

**PUPIL NONDISCRIMINATION SELF-EVALUATION REPORT  
(s. 118.13, PI 9)**

**School District of Mellen**

**Approved by School Board on: 11/15/2023  
Cycle IV**

PI 9 District Designee:

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## **SECTION I - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-9.06(2)**

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

<b>Name</b>	<b>Position</b>
Rhonda Elmhorst-Friemoth	Superintendent
Heidi Stricker	Principal
Corey Lake	Assistant Principal
Don Moreland	Athletic Director
Tom Ernest	Counselor
Kristi Nortunen	Administrative Assistant
Jennifer Peters	Student Services Secretary

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

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

- Review of previous Pupil Nondiscrimination Report (8/1/23 and 8/3/23)
- Development of Pupil Nondiscrimination Report Template (8/3/23 and 8/11/23)
- Discussion item at Administrative team meetings (8/22/2023) Rhonda Elmhorst-Friemoth, Heidi Stricker, Kristi Nortunen and Rachele Watson
- Student Climate Surveys completed (Fall 2023) Tom Ernest, Heidi Stricker
- Discussion item for office meetings (8/21/2023 and 9/11/2023) Rhonda Elmhorst-Friemoth, Heidi Stricker, Kristi Nortunen, Rachele Watson and Jennifer Peters
- Analysis of Enrollment Trends in Classes and Programs (10/13//23) Rhonda Elmhorst-Friemoth, Heidi Stricker and Tom Ernest
- Analysis of Methods, Practices, Curriculum and Material Used in Counseling (10/18/23)
- Rhonda Elmhorst-Friemoth, Heidi Stricker and Tom Ernest
- Analysis of Trends and Patterns of Disciplinary Actions, Including Suspensions, Exclusions and Handling of Pupil Harassment (10/26/23) Rhonda Elmhorst-Friemoth, Heidi Stricker and Corey Lake
- Analysis of Trends and Patterns of School District Support of Athletic, Extracurricular and Recreational Activities (10/31/23) Rhonda Elmhorst Friemoth, Heidi Stricker and Don Moreland

- Analysis of School Board Policies and Administrative Procedures (10/13/23 and 11/3/23) Rhonda Elmhorst-Friemoth and Kristi Nortunen
- Analysis of Trends and Patterns in Awarding Scholarships and Other Forms of Recognitions and Achievement (11/1/23) Rhonda Elmhorst-Friemoth, Heidi Stricker and Tom Ernest
- Conversations held with students throughout the year with Principal and Counselor

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

- Review opportunity with pupil services (08/22/2023)
- Copy of report and data provided to school board members (11/15/2023)
- Report posted on district website (12/20/2023)

## **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 and ensure that all students are college or career ready on graduation.

**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 has been achieved with the procedural requirements established under section 118.13 of the Wisconsin Statutes. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

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

**CYCLE III**: In 2006, the department reviewed the self-evaluation process and determined that information on all but three of the required elements identified in PI 9.06 were being collected by school districts and submitted to the department as part of other reporting requirements. The three elements are:

- "...methods, practices, curriculum, and materials used in counseling..." (PI 9.06(1)(c), Wis. Admin. Code)
- "trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis.Admin. Code).
- "Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district" (PI 9.06(1)(f), Wis. Admin. Code)

In 2006-07 and 211-12, school districts were required to complete Cycle III of the self-evaluation focusing on these three elements. Cycle III continues for 2016-2017, requiring school districts to evaluate these elements, create an evaluation report and assure the department of their work.

**CYCLE IV:** In 2023, the department reviewed the self-evaluation process and determined that all eight areas of the required elements identified in PI 9.06 be collected by school districts and submitted to the department as part of other reporting requirements. The eight elements are:

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

### **SECTION III - Legal Basis for an Equity Planning Process for Creating Equity in Wisconsin Schools**

<b>Wisconsin State Statute 118.13</b>	<b>Administrative Rule PI 9.06</b>
<p><b>118.13 Pupil discrimination prohibited.</b> (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 -Ancestry -Sexual orientation</li> <li>-Race</li> <li>-Religion</li> <li>-National Origin</li> <li>-Creed</li> </ul>	<p><b>PI 9.06 Evaluation.</b> (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.</p> <p>The evaluation shall include the following:</p> <p>a) School board policies and administrative procedures.</p>

<p>-Pregnancy, marital or parental status -Physical, mental, emotional or learning disability</p>	<p>b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. (2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. (3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>
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**SECTION IV: School Board Policies and Administrative Procedures PI 9.06(1)(a)**

The purpose of this section is to ask the district to examine the school board policies and administrative guidelines to determine whether policies and administrative guidelines are in alignment with the requirements of Wis. Stat. §118.13. By evaluating this area, school districts will have an opportunity to:

1. Ensure that the board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.
2. The policies include all protected categories listed under Wis. Stat. §118.13.
3. The policies specifically address harassment, or there is a separate anti-harassment policy.
4. The policies are easily understood and accessible to all staff, students and parents/guardians.
5. The policies are published annually in a class 1 legal notice.
6. An employee has been designated to receive Wis. Stat. §118.13 discrimination complaints.
7. The name and address of the designated employee is published annually in a class 1 legal notice.
8. The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.

9. The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent within 30 days and of the procedures for making the appeal.
10. The complete complaint procedure is included in all student and staff handbooks.
11. The procedure is effective in resolving pupil discrimination complaints.

## Areas of Evaluation

Data Examined	Analysis and Supporting information	Findings	Recommendations
School board policies related to pupil nondiscrimination	<p>po2260 Nondiscrimination and Access to Equal Education Opportunity</p> <p>po2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability</p> <p>ag2260.01A Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification</p> <p>ag2260.01B Section 504/ADA Parent's Procedural Rights</p> <p>ag2260.01C 504/ADA Prohibition Against Disability Discrimination in Employment</p> <p>po2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities</p> <p>ag2266</p>	<p>po2260 Addresses all District Activities, contains all protected categories, it is easily accessible, the discrimination complaint procedure includes written acknowledgement within 45 days and final resolution within 90 days, the discrimination complaint procedure provides notification of the right to appeal but does not state to complete within 30 days.</p> <p>po2260.01 Address prohibition of discrimination based on disability, it is easily accessible, the discrimination complaint procedure includes written acknowledgement upon receipt of the complaint as soon as possible and completion of the investigation within 15 days, the discrimination</p>	Policies that don't specifically state the 30 day notice for appeal and/or written acknowledgement within 45 days and final resolution within 90 days should be updated to include that specific language

	<p>Nondiscrimination on the Basis of Sex in Education Programs or Activities</p> <p>po5517 Student Anti-harassment</p>	<p>complaint procedure provides notification of the right to appeal but does not state to complete within 30 days.</p> <p>ag2260.01 A, B, and C Address the complaint procedures for Section 504/ADA</p> <p>po2266 Address prohibition of discrimination based on sex, it is easily accessible, the discrimination complaint procedure includes written acknowledgement upon receipt of complaint and completion of the investigation within 90 days, the discrimination complaint procedure provides notification of the right to appeal within 5 days with the Title IX Coordinator.</p> <p>ag2266 Provides definitions, report procedures, the grievance process, supportive measures, role of advisors, possible remedies, and training</p> <p>po5517 Addresses all</p>	
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		District Activities, it is easily accessible, the discrimination complaint procedure includes written acknowledgement within 45 days and final resolution within 90 days, the discrimination complaint procedure provides notification of the right to appeal but does not state to complete within 30 days.	
Annual class 1 legal notice	ag2260D Notice of Nondiscrimination Form 2260F8 Notice of Nondiscrimination	ag2260D provides guidelines for notice Form 2260F8 is the notice that is to be published	Add Form 2260F8 to website under staff and family forms
Discrimination complaint procedures	<p>po2260 Nondiscrimination and Access to Equal Education Opportunity</p> <p>po2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability</p> <p>ag2260.01A Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification</p> <p>ag2260.01B Section 504/ADA Parent's Procedural Rights</p> <p>ag2260.01C 504/ADA Prohibition Against</p>	<p>po2260 Addresses all District Activities, contains all protected categories, it is easily accessible, the discrimination complaint procedure includes written acknowledgement within 45 days and final resolution within 90 days, the discrimination complaint procedure provides notification of the right to appeal but does not state to complete within 30 days.</p> <p>po2260.01 Address prohibition of discrimination based on disability, it is easily</p>	Policies that don't specifically state the 30 day notice for appeal and/or written acknowledgement within 45 days and final resolution within 90 days should be updated to include that specific language

	<p>Disability Discrimination in Employment</p> <p>po2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities</p> <p>ag2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities</p> <p>po5517 Student Anti-harassment</p>	<p>accessible, the discrimination complaint procedure includes written acknowledgement upon receipt of the complaint as soon as possible and completion of the investigation within 15 days, the discrimination complaint procedure provides notification of the right to appeal but does not state to complete within 30 days.</p> <p>ag2260.01 A, B, and C Address the complaint procedures for Section 504/ADA</p> <p>po2266 Address prohibition of discrimination based on sex, it is easily accessible, the discrimination complaint procedure includes written acknowledgement upon receipt of complaint and completion of the investigation within 90 days, the discrimination complaint procedure provides notification of the right to appeal within 5 days with the Title IX Coordinator.</p> <p>ag2266 Provides definitions, report procedures, the grievance process,</p>	
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		<p>supportive measures, role of advisors, possible remedies, and training</p> <p>po5517 Addresses all District Activities, it is easily accessible, the discrimination complaint procedure includes written acknowledgement within 45 days and final resolution within 90 days, the discrimination complaint procedure provides notification of the right to appeal but does not state to complete within 30 days.</p>	
Employee designated to receive discrimination complaints	<p>po2260 Nondiscrimination and Access to Equal Educational Opportunity</p> <p>po2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability</p> <p>ag2260.01A Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification</p> <p>ag2260.01B Section</p>	<p>po2260 has the title, phone, and address of CO</p> <p>po2260.01 has the title, phone, and address of CO</p> <p>ag2260.01A does not list CO</p> <p>ag2260.01B does not list CO but references the procedures in po2260.01</p> <p>ag2260.01C does not list CO</p> <p>po2266 has the title, phone, and address of</p>	Form 2260 F8 should have title not name and no email

	<p>504/ADA Parent’s Procedural Rights</p> <p>ag2260.01C 504/ADA Prohibition Against Disability Discrimination in Employment</p> <p>po2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities</p> <p>ag2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities</p> <p>po5517 Student Anti-harassment</p> <p>Form 2260F8 Notice of Discrimination</p>	<p>CO</p> <p>ag2266 has the title, phone, and address of CO</p> <p>po5517 has the title, phone, and address of CO</p> <p>Form 2260F8 has name, address, email, and phone number of CO</p>	
Type of training in discrimination law and complaint investigation that all staff, students, and parents/guardians receive	Inservice Agenda School Website	Mandatory Title IX Training Modules for staff Mandatory Civil Rights Training for FS staff Title IX Training posted on Website for student and parents/guardians	Incorporate a formal training for students and parents/guardians
Review student and staff handbooks	Student Handbook Professional Staff Handbook Support Staff Handbook Substitute Handbook Custodial Manual Mentoring Program Guide Youth Mentoring Guide	Student, PS, SS, Sub Handbook contains the nondiscrimination statement, the complaint procedure and references the associated policies Mentoring, Custodial Manual, and Youth Mentoring does not contain any language	Add language to Mentoring, Custodial Manual, and Youth Mentoring Guide

Review course selection handbooks and other materials distributed to the public	MS Course Guide HS Course Guide WBL Manual 1-1 Technology Guide G&T Guide Coaches Handbook Athletic Code	MS and HS Course Guides include DEI statement Coaches Handbook has anti-harassment and USDA nondiscrimination statement complaint procedure Athletic Code contains the nondiscrimination statement, anti-harassment and references corresponding policy, Title IX complaint procedures and USDA nondiscrimination statement complaint procedure	Add nondiscrimination language to MS and HS Course Guides, WBL Manual, and 1-1 Tech Guide
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**SECTION V: Enrollment Trends in Classes and Programs PI 9.06(1)(b)**

The purpose of this section is to ask the district to examine the enrollment trends in PK-12 classes and programs to determine whether all students are being included in the learning process. By evaluating this area, school districts will have an opportunity to:

1. Determine if significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.
2. Particular programs and courses that merit attention include advanced and/or college preparatory classes, talented and gifted programs, and vocational education classes and programs.

**Areas of Evaluation**

Data Examined	Analysis and Supporting information	Findings	Recommendations
Collect course program enrollment data for the past three years	PS SIS Course Enrollment	34 students enrolled in dual credit 18 students in advanced standing	We have limited offerings due to our size. Explore virtual options

		24 students enrolled in college prep classes	for advanced progress courses
Disaggregate data based on race, sex, national origin and disability	PS SIS Course Enrollment	Of the 34 students enrolled in dual credit courses, 20 were female and 14 were male. There were no SpEd students Of the 18 students enrolled in advanced standing 2 were female and 16 were male and 3 were SpEd Of the 24 students enrolled in college prep 19 were female and 5 were male; 1 SpEd	Encourage and support more SpEd students to enroll in advanced standing courses and more males to enroll in college prep coursework
Compare class and program data with overall enrollment data	PS SIS Course Enrollment	21% enrolled in dual credit 11% enrolled in advanced standing 15% enrolled in college prep	In order for our students to be college and career ready we need to provide more opportunities for advanced progress courses and support student to enroll Continue ACP work
Identify discrepancies sufficiently large enough to warrant further examination (>5% disparity)	PS SIS Course Enrollment	There are more female students enrolled in advanced progress than males and very few SpEd	Encourage and support more SpEd students to enroll in advanced standing courses and more males to enroll in college prep coursework
Identify factors that may influence enrollment, including eligibility criteria	PS SIS Course Enrollment Course Guides	We have had turnover in Math and English positions Course numbers fluctuate due to interest, class sizes and scheduling	Work to attract and retain quality teachers Provide for more flexibility in the master schedule

## SECTION VI: 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 no forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.
2. Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.
3. Teachers and counselors demonstrate high expectations of all students.

### Areas of Evaluation

Data Examined	Analysis and Supporting information	Findings	Recommendations
Review course outlines and curriculum selection guides/processes to ensure a variety of offerings, teaching methodologies and the absence of bias or stereotyping	The process of selection of materials involves the identification of research based materials; attending webinars and networking with other professionals in the selection process.	The process has been somewhat organic in nature.	The District will adopt a more formal process for the curriculum selection procedure.
Assess the district's policies and practices regarding equality in methods, practices, and materials used for testing and evaluation of students	All students PK-12 are screened two times per year using the b.e.s.t. screener.	The b.e.s.t. screener is research based and norm referenced... All professional staff have received training in the b.e.s.t. screener.	The District will strive to hire a Mental Health Coordinator to oversee the results of the screening and develop appropriate interventions as needed. Staff have identified the need for individuals that have inside knowledge of the child to be involved in the screening process.

Determine whether opportunities are available for students to explore new, “nontraditional” careers or higher wage opportunities	The review included the ACP program, Xello scope and sequence, post-secondary planning for seniors,	The District's ACP program includes career exploration in various pathways, college visits, Military Presentations, job shadowing..	The District will connect with local businesses to provide information to students regarding career opportunities.
Review counseling materials to ensure the absence of bias or stereotyping	Second Step Sources of Strength Responsive Classroom Developmental Design  These materials were reviewed for offerings, methodologies, bias, and stereotyping.	All these instructional materials are research based, CASEL aligned, free of bias and stereotyping; provide a variety of offerings and teaching methodologies.	We recommend the continued use of these materials.

**SECTION VII: Trends and Patterns of Disciplinary Actions, Including Suspensions, Expulsions and Handling of Pupil Harassment PI 9.06(1)(d)**

The purpose of this section is to ask the district to examine trends and patterns of disciplinary actions, including suspension, expulsion and handling of pupil harassment to determine whether all students are being treated equitably. By evaluating this area, school districts will have an opportunity to:

1. Ensure disciplinary measures, including suspension and expulsions are applied consistently to all students.
2. Alternative educational opportunities are provided for children in the district who are expelled.
3. The pupil nondiscrimination policies either address harassment or there is a separated anti-harassment policy.
4. The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.
5. Responses to harassment are prompt, firm, and effective.
6. Staff, students and parents/guardians are aware of how to file a complaint of harassment.
7. Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.)



## Areas of Evaluation

Data Examined	Analysis and Supporting information	Findings	Recommendations
Review expulsions, suspensions and other disciplinary measures for the last three years	Board Minutes PowerSchool SIS Log Entries	There have been zero expulsions Of the 1 suspensions, 1 were OSS and 44 were ISS	Make sure that any potential expulsions follow the state guidelines very specifically
Disaggregate data based on the basis of race, sex, national origin, and disability	Board Minutes PowerSchool SIS Log Entries	Of the 45 suspensions 13 were female, 31 were male. 39 were white, 5 were of other races. 9 were SpEd, 35 were non-SpEd	Continue to follow current procedures for suspensions Continue with behavior intervention measures
Compare with overall enrollment data	Board Minutes PowerSchool SIS Log Entries and Enrollment	Of the 28 different students this represents 3% of the enrollment	None
Identify discrepancies sufficiently large to warrant further examination (>5%)	Board Minutes PowerSchool SIS Log Entries	Of the 44 suspensions, 70% were male, 30% were female, 89% were white, 11% were of other races, 20% were SpEd	Although there are more males than females being suspended, the data shows “repeat offenders”
Review school reports and practices to determine whether consequences for all groups are identical for the same infraction	Board Minutes PowerSchool SIS Log Entries Behavior Intervention Flowchart	Of the 44 suspensions, 70% were male, 30% were female, 89% were white, 11% were of other races, 20% were SpEd	The consequences follow the code of conduct; no changes recommended
Develop and implement strategies to ensure that disciplinary measures are consistently applied	Student Handbook po5517.01 Bullying ag5517.02 Transgender and Non-Conforming Students po2260.01 Section 504/ADA Prohibition	All documents contain pupil nondiscrimination language All strategies follow recommended practices	The consequences follow the code of conduct; no changes recommended

	Against Discrimination Based on Disability ag2260.01A Section 504/ADA Prohibition Against Discrimination Based on Disability Behavior Intervention Flowchart		
Review anti-harassment policies	po5517 Student Anti-Harassment See Section IV	Policy contains pupil nondiscrimination language	See Section IV
Review pupil harassment complaints to determine whether complaints are effectively and promptly addressed	po5710 Student Complaints PS Report	There has only been one formal complaint filed in the past three years; successfully resolved	None
Review ways in which information regarding harassment, anti-harassment policies and complaint procedures are disseminated	Board Minutes PowerSchool SIS Log Entries Handbooks Guides Website Counselor Office	Some handbooks/guides do not contain nondiscrimination language see Section IV	See Section IV Work on implementation of a Bullying Prevention Program
Determine where students learn about these issues	Handbooks Guides Website Counselor Office	Information is currently available but not explicit taught	Implement discussion regarding these topics during Digger Time

**SECTION VIII: Trends and Patterns of School District Support of Athletic, Extracurricular and Recreational Activities PI 9.06(1)(e)**

The purpose of this section is to ask the district to examine trends and patterns of school district support of athletic, extracurricular and recreational activities to determine whether all students are being treated equitably. By evaluating this area, school districts will have an opportunity to:

1. Ensure that students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.
2. Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.
3. School provides extracurricular and recreational activities to meet the interests and

abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey.

4. School assemblies, special programs and speakers reflect the diverse and pluralistic nature of school and the larger community.

### Areas of Evaluation

Data Examined	Analysis and Supporting information	Findings	Recommendations
Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years	WIAA Participation Reports	We have a high participation in programs and activities.	Continue with no fees for participation
Disaggregate data based on race, national origin, sex and disability	WIAA Participation Reports Game Programs Student Demographics in PS	We have a very high participation rate in comparison to other schools for race, national origin, sex and disability	As a small rural school in Northern WI we don't tend to have a lot of diversity in our student populations.
Compare data with overall enrollment	WIAA Participation Reports Enrollment in PS	About 80% of our students participate in athletic programs/activities	Continue to encourage participation in extracurricular activities
Identify any factors that might influence participation	Enrollment Reports from Wisedash Student Demographics in PS	When enrollments decrease participation numbers decrease We have a very high participation rate in comparison to other schools Religious restrictions on participation	Continue to remove any barriers to participation i.e. transportation, funds to purchase additional equipment
Review separate programs in interscholastic athletics for boys and girls to ensure that they are comparable in type, scope, and support	Athletic Code Athletic Offerings	Athletic Code is the same for males and females Male sports offered: CC, Football, Basketball, Baseball, Track, Golf Female sports offered:	Continue with the equitable practices in procedures currently place

		CC, Volleyball, Basketball, Gymnastics, Softball, Track	
Review guidelines and procedures to assess the athletic and other extracurricular interests of students	Athletic Committee meeting minutes Board Meeting minutes	Athletic Director reviews requests Athletic Committee determines whether to make recommendation Board Members vote on implementation	Survey students on potential areas of interest
Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities	Athletics sign up sheets Game Rosters		Survey students on potential areas of interest
Review special presentations and programs to determine if they reflect the diverse interests of students	Athletic Banquets Sportsmanship Summit	All sports are equitably represented Selection of participants for Sportsmanship are representative of the diversity of our student athletes	Athletic Hall of Fame to honor diversity in our participation

**SECTION IX: Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement PI 9.06(1)(f)**

**Areas of Evaluation**

The purpose of this section is to ask the district to examine trends and patterns in awarding scholarships and other forms of recognition and achievement to determine whether all students are being treated equitably. 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.
2. Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.
3. Information about award opportunities is accessible to all parents/guardians and students.
4. Application materials, eligibility criteria and award information are free of bias, discrimination and stereotyping.

**Areas of Evaluation**

<b>Data Examined</b>	<b>Analysis and Supporting information</b>	<b>Findings</b>	<b>Recommendations</b>
Collect data on award recipients and applicants for the last three years	Graduation Programs include list of Scholarships and Awards Counselor Files	The majority of the scholarships that are awarded are selected by the sponsors of the scholarship The Athletic Committee selects individuals for the athletic related scholarships. The Scholarship Committee selects the other recipients based on requirements in the application	Develop a rubric for locally determined scholarship recipients
Disaggregate data based on race, national origin, sex and disability	Graduation Programs include list of Scholarships and Awards Counselor Files	Of the 69 scholarships awarded over the past three years were 48 female, 21 were male. 61 were white, 8 were of other races. 0 were SpEd, 69 were non-SpEd. There have been only 3 SpEd students going on to post-secondary education in the past 3 year	Encourage and provide support for SpEd students in the application of scholarships
Compare data with overall enrollment	Graduation Programs include list of Scholarships and Awards Counselor Files PS SIS data	Of the scholarships recipients this represents 35% of the enrollment. This is not proportional to the percentage (60%) of students that are college/tech bound. The students that applied are the ones receiving scholarships	Encourage all students that are college/tech bound to apply for scholarships
Identify discrepancies	Graduation Programs	Of the 69 scholarships	Although there are

sufficiently large to warrant further examination (>5%)	include list of Scholarships and Awards Counselor Files	awarded 48 females, 21 were male.	more females than males receiving scholarships, the data shows “repeat recipients”
Review application materials, criteria used for selection and eligibility, and the way in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping	Application materials Counselor files	Guidance Counselor meets with the entire class, shares all the information (Google Folder with all of the applications), and emails all parents/guardians	There is no bias, discriminations, or stereotyping in these procedures

**SECTION X: School district efforts to achieve quality of education opportunity and nondiscrimination PI 9.06(1)(g)**

The purpose of this section is to ask the district to examine school district efforts to achieve quality of education opportunity and nondiscrimination to determine whether all students are being treated equitably. By evaluating this area, school districts will have an opportunity to:

1. Ensure significant progress is made in closing academic achievement gaps.
2. Every staff member demonstrates high expectations for all students.
3. An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.
4. The school environment is welcoming to all students and parents/guardians who visit the building.
5. Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

**Areas of Evaluation**

<b>Data Examined</b>	<b>Analysis and Supporting information</b>	<b>Findings</b>	<b>Recommendations</b>
Review local plans to achieve equality of educational opportunity for success	PD Plan 2023-24 District Strategic Plan 100 Day Roadmap Title 1 Plan	PD Plan focus on engaging students all through high quality instruction	Continue to achieve equality of educational opportunities for ALL students

<p>and ongoing challenges or barriers</p>	<p>Master Schedule Alternative Education Program Course Description Guide Student Handbook</p>	<p>TSS practices training for paraprofessionals Strategic Plan Goal 1: Academic Excellence and Education Equity 100 Day Roadmap Academic Goals aligned with Strategic Plan Master Schedule offers a variety of options for all students along with a tiered study hall to support all learners Alternative Education Program provides support for our at risk population Course Description Guide offers a variety of course options for all students Student Handbook include the District's Statement on Diversity, Inclusion and Equity</p>	
<p>Collect achievement data and disaggregate based on race, sex and disability</p>	<p>State Report Card 2022-23</p>	<p>State Report Card reveals a discrepancy in test participation between SpEd and NonSpEd students; more LSES students are basic in Math and ELA than nonLSES; Male students perform better in Math and ELA than female students; overall NonSpEd students perform better than SpEd students in Math and ELA</p>	<p>Participation in MS Math Consortium to dig into the Math performance Participation in HS ACT preparation to identify areas in need of improvement in preparation for the Math portion of the ACT Working with families to have SpEd students not opt out Staff training in the DLM version of the Forward Exam</p>
<p>Identify any achievement gaps</p>	<p>State Report Card 2022-23</p>	<p>State Report Card reveals a discrepancy in test participation</p>	<p>Participation in MS Math Consortium to dig into the Math</p>

		<p>between SpEd and NonSpEd students; more LSES students are basic in Math and ELA than nonLSES; Male students perform better in Math and ELA than female students; overall NonSpEd students perform better than SpEd students in Math and ELA</p>	<p>performance Participation in HS ACT preparation to identify areas in need of improvement in preparation for the Math portion of the ACT Working with families to have SpEd students not opt out Staff training in the DLM version of the Forward Exam</p>
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**SECTION XI: School District Technology, Including Electronic Communications by School District Staff PI 9.06(1)(h)**

The purpose of this section is to ask the district to examine school district technology including electronic communication by school district staff to determine whether all students are being treated equitably. By evaluating this area, school districts will have an opportunity to:

1. Ensure that school district technology and electronic communication is accessible by parents and students.

**Areas of Evaluation**

<b>Data Examined</b>	<b>Analysis and Supporting information</b>	<b>Findings</b>	<b>Recommendations</b>
<p>Acceptable Use Policies PS email listings Device distribution lists</p>	<p>Staff and students acceptable use policies are distributed each school year and accessible online All staff and students K-12 are assigned a school email All office and professional are provided a device all students 6-12 are</p>	<p>District technology and electronic communication is well supported within the facility due to sufficient WiFi Barriers exists outside of the school due to lack of reliable internet</p>	<p>We will continue to provide STARLink services as long as funding is provided</p>



	assigned a device 1-1 K-5 students devices are housed in the classroom		
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## SECTION XII: 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. Ensure that students, teachers, administrators, parents and community members actively participated in the self-evaluation process.

### Areas of Evaluation

Data Examined	Analysis and Supporting information	Findings	Recommendations
Evaluate the degree of meaningful inclusion of participants in the self-evaluation process	Separate meetings held for each section Surveys from all stakeholders were used Student Council	Separate meetings allowed for focus on individual topics Surveys allowed for input from parents/guardians, community members, teachers and students Student Council provided feedback on student handbook	Work with the Home and School Association to allow more direct and specific parent/guardian input
Do the participants include teachers, students, school administrators, parents/guardians and residents?	All stakeholders received surveys	Surveys were sent via email to all	Provide for in person opportunities for feedback
Do the participants	All stakeholders	All participants were	Provide for in person

reflect the diversity within the district and within the community?	received surveys	provided opportunity for input	opportunities for feedback
Parents/guardians, students and residents are included in a way that does not require review or release of confidential information	Provide for in person opportunities for feedback	Surveys allowed for anonymity option	None