Announcement. THS Webpage, Miscellaneous letters sent home</p> <p>Student of the Year Award Lists, Students of Character</p>	<p>Information on scholarships and awards is disseminated in a variety of ways to students and parents.</p> <p>Every effort is made to ensure that other awards and scholarships do reflect the composition of our student population.</p>	<p>Scholarship/award information is on the district website for all to view.</p> <p>Scholarship information is on announcements. Information will be printed for students who request a hard copy. A Financial Aid Night is held in Oct./Nov. and letters are sent home to all seniors. A Financial Aid bulletin board is located in our school.</p> <p>Data from the Pupil Non Discrimination Data Collection Form indicates that other awards do reflect the overall composition of the student population.</p>	<p>Continue current practices.</p> <p>Explore social media as a means of disseminating scholarship information.</p>

2. Review data information on award recipients and applicants for the past three years. Identify trends and patterns.
 - To what extent do the application for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability? Compare data with school enrollment baseline. Who’s applying?
 - To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability? Compare data to school enrollment baseline. What’s offered?
 - What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative eligibility and distribution? Note: DPI suggests a 5% disparity be considered significant.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Lists of students who are awarded scholarships</p> <p>Student of the Year Award Lists, Students of Character</p>	<p>More needs to be done to ensure that the awarding of scholarships reflects the overall composition of the school population.</p> <p>Teachers are allowed to establish their criteria for recognizing students who are awarded Student of the Year or Student of Character awards. They are required to keep a list of those students they recognize and adhere to non-discriminatory practices.</p>	<p>The applications which are submitted do not reflect the overall composition of the student population. There are 18-20 scholarships in which the THS Scholarship Committee selects the recipients based on criteria set by the donor and which meet nondiscrimination requirements. There are also scholarships for alumni and a listing of over 100 scholarships available outside of the school system. Names and other identifiable information are not on applications, so that only eligibility factors class rank and grade point are considered.</p> <p>Data from the Pupil Non Discrimination Data Collection Form indicates that other awards do reflect the overall composition of the student population.</p>	<p>Utilize the connections of our Title VII Indian Education Coordinator and our ELL resource teacher to provide support to our minority students in completing scholarship applications.</p> <p>Continue current data collection practices</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Lists of students who were awarded scholarships</p> <p>Student of the Year Award Lists, Students of Character</p>	<p>A committee was organized in 2009-10 to track and analyze scholarship applications as part of our ORC audit.</p> <p>The high school utilizes resources such as college representatives, Upward Bound, JAG (Jobs for America’s Graduates), and scholarship application workshops to assist students in applying for scholarships.</p> <p>Every effort is made to ensure that other awards and scholarships do reflect the composition of our student population.</p>	<p>A possible reason for disparity in regard to our Native American population is that graduating seniors will have their college education paid for after their initial investment for the first semester. These students also receive money from a trust fund established by the Nation. The amount can be in excess of \$100,000.</p> <p>Data from the Pupil Non Discrimination Data Collection Form indicates that other awards do reflect the overall composition of the student population.</p>	<p>To ensure a representative distribution of scholarships and to increase participation of protected classes, the THS Scholarship Committee reconvenes in May to review the data and brainstorm further improvements to the process.</p> <p>Counselors will target students that fall in protected classes to ensure that they have equal access to scholarship and award information.</p> <p>Continue current data collection practices</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Scholarship lists and eligibility requirements</p> <p>Student of the Year Award Lists, Students of Character</p>	<p>The criteria used in selecting recipients for scholarships are non-discriminatory.</p> <p>Teachers are allowed to establish their criteria for recognizing students who are awarded Student of the Year or Student of Character awards. They are required to keep a list of those students they recognize and adhere to non-discriminatory practices.</p>	<p>Over 100 scholarships are available for students based on career interest, aptitude, and financial need.</p> <p>Data from the Pupil Non Discrimination Data Collection Form indicates that other awards do reflect the overall composition of the student population.</p>	<p>Continue current practices.</p>

5. In regard to publication and notice,

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

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Scholarship lists, THS Daily Announcement. THS Webpage, Miscellaneous letters sent home, Board policies</p>	<p>We need to provide parents and community members with the opportunity to share their ideas on how to better promote available scholarships. The district’s non-discrimination statement is found on the scholarship website page. Information on scholarships and awards is disseminated in a variety of ways to students and parents. The scholarship application process is clearly explained and defined for students in the written materials that are provided on-line or in hard copy. Translation of the scholarship information is available upon request.</p> <p>Students and parents are notified of other awards through a variety of methods.</p>	<p>Scholarship/award information is on the district website for all to view. Scholarship information is on announcements. Information will be printed for students who request a hard copy. A Financial Aid Night is held and letters are sent home to all seniors. A Financial Aid bulletin board is located in our school.</p>	<p>Utilize surveys to get input from parents and community members on how to improve publicizing this information. Explore social media as a means of disseminating scholarship information.</p>

Other Scholarships and Awards

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Kohl Scholarship candidates, Badger Boys/Girls delegates, Extra Effort nominees, Oakdale Electric Youth Leadership candidates	These awards are publicized by the sponsor to the general public through newspapers and sponsor websites. In school we feature information on announcements, classroom presentations, and posters. Few students apply for these scholarships/awards and recipient selection is outside of the school's control.	We collect data on recipients of these awards. We make every effort to make sure that all students are aware of these outside awards/scholarships.	Continue current data collection practices. Continue to aggressively advertise these awards/scholarships.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Kohl Scholarship candidates, Badger Boys/Girls delegates, Extra Effort nominees, Oakdale Electric Youth	These awards are publicized by the sponsor to the general public through newspapers and sponsor websites. In school we feature information on announcements, classroom presentations, and posters. Few students apply for these scholarships/awards and	We collect data on recipients of these awards. We make every effort to make sure that all students are aware of these outside awards/scholarships.	Continue current data collection practices. Continue to aggressively advertise these awards/scholarships.

Leadership candidates	recipient selection is outside of the school's control.		
-----------------------	---	--	--

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Kohl Scholarship candidates, Badger Boys/Girls delegates, Extra Effort nominees, Oakdale Electric Youth Leadership candidates	These awards are publicized by the sponsor to the general public through newspapers and sponsor websites. In school we feature information on announcements, classroom presentations, and posters. Few students apply for these scholarships/awards and recipient selection is outside of the school's control.	We collect data on recipients of these awards. We make every effort to make sure that all students are aware of these outside awards/scholarships.	Continue current data collection practices. Continue to aggressively advertise these awards/scholarships.

4. In regard to publication notice,

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

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
THS Daily Announcement. THS Webpage, Miscellaneous letters sent home	Students and parents are notified of awards through a variety of methods. These awards are publicized by the sponsor to the general public through newspapers and sponsor websites. In	These awards are publicized by the sponsor to the general public through newspapers and sponsor websites. In school we feature information on announcements, classroom presentations, and posters.	Continue current data collection practices. Continue to aggressively advertise these awards/scholarships. Explore social media as a means of disseminating information.

	school we feature information on announcements, classroom presentations, and posters.		
--	---	--	--

SUMMARY—SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(f)	Utilize the Title VII Indian Education Coordinator and ELL Resource Teacher to provide additional support in parent notification and completion of scholarship applications	Ongoing	Title VII Indian Education Coordinator, ELL Resource High School Counselors	Continue efforts to increase the number of applications by protected classes
PI 9.06(1)(f)	THS Scholarship Committee will reconvene in May of each year to review scholarship data	Ongoing	THS Counselors, THS Principal	Recommendations based on findings will be presented to THS administrative team and implemented as appropriate
PI 9.06(1)(f)	Explore social media as a means to better publicize scholarships and other awards	Start of 2016-17 school year	K-12 Counselors, Principals, Technology Integration Specialist	Explore increased use of social media to publicize awards and scholarships

SECTION VII – METHODS USED IN CONDUCTING THE SELF-EVALUATION PI 9.06(2)

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

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

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

Conducting an Evaluation

1. Methods

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Non-Discrimination Data Collection Forms; Board Policies, Handbooks, Scholarship Information, etc... see list of	Initially a broad range of input was sought in completing this self-evaluation. Teachers and counselors were asked for input by their building principals. The administrative team reviewed the report. Community members were notified at both a Board meeting and via the Hagen Channel (local TV. programming). The report was placed on our district website for commentary and feedback.	Feedback provided by teachers, parents, student, school administrators, and residents was included in the self-evaluation. For this report we included administrators and parents in the review of the self-evaluation.	Final report will be presented to the Board of Education prior to April 1, 2017. The approved report will be available on the district website.

data examined above			
---------------------	--	--	--

2. Diversity

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Feedback received from interested parties	All feedback was accepted and incorporated into the self-evaluation.	Feedback and participation was voluntary therefore the degree of diversity may have been limited.	Organize a formal committee which reflects the diversity of the district.

3. Outcomes

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Webpage	All staff and parents have been notified that that the PI9 Cycle IV written report is available on the district website.	The district website provides the avenue for review and comment on the PI 9 Cycle IV written report.	The administrative team will be responsible for monitoring the recommendations for improvement and implementation strategies.

SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	Organize a formal committee which reflects the diversity of the district in	Determined by DPI	District Administrator	

	future Pupil Non-Discrimination Self-Evaluation Reports			Completed Pupil Non-Discrimination Self-Evaluation Report with recommendations for improvement
--	--	--	--	---

SECTION VIII: WRITTEN REPORT PI 9.06(3)

Copy the four “Summary” pages from counseling, athletic and extracurricular, scholarships and recognition, and methods.

SUMMARY—COUNSELING

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(c)	Complete alignment of school counseling curriculum to Wisconsin Comprehensive School Counseling Model (WCSCM)	End of 2011-12 school year	K-12 Counselors, Administrator in charge of Counselor Collaboration Time	Written document sent to Director of Curriculum, Instruction and Assessment
PI 9.06 (1)(c)	Explore innovative technology to help facilitate career exploration	End of 2012-13 school year	K-12 Counselors, Director of Technological Infrastructure, and Technology Integration Specialist	List of recommendations provided to Director of Curriculum, Instruction, and Assessment and Director of Technological Infrastructure
PI 9.06 (1)(c)	Utilize Promotional Material Equity Checklist three times a year	Begin end of 1st semester 2011-12	K-12 Counselors	Completed forms sent to Building Principals and

				Director of Curriculum, Instruction, and Assessment
PI 9.06 (1)(c)	Develop consistent tracking system for post graduation status in alignment with Department of Public Instruction process	Determined by DPI	K-12 Counselors, Instruction and Assessment Committee	Data from survey

SUMMARY – ATHLETIC, EXTRACURRICULAR & RECREATIONAL ACTIVITIES

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(e)	Utilize administrative retreat time to ensure 100% of Pupil NonDiscrimination Data Collection Forms are submitted and to review and discuss all non-discrimination data	Begin summer of 2012	Director of Pupil Services, Building Principals, and Director of Curriculum, Instruction, and Assessment	Changes based on documentation of findings from analysis of data
PI 9.06(1)(e)	Activities Director prepares report to Activities Review Committee on equity in sports	1st report prepared in summer of 2012 and shared at 1st meeting of Activities Review Committee in fall of 2012	Activities Director, Activities Review Committee members	Recommended changes based on report to Activities Review Committee
PI 9.06(1)(e)	Develop an athletic/activities survey and administer it every three years	End of 2012 sdchool year	Activities Director	Recommendations from survey go to Activities Review Committee
PI 9.06(1)(e)	Review of all athletic and activity handbooks, brochures, programs, etc... to ensure non-discrimination statement is included	Ongoing	Activities Director, Building Principals	Updated resources and materials

--	--	--	--	--

SUMMARY—SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(f)	Utilize the Title VII Indian Education Coordinator and ELL Resource Teacher to provide additional support in parent notification and completion of scholarship applications	Immediately in preparation for 2012 spring scholarships	Title VII Indian Education Coordinator, ELL Resource High School Counselors	Increased number of applications by protected classes
PI 9.06(1)(f)	THS Scholarship Committee will reconvene in May of each year to review scholarship data	May, 2012	THS Counselors, THS Principal	Recommendations based on findings will be presented to THS administrative team and implemented as appropriate
PI 9.06(1)(f)	Develop surveys to get input from parents on how to better publicize scholarships and other awards	Start of 2012-13 school year	K-12 Counselors and Principals	Findings from surveys shared at administrative team meeting and implemented as appropriate

SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	Organize a formal committee which reflects the diversity of the district in future Pupil Non-Discrimination Self-Evaluation Reports	Determined by DPI	District Administrator	Completed Pupil Non-Discrimination Self-Evaluation Report with recommendations for improvement