

***Walworth School Joint School District #1***

***Walworth, Wisconsin 53184***

Wisconsin Department of Public Instruction

Pupil Nondiscrimination

Self-Evaluation Report

Spring 2017

School Board Approval: April 24, 2017

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## SECTION I

### General Overview of PI-9 Pupil Non-Discrimination

#### Introduction to the Pupil Nondiscrimination Self Evaluation

Please see the [WI Department of Public Instruction webpage for additional information](#).

This report has been completed as required by PI 9.06 of the Wisconsin Administrative Code. The District completed this report according to guidelines from the Wisconsin Department of Public Instruction for Cycle III of the self-evaluation process. Cycle III requires districts to evaluate the status of nondiscrimination and equality of educational opportunity in the school district. The evaluation must include the following elements:

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

The self-evaluation must provide an opportunity for participation in the evaluation by pupils, teachers, administrators, and residents of the school district.

The self-evaluation must be prepared in a written report and made available for examination by residents of the school district.

The district must assure the Wisconsin Department of Public Instruction that the evaluation has been completed.

**Wisconsin State Statute 118.13 and Administrative Rule PI 9.06**

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <ul style="list-style-type: none"> <li>Sex</li> <li>Ancestry</li> <li>Sexual Orientation</li> <li>Race</li> <li>Religion</li> <li>National Origin</li> <li>Creed</li> <li>Pregnancy, marital or parental status</li> <li>Physical, mental, emotional or learning disability</li> </ul>	<p>PI9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s.118.13, 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"> <li>a) School board policies and administrative procedures.</li> <li>b) Enrollment trends in classes and programs.</li> <li>c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.</li> <li>d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment.</li> <li>e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.</li> <li>f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.</li> <li>g) School district efforts to achieve quality of education opportunity and nondiscrimination.</li> </ul> <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

## SECTION II

### Contributors to the Pupil Nondiscrimination Self-Evaluation

Cycle III 2016-2017

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
Mary Ann Kahl	District Administrator
Phillip Klamm	Principal
Jennifer Ott-Wilson	Guidance Counselor
Lee Knoble-Janney	Guidance Counselor
Susan Brungraber	Middle School Teacher
Michelle Schauf	Intermediate Grades Science Teacher
Kerri Moran	Elementary Teacher
Sherry Weiss	Elementary Music Teacher
Brenda Wenger	Business Office Clerk
Laura Hummel	Early Childhood Teacher
Roberto Gutierrez	ELL Teacher
Kathy Karcher	Title I Reading Teacher
Lesley Nason	ELL Teacher
Troy Hummel	Physical Education Teacher/Athletic Director
Barb Dade	District Executive Secretary

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

1. Individual meetings with staff, parents, students
2. Group meetings with Administrators and Guidance Counselors
3. Diversity and Equity Committee meetings
4. Discussion item at administrative meetings
5. Staff, Administrators, Board of Education, Parent, and Student surveys

**Opportunities to Participate in the Final Review/Evaluation of the Pupil Nondiscrimination  
Self-Evaluation Cycle III 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:

1. Public Comments portion of scheduled school board meeting
2. Announcement on District website
3. Diversity and Equity Committee meeting agenda item
4. Announcement to staff on District email

## SECTION III

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

#### Section III: School Counseling PI-9.06 (1) (c) Purpose

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

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

- a. Equity and diversity are integrated into all aspects of counseling to ensure nondiscrimination.
- b. No forms of bias or stereotyping are present in counseling strategies.
- c. Counselors emphasize that courses, programs, roles and careers are open to all regardless of protected class status.
- d. Counselors demonstrate high expectations for all students.

#### Section III: School Counseling PI-9.06 (1)(c) Data and Evidence

Records of Counselor degrees, certifications, trainings, etc.

Counselors' Welcome Newsletter

Classroom Guidance Topics Schedule

Family Connections Agendas

Community Resource Newsletter

Walworth Guidance Policy Prevention Program Flyer

Parent, Teacher, Student Resource Center items

Description of Diversity Month, Kindness/Tolerance Week Celebration

Group Participation Rosters

Student Survey Responses from Educator Effectiveness

Parent, Teacher, Administrators, and Board Survey Responses from CESA 6 Walworth Comprehensive Report

Teacher, Administrators, and Board Survey Responses from the Walworth Joint District Diversity and Equity Survey

Section III: School Counseling PI-9.06 (1)(c) Findings

Methods and Practices

<b>Guiding Question</b>	<b>Findings</b>
<p>How are accommodations and support services provided to students?</p>	<p>The District offers support services to all students at all grade levels. Support services are provided in a variety of ways including on as needed basis through small group sessions, individual session, and grade level or individual classroom sessions. The District BOE is supportive of the important services that our Guidance staff provides as the BOE continues to support the appointment of two full time Guidance Counselors for our District. Each of the staff members demonstrates unique areas of expertise, interest, and instructional styles. There is one male and one female Guidance staff member. This allows for students and families to have some choice in who they feel more comfortable working with.</p>
<p>How are accommodations and support services provided to families?</p>	<p>Support services for families are provided on an as needed basis. Interpreters are scheduled as needed. The District has access to the Walworth’s Children’s Foundation which provides support students and their families in the Walworth Joint School District community who are in need. Resources are distributed to enhance “extraordinary educational opportunities” for students but also to help fill in the gaps to provide for their basic needs. A Welcome Packet is provided to all new families to the District. The Welcome Packet provides families with resources both through the school and through the broader community to assist in their needs. A Family Connections Program is hosted by the Guidance staff. This program provides family support and camaraderie with other families.</p>
<p>How does academic planning and support services assist students in closing the achievement gap?</p>	<p>The District has taken steps to close the achievement gap by implementing a tiered learning system that addresses the needs of students who require intervention services in academic areas but also provides enrichment and support for personalized learning. All students in all grades are provided time for tiered learning opportunities. Special Education services, accommodations for students with 504 plans, direct and indirect services for English Language</p>

	Learners are all present within the District. The Guidance staff are an integral part of the Tiered Learning System.
How do counselors assist families in supporting their child(ren)'s academic growth?	<p>A Family Connections Program is hosted by the Guidance staff. This program provides family support and camaraderie with other families. Topics such as discipline, changing family dynamics, helping your child succeed at school, staying healthy, and more are discussed.</p> <p>The Guidance staff provides a regular feature in the District's quarterly Newsletter highlighting ways that families can support their children socially, emotionally, and academically.</p>
How have counselors been trained to recognize bias or stereotypes?	Initial training occurred through licensure programs and continues to develop. Our Guidance staff regularly seeks out ways to continue their development in cultural awareness and culturally responsive practices. The Guidance staff have demonstrated additional training in mental health, GLBT, ELL, and disability awareness. The Guidance staff attends the Building the Heart of Successful Schools conference as well as other workshops and professional development opportunities throughout the year.
How have counselors supported the growth and awareness of bias and stereotypes to staff members?	Guidance staff takes a leadership role in advocating for equitable treatment and services for all students. They also provide in-house training to the staff on issues pertinent to equitable treatment of all students at the beginning of the school year during the back to school staff meetings and during the school year at in-service meetings. The Guidance staff meets with administration regularly to inform them of any concerns they may have regarding inequities in programming, materials, opportunities, or treatment that the Administrators may not be aware of.
In what ways does the counseling program ensure that all students have equal opportunities to programs, events, challenges, and career readiness 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 opportunities?	The Guidance staff has developed a comprehensive ACP (Academic Career Planning) program in grades 6-8 which includes a complete scope and sequence program. In addition, we offer field trips to ALL 7th and 8th grade students who are able to tour a technical and university college before entering high school. Our career program starts in JK for all students. Students in grades 6-8 also work in ILP's (Individual

	<p>Learning Plans) to build self-awareness, goal setting, and career planning. We also invite community guest speakers, business owners, and parents to reinforce the connection of school to work.</p>
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Section III: School Counseling PI-9.06 (1)(c) Findings

Curriculum

<b>Guiding Question</b>	<b>Findings</b>
<p>How does the Guidance curriculum implement the Wisconsin Comprehensive School Counseling Model?</p>	<p>The District uses the Model Academic Standards for School Counseling as the framework for the program and curricular objectives. The Model Academic Standards for School Counseling are an integral part of the planning and assessment of program events and student lessons. These Standards are displayed with any student project so that parents, students, and staff can see the alignment of what they are learning and doing to the Standards.</p>
<p>How are counseling and support services aligned with classroom curriculum, instruction, and assessment?</p>	<p>The Guidance staff are present at curriculum team meetings, student concerns meetings, Tiered Learning meetings, and other curriculum and program based meetings. They bring a strong social/emotional perspective to the curricular, assessment, and instructional discussion.</p>
<p>How is the counseling curriculum implemented in the JK4-8<sup>th</sup> grades?</p>	<p>Classroom guidance lessons are interdisciplinary and occur at all grade levels. Monthly Guidance topics for grade levels are aligned not only with the Model Academic Standards for School Counseling but also with Core Curriculum standards and classroom topics/area of study.                      Monthly topics include:                      September: Friendships                      October: Study Skills and Organization                      November: Conflict Resolution/Harassment/AODA                      December: Character Education and Development of Assets                      January: Feelings/Self-esteem/Stress Management                      February: Diversity                      March: Manners                      April: Protective Behaviors                      May: Career/ACP                      June: Handling Transitions and Change</p>

<p>How are students involved in Academic and Career Planning?</p>	<p>We have a comprehensive Career program starting in JK4. However, students in grades 6-8 are specifically involved in our ACP scope and sequence program. This program is aligned with DPI's recommendations and is comprehensive in nature including ILP development, assessments, student college tours, career speakers, student led parent meetings, Career Cruising (starting in 6th grade) Program, Career Fair, etc.</p>
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Section III: School Counseling PI-9.06 (1)(c) Recommendations/Strategies for Improvement

1. Annual review of our ACP program (delivery, participation and outcomes) with recommendations.
2. Continual professional development of school counseling staff and entire school staff regarding cultural competencies and diversity needs/issues.
3. Continue with school-wide Diversity Month celebration.
4. Possibly extend the Family Connections program, trying to include/invite more families.
5. Continue the use of co-teaching especially to help support students with special education needs and identified ELL needs.
6. Explore more ways to communicate with families of all students on how to support their child(ren) academically.
7. Continue to make policies, handbooks, and other information available in English and Spanish.
8. Continue to offer Spanish to teachers using Rosetta Stone.

## **SECTION IV**

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

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

In this section the District is asked to review participation trends in JK4-8<sup>th</sup> grade 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 an opportunity to ensure that:

- a. Students have a variety of athletic and extracurricular activities available, with necessary resources to make them accessible for all students.
- b. Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.
- c. Extracurricular and recreational activities are provided to meet the interests and abilities of diverse students, as evidenced by a range of activities offered and participation rates or an interest survey.
- d. School assemblies, special education programs and speakers reflect the diverse pluralistic nature of the school and the larger community.
- e. School emblems, mascots, team names and other symbols are free from racial ethnic, gender, disability or other type of bias or stereotyping.

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

Participation Rosters

Student Survey Responses from Educator Effectiveness

Parent, Teacher, Administrators, and Board Survey Responses from CESA 6 Walworth  
Comprehensive Report

Teacher, Administrators, and Board Survey Responses from the Walworth Joint District  
Diversity and Equity Survey

Section IV: Trends and Patterns of School District Support of Athletic Activities PI-9.06 (1)(e)  
Findings

Participation Trends and Patterns, District Support and Equitable Access, and Publications and Notice

<b><u>Guiding Question</u></b>	<b><u>Findings</u></b>
Are some groups underrepresented in athletic programs and activities?	Females have a lower participation in Interscholastic sports compared to their percentage of enrollment. The three year trend shows this gap is shrinking.
What are some factors that may influence enrollment in athletic programs and activities?	One factor may be the increased interest in soccer in our community, some students may choose to participate in soccer and forego scholastic athletics at that time. Another possible factor influencing enrollment might be participation fees and/or transportation after games or practice; however the District informs students that these factors should not deter them from participation and that we have resources to help them.
Are there procedures in place to collect participation data for athletic and activities by race and sex but not by disability and national origin? Are the procedures effective?	At this time, we are suggesting to move participation lists to Educlimber (an online data warehouse) which will break down the data for us in these areas. We have not done that yet, but can start with the 2017-2018 school year.
Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?	There are 6 Interscholastic Opportunities for females and 4 for males. At this time the number of opportunities compared to percentage of enrollment benefits the underrepresented gender.
Are opportunities comparable in type, scope, and support?	Opportunities are comparable in type, scope, and support.
Is equitable support provided for males and females in interscholastic athletic programs in the following areas: <ul style="list-style-type: none"> <li>• coaching and other staff salaries</li> <li>• provision of uniforms</li> <li>• equipment and supplies</li> <li>• scheduling of games and practice times</li> <li>• provision of transportation</li> <li>• opportunity to receive experienced coaching, academic tutoring, medical,</li> </ul>	<ul style="list-style-type: none"> <li>a. Coaching and other staff salaries <ul style="list-style-type: none"> <li>i. Yes</li> </ul> </li> <li>b. Provision of uniforms <ul style="list-style-type: none"> <li>i. Yes</li> </ul> </li> <li>c. Equipment and supplies <ul style="list-style-type: none"> <li>i. Yes</li> </ul> </li> <li>d. Scheduling of games and practice times <ul style="list-style-type: none"> <li>v. Yes</li> </ul> </li> <li>e. Provision of transportation <ul style="list-style-type: none"> <li>v. Yes</li> </ul> </li> <li>f. Opportunity to receive experienced coaching,</li> </ul>

<p>or other types of service</p> <ul style="list-style-type: none"> <li>• access to locker rooms, practice, and competitive facilities</li> <li>• publicity efforts</li> <li>• availability of pep band, cheerleaders, etc. for all teams?</li> </ul>	<p>academic tutoring, medical, or other type of services</p> <p>f. Yes</p> <p>g. Access to locker rooms, practice and competitive facilities</p> <p>i. Yes</p> <p>h. Publicity efforts</p> <p>i. Yes</p> <p>i. Availability of pep band, cheerleaders, pom pom, et cetera for all teams. Not Applicable</p> <p>j. Pep band plays equal Male and Female events as averaged over the past two years Not Applicable</p> <p>k. Cheerleading and Pom Poms cheer only for Flag Football and Boys Basketball, both Male events. Not Applicable</p>
Are school mascots, team names, and logos free from bias or stereotyping?	Yes, our school mascot, team name and logos are of a wildcat.
Does attendance at athletic events reflect the diversity of the students in the school?	Yes (anecdotal observations)
Do coaches receive training in recognizing and neutralizing bias or stereotyping to prevent bullying, hazing, and harassment of athletes?	Athletic Director suggests a short training during Fall Inservice to improve in this area.
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?	Yes, based on participation numbers and the absence of requests for new offerings.

Section IV: Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities PI-9.06 (1)(e) Recommendations/Strategies for Improvement

1. At this time, we are suggesting to move participation lists to Educlimber which will break down the data for us in these areas.
2. Athletic Director suggests a short training during Fall Inservice to improve in this area.
3. Periodically conducting surveys in order to determine whether athletic interests are being met by the current athletic program.

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

Participation Trends and Patterns, District Support and Equitable Access, and Publications and Notice

<b><u>Guiding Question</u></b>	<b><u>Findings</u></b>
Are some groups underrepresented in extracurricular and recreational programs and activities?	The intramural participation percentages have varied widely over the past three years (as seen above).
What are some factors that may influence enrollment in recreational programs and activities programs and activities?	One factor may be the increased interest in soccer in our community, some students may choose to participate in soccer and forego scholastic athletics at that time.
Are there procedures in place to collect participation data for recreational programs and activities by race and sex but not by disability and national origin? Are the procedures effective?	At this time, we are suggesting to move participation lists to Educlimber which will break down the data for us in these areas. We have not done that yet, but can start with the 2017-2018 school year.
Are recreational programs and activity opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?	The intramural participation percentages have varied widely over the past three years.
Are opportunities comparable in type, scope, and support?	Yes, the opportunities are very comparable in type, scope, and support.
What process is used to ensure that all public information regarding extracurricular, recreational and other program and activities is inclusive and free of bias, stereotyping and discrimination?	Materials are distributed to all students and translated.
Do special presentations, speakers, and programs reflect the diverse interests of students and the pluralistic nature of the school and the community?	Yes, these may include diversity presentations such as wheelchair basketball, character enhancement presentations such as Three Screens. Cultural Awareness classes.
Does attendance at recreational programs and activities reflect the diversity of the students in the school?	Yes (anecdotal observations)

Section IV: Trends and Patterns of School District Support of Extracurricular, and Recreational Activities PI-9.06 (1)(e) Recommendations/Strategies for Improvement

1. Develop an application process for starting up new student groups.
2. Keep data on student participation with regards to other extracurricular groups such as Art Club, Musicals, Band and Vocal Ensembles for review with the Diversity and Equity Committee.

## SECTION V

### Trends and Patterns of Awarding Scholarships and Other Forms of Recognition

#### PI-9.06 (1) (f)

##### Section IV: Trends and Patterns of Awarding Scholarships and Other Forms of Recognition PI-9.06 (1)

###### (f) Purpose

In this section the District is asked to review and evaluate the trends and patterns in student recognition of achievement, awards, or other forms of recognition and determine whether some groups of students are significantly underrepresented as recipients of those recognitions, awards or other forms of recognition. By evaluating this area, school districts will have an opportunity to ensure that:

- a. All forms of recognition are awarded in a way that does not discriminate.
- b. Information about award opportunities is accessible to all parents and students.
- c. Extracurricular and recreational activities are provided to meet the interests and abilities of diverse students, as evidenced by a range of activities offered and participation rates or an interest survey.
- d. Application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping.

##### Section IV: Trends and Patterns of Awarding Scholarships and Other Forms of Recognition PI-9.06 (1)

###### (f) Data and Evidence

The Frank J. Ontl Citizenship Award recipient roster. This award is presented to 8<sup>th</sup> graders.

The Administrators' Award recipient roster. This award is presented to 8<sup>th</sup> graders.

Section IV: Trends and Patterns of Awarding Scholarships and Other Forms of Recognition PI-9.06 (1)  
(f) Findings

Participation Trends and Patterns, Policy and/or Operational Procedures

<b><u>Guiding Question</u></b>	<b><u>Findings</u></b>
To what extent do the applications for awards reflect the overall composition of the student population by race, sex, national origin or disability?	All graduating students are encouraged apply for a citizenship award. All students are given an application.
What criteria does the district use in order to ensure or promote a representative distribution?	We have no set criteria for distribution.
What other efforts does the district undertake to ensure or promote a representative eligibility and distribution?	We do our best to distribute awards to a variety of recipients based on the amount of applicants.
What procedures are in place to track and analyze applications for and awarding of forms of recognition by protected class status?	The executive administrative assistant/secretary keeps a running record of awards distributed for every year.
What criteria are used in selecting recipients of awards, recognitions? Do they contain any bias, discrimination, or stereotyping that may exclude some groups?	There is a set rubric that is distributed with the award.
In regard to publication and notice, how does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize awards and explain how to pursue these opportunities?	The application process is shared with the parents when the students receive the award application.
How are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships?	The district's nondiscrimination policy is on the school's website.
Is the award process clearly defined and available to all students? Is such information available in languages other than English?	The award is distributed in written form. We also meet with the class to explain the process. We need a translated letter.

Section IV: Trends and Patterns of Awarding Scholarships and Other Forms of Recognition PI-9.06 (1)  
(f) Recommendations/Strategies for Improvement

1. Create criteria so as to promote a representative distribution.
2. Keep a record of the number of students and their information that apply for the Frank J. Ontl Citizenship award, not only those who receive the award.
3. Look at other 8<sup>th</sup> grade awards that are beneficial to our more diverse student populations.
4. Provide more encouragement and information to students and their parents regarding 8<sup>th</sup> grade awards.

## SECTION VI

### Evaluation of the Process

#### Section V: Evaluation on the Process

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 the process, the district will have an opportunity to:

- a. Evaluate whether the self-evaluation was comprehensive and whether there was inclusive and broad-based participation.
- b. 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.
- c. Identify, develop and rely upon resources that will assist in achieving the district's equity goals.

#### Section V: Evaluation on the Process Findings

##### Methods

<b><u>Guiding Question</u></b>	<b><u>Findings</u></b>
What were the methods used in conducting the self-evaluation?	The review was based on obtaining available data and the primary sources of information.
How did teachers, students, parents, school administrators and residents participate in the self-evaluation process?	Teachers and staff assisted in compiling data and writing the report; Teachers, staff, Board of Education, parents, and students participated in responding to surveys as well as having opportunities to review the report and provide recommendations.
How was notification to participate in the self-	Notification was provided through distributed

evaluation process made available to each group?	agendas, on the District’s website, through email, and through individual communication and at school registration.
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Section V: Evaluation on the Process Findings

Diversity

<b><u>Guiding Question</u></b>	<b><u>Findings</u></b>
Did the participants in the evaluation reflect the diversity within the school?	The individuals selected to collect data, review data, and write the report sections were the most knowledgeable about the programs in the District, representing various expertise, cultural backgrounds, and interests. Participants self - selected to provide feedback on the report. These individuals represented various backgrounds and cultural groups.
Did the participants in the evaluation reflect the diversity within the community?	Participants reflected various cultural backgrounds, gender, and ages similar to the community.
Was the notification of the opportunity to participate in the self –evaluation process published in other languages in addition to English?	The notification on the website was provided in both Spanish and in English. The parent survey was given in both English and Spanish.

Section V: Evaluation on the Process Findings

Outcomes

<b><u>Guiding Question</u></b>	<b><u>Findings</u></b>
How will staff and others learn about the PI-9 self-evaluation findings?	The report will be approved at a Board meeting and public comments will be available. The report will

	<p>be posted on the District’s website and emailed to each staff member. There will also be a notice in the Summer Quarterly Newsletter. The report will be made available to staff members electronically through a shared drive and available in hard copy in the District Office.</p>
<p>Who will be responsible for monitoring the “Recommendations for Improvement”?</p>	<p>The task to monitor the “Recommendations for Improvement” will be part of the work of the Diversity and Equity Committee.</p>

Section V: Evaluation on the Process Findings

Recommendations/Strategies for Improvement

1. Begin to collect data in the summer of 2017 for the next required Pupil Non-Discrimination Report.
2. Continue to increase the communication from District to Parents and Community in Spanish and English.
3. Provide an annual report to the Board of Education on the status of the recommendations made in this report.