

**DPI**  
**Pupil Nondiscrimination**  
**Self-Evaluation Report:**  
**Cycle IV – 2011-2012**

**Waupaca School District**

**Approved by the School Board on**  
**May 8, 2012**

**PI 9 District Designee:**  
**Susan Davenport Director of Instruction**  
**515 School Street, Waupaca 54981**

**District Phone Number – 715-258-5-4121**  
**District FAX Number – 715-258-4245**  
**[sdavenport@wsd.waupaca.k12.wi.us](mailto:sdavenport@wsd.waupaca.k12.wi.us)**

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program Consultant  
Phone 608-267-9157

## **TABLE OF CONTENTS**

- ❖ **Section I - General Overview Of PI-9 Pupil Nondiscrimination**
  - **Introduction To The Pupil Nondiscrimination Self Evaluation**
  - **Wisconsin State Statute 118.13**
  
- ❖ **Section II - Contributors To The Self Evaluation Report**
  
- ❖ **Section III - Method, Practices, Curriculum And Materials Used In School Counseling 9.06(1)c**
  
- ❖ **Section IV - Participation Trends And Patterns And School District Support Of Athletic, Extracurricular And Recreational Activities 9.06(1)e**
  
- ❖ **Section V - Trends And Patterns in Awarding Scholarships And Other Forms Of Recognition And Achievement Provided Or Administered By The District 9.06(1)f**
  
- ❖ **Section VI - Methods Used In Conducting an Evaluation 9.06(2)**
  
- ❖ **Section VII – Written Report PI-9.06(3)**

## Section I - General Overview of PI-9 Pupil Nondiscrimination

### Introduction to the Pupil Nondiscrimination Self Evaluation

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

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

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

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

**CYCLE III:** In 2006-2007 districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report and assure the department of their work:

- “...methods, practices, curriculum, and materials used in... counseling...” (PI .05(1)(C), Wis. Admin. Code)
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code)
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).

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

## Wisconsin State Statute 118.13 and Administrative Rule PI-9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<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</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><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. 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 patters 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 Report  
PI-9.06(2)**

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

<b>Name</b>	<b>Position</b>
<b>David Poeschl</b>	<b>District Administrator</b>
<b>Susan Davenport</b>	<b>Director of Instruction / Elem. Principal</b>
<b>Carl Eggebrecht</b>	<b>High School Principal / Athletic Director</b>
<b>Jeff Dolski</b>	<b>High School Counselor</b>
<b>Susan Dolski</b>	<b>Elementary School Counselor</b>
<b>Ryan Bahnamen</b>	<b>Elementary School Counselor</b>
<b>Dawn Biba</b>	<b>Middle School Counselor</b>
<b>Sandy Dear</b>	<b>Data Technician</b>
<b>Lenora Abrams</b>	<b>Guidance Secretary</b>
<b>Robert Becker</b>	<b>High School Principal</b>
<b>John Erspamer</b>	<b>Elementary Principal</b>
<b>Maureen Markon</b>	<b>Director of Special Education</b>
<b>Ben Rayome</b>	<b>Middle School Principal</b>
<b>Jim Richmond</b>	<b>Career &amp; Tech Ed Coordinator</b>

With additional support from the secretarial staffs at Chain O' Lakes Elementary, Waupaca Learning Center, the Middle School and the High School.

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

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

- Open meeting portion of a scheduled school board meeting
- Individual meetings with staff
- Group meetings with school counselors
- Discussion item at administrative meetings
- Newsletter article/announcement
- Principal bulletins article/announcement

## **Opportunities to Participate in the Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-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:

- Board Meeting packet information posted on line
- Open meeting portion of a scheduled school board meeting
- Staff meeting for school personnel
- Discussion item at an administrative meeting
- Agenda posting as public notice in local newspaper and on local radio
- Principal bulletins article/announcement

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

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 instruction, counseling, and student assessment 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 curriculum, student assessment, instructional methods or techniques, and 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

**1. Is the school counseling department currently trained in the Wisconsin School Counseling Comprehensive Model (WCSCM)? If yes, what has been the outcome of that involvement?**

Findings	Our K12 counseling team has been trained in Levels 1 and 2 in WCSCM. The coordination of our K12 curriculum has resulted in an all-encompassing, vibrant school counseling program that impacts all students. Students in grades K-8 have regular guidance lessons covering the 16 strands in the K-12 Comprehensive School Counseling Program. In addition to conferences designed to meet the specific needs for ALL families in 8 <sup>th</sup> , 10 <sup>th</sup> , and 12 <sup>th</sup> grade, we offer junior post-secondary night, a financial aid workshop, Wiscareers presentations, job-shadows, career speakers, Reality Store, and a host of other activities. We track our parent assessments after each presentation in order to refine and improve from year-to-year. We also maintain data with each graduating class to determine the post secondary direction of all students.
Analysis and Supporting Information	K12 WCSCM Curriculum binder
Recommendations	Level 3 Wisconsin School Counseling Comprehensive Model (WCSCM) Training

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

Findings	The district pupil nondiscrimination statement is included in the course registration booklet, students handbook, on the district website, and athletic registration materials
Analysis and Supporting Information	Course Registration Booklet, district website, Student Handbook

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

Findings	All counselors in the district follow the WCSCM. The district has very high expectations for the counselors to be sensitive to these concerns. Counselors are continuously monitored and evaluated. Membership in the Wisconsin School Counselor Association and national professional counseling organizations assist the counselors in staying current.
----------	---

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

Methods & Practices	The districts' Special Ed/ELL Director ensures services and interpreters are in place when needed. The School Psychologist will do the requisite testing using the ACCESS instrument and provide information directly to the teachers to assist in developing a plan through our STAR process. Access to at-risk services are provided for ELL students to help support the plan adopted by the STAR process. Bilingual resources are purchased if needed.
---------------------	--

**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?**

Methods & Practices	Student Services, administration, and at-risk staff monitor students that are underachieving on a monthly basis. Support mechanisms are implemented such as Special Education services pk-12, guided study hall for at-risk students 6-12, tutoring assignments 9-12, STAR meetings pk-12, after-school study-time 6-12, library resource pk?-12. *PK-5 uses the RTI system to continually progress monitor students who need extra academic and/or behavioral supports. Step meeting are conducted to inform students, their families, and staff working with students what interventions will aid students to perform at grade level.
Analysis and Supporting Information	IEP, STAR and STEP report review
Recommendations	At the high school level Pupil Services, at Risk teachers and administration will continue to review students on the mid-quarter and end of quarter D and F list as well as continue to review the success of the identified At Risk population. At the middle school level teachers and administration establish a systematic procedure to monitor student progress bi-quarterly using Aims Web. At the elementary level administration and staff establish a systematic procedure to monitor student progress quarterly.

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

Findings	Opportunities are available for students to explore new, non-traditional, and high wage career opportunities utilizing Wiscareers, Wisconsin Career Pathways, and Knowhow2go.org. These resources are presented to all students in 10 <sup>th</sup> grade family conferencing and junior post-secondary night. All Middle School students regularly go on WisCareers each year to explore a wide variety of career opportunities. *Our schools developmental guidance lessons focus on career awareness, career exploration, career preparation and planning, and career management and life long learning.
Analysis and Supporting Information	Wiscareers sign-on information

**7. What are your recommendations for improvement? How will these recommendations be implemented?**

Findings	Currently the counseling department has plans to attend the Level 3 training during the 2012-13 school year. Level 3 training covers program evaluation.
Intentions	As we learn new ways to evaluate our program we will use the information to make improvements

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

In this section, the district is asked to review participation trends in PK-12 athletic, extra curricular and recreational activities 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

Findings:	<p><b>Participation Trends and Patterns</b></p> <p>Over the past 3 years, participation in the athletic programs has remained consistent with an average of 50% of the students participating in at least one athletic program. The males slightly outnumbered the females in participation during the three years examined. The School District of Waupaca has relatively few students of different race/ethnicity, however evidence shows all groups participating each year. The athletic participant ratio is comparable to the enrollment ratios in sex, race, and national origin. However our disability group is under-represented.</p> <p>The District annually records participation in athletic programs by sex, race, national origin and disability. This information was used for this self-evaluation.</p>
Findings:	<p><b>District Support &amp; Equitable Access</b></p> <p>Accommodations are available for students with disabilities who participate in athletics as evidenced by their successful participation. Coaches receive training to prevent bullying, hazing and harassment of athletes and training in communication styles, bias and/or stereotyping as part of their coaching certification courses. Teacher-coaches also receive annual review as part of our fall orientation.</p> <p>Review of the annual budgets indicate equitable support is provided for athletics in all of the following areas: coaching and other staff salaries, provision of transportation, access to locker rooms, practice and competitive facilities, availability of pep band, cheerleaders, scheduling of games/events, practice times and publicity efforts. The provision of uniforms and equipment and supplies is done on a rotation basis.</p>
Findings:	<p><b>Publications and Notice</b></p> <p>The district's nondiscrimination policy is included in the athletic handbooks and is presented to parents three times, seasonally. Coaches review the Activity Code with students at the start of each sport's season.</p> <p>The qualifications for athletic program participation is published and made available to all Freshman students and parents, as well as any new incoming students. Discussions with WIAA "OurSchool" indicate possible inclusion of other languages in the publications.</p>
Report Data:	<p><b>Methods of Analysis:</b> Information regarding the athletic program was gathered from the Athletic Director. Budget information and numerical data was reviewed and disaggregated from spreadsheets developed using ISES, PowerSchool and Guidance Office records, WINNS reports and annual School Performance Report records.</p> <p><b>Supporting Data:</b> The Cycle PI 9.06 IV 2011-2012 Pupil Nondiscrimination binder in the District office contains the information used for this report. It includes information documents as identified above.</p> <p><b>Recommendations for Improvement:</b></p> <ul style="list-style-type: none"> <li>- Consider conducting a survey in order to determine if the current offerings of the athletic program meets the athletic interests of the gender, racial and national origin groups, and our students with disabilities, in the fall of 2012.</li> <li>- Consider printing the district's nondiscrimination policy in the athletic event programs</li> <li>- Consider distributing and annually reviewing the District's written policy regarding bullying, hazing and harassment with all students.</li> </ul>

## Extracurricular, Recreational & Other School-Sponsored Activities

Findings:	<p><b>Participation Trends and Patterns:</b> Based on the data from the past three years, participation in extracurricular and activities offered to the PK-12 students appear to reflect the interests of students, staff, and parents/guardians. The School District of Waupaca enrollment has declined, however participation rates have increased in this area.</p> <p>The data from the District’s annual recording of participation in extracurricular activities by student group was used for this study.</p> <p>One unique factor that might influence student participation in school activities is the specific focus of the activity. Chess, art, forensics, SHINE, and German are but a few clubs that center on a specific students’ interest for their agenda.</p>
Findings:	<p><b>District Support &amp; Equitable Access:</b> Students are encouraged to bring their ideas for a new activity to faculty. The School Board entertain community members presenting activities they wish to facilitate in the schools, such as Middle School dance team and community gardens. New clubs, activities and recreations are continually evolving reflecting the diversity of the student population by sex, race, national origin or disability. The schools keep a current list of activities available on their websites. Special accommodations are available for children with disabilities who participate in extracurricular and other recreational activities. IEPs address accommodations. Accommodations include specialized transportation, wheel chair accessible event locations and adjustment in time of activity to meet medical needs.</p> <p>The Data Binder includes a list of school assemblies, special programs and speakers from the past few years. This list is a reflection of the diverse pluralistic nature of the school and the community.</p>
Findings	<p><b>Publications and Notice:</b> The qualifications for extracurricular, recreational and other program activity participation are published and made available to all students and parents. The Student handbook includes this information. The school website also includes qualifications and participation details. Daily school announcements at all schools include activity notifications and information. Administration reviews and approves all public information regarding extra curricular, recreational and other program activities.</p> <p>The district’s nondiscrimination policies and practices regarding extracurricular, recreational and other activities are communicated to students during Back to School assemblies, Freshman orientation and when new students enroll.</p>
Report Data	<p><b>Methods of Analysis:</b> Information regarding the Extracurricular, recreational and other school-sponsored activities was gathered from the High School Principal /AD, Elementary Principals, and District websites. Numerical data was reviewed and disaggregated from spreadsheets developed using ISES, PowerSchool and Guidance Office records, WINNS reports and annual School Performance Report records.</p> <p><b>Support Data:</b> The Cycle PI 9.06 IV 2011-2012 Pupil Nondiscrimination binder in the District office contains the information used for this report. It includes information documents as identified above.</p> <p><b>Recommendations for Improvement:</b></p> <ul style="list-style-type: none"> <li>- Inform all those who review public information to review it in such a manner so as to ensure it is inclusive and free of bias, stereotyping and discrimination.</li> <li>- Consider surveying students at all levels of their interests in extracurricular, recreational and other activities at the start of the school year.</li> <li>- Include the nondiscrimination policies and practices in the activity guides.</li> </ul>

## **Section V - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition**

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

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

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

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

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

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

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

## Scholarships and Awards

Findings	<p><b>Award Trends and Patterns:</b></p> <p>The percentage of seniors receiving awards over the past three years has increased from 32.5% - to 40% in the 2010-2011 data. The number of scholarships has increased at the following rate of: 75, 77, and 93 awards. In further review of the disaggregated data, male and female students received awards equally in 2008/2009 and 2009/2010, however in 2010/2011 females received 61% of the awards with the senior class population having a 49.9% M / 50.1% F ratio. Our relatively small disability population was represented each year, having received senior recognition. The percentage of recipients increased as the number of awards increased.</p> <p>In the 2010-2011 school year 107 student applications were received through the Waupaca High School Foundation. 103 awards were presented to 97 students. Scholarship monies exceeded \$700, 000.</p> <p>Board policy reflects the District commitment of promoting and ensuring a representative distribution of scholarship/awards. In review of the listings and award criteria, the Scholarship Foundation meets their criteria as stated on the website: <i>These local organizations and businesses have made every effort to be diverse in their scholarship requirements in order to encourage many students to apply.</i></p> <p>The District collected and reviewed scholarship award data in order to identify patterns and trends for this report. This data was disaggregated by sex, race, national origin and disability.</p>
Findings	<p><b>Publication and Notice:</b></p> <p>The Waupaca High School Foundation is made up of a diverse representation of school and community members that develop criteria, evaluate applications and award scholarships. These members promote and publicize the scholarships information in their newsletters. Information on where to find the list of award and how to apply are posted on informational boards in the school and throughout the community as well as announcements are made at school and in the place of business that support a scholarship. The District website contains the necessary information for the Foundation Scholarships as well as providing links to other corporate or private scholarships.</p>
Findings	<p><b>Policy and/or Operational Procedures:</b></p> <p>The Waupaca High School Foundation has well-established guidelines regarding the criteria for the application, as well as criteria for the evaluation process. The selection committees review the criteria prior to beginning the evaluation process. The committees review the criteria with assurances that the scholarship criteria are applied in a nondiscriminatory manner.</p> <p>Career &amp; Technical Education Enrollment Reporting System (CTEERS) is used to identify program completers who are recognized each year with awards and scholarships at the Waupaca High School's Senior Awards program.</p>
Report Data	<p>Methods of Analysis: The data for Scholarships and Awards was gathered from interviews with the High School Principal / AD and scholarship evaluation committee members. Board policy and website information was read and analyzed for bias or discrimination. Numerical data was reviewed and disaggregated from spreadsheets developed using ISES, PowerSchool and Guidance Office records, WINNS reports and annual School Performance Report records.</p> <p>Support Data: The Cycle PI 9.06 IV 2011-2012 Pupil Nondiscrimination binder in the District office contains the information used for this report. It includes information documents as identified above.</p> <p>Recommendations for Improvement:</p> <ul style="list-style-type: none"> <li>- Explore ways to encourage and include more students with disabilities to pursue this form of recognition.</li> </ul>

## Other Forms of Recognition and Achievement

Findings	<p><b>Award Trends and Patterns:</b>            Academic Honor Roll, Academic Conference awards, Post Crescent Academic All Stars recognition, Channel 11 Valedictorian recognition and the All-American Scholastic award are but a few additional awards high school students may receive. 90% of seniors receive some form of recognition at the Awards banquet.            Perfect attendance, display of Good Character, reaching Reading Goals and successful completion of extra-curricular activities are a few of the recognitions given at the Middle School and Elementary level.</p>
Findings	<p><b>Publication and Notice:</b>            The quarterly Honor Roll is published in the local Waupaca County Post West for High School and Middle School students. At the Middle School level during the three years of data used, slightly fewer males were recognized on the Honor Roll. This would be reflective of the populations for the years of '08/'09 and '10/'11. Each year an average of 74% of the MS population was recognized on the Honor Roll. High School Honor Roll data indicates a larger percentage of females are consistently being recognized. This is evident even when the population is near being equal males to females.</p>
Findings	<p><b>Policy and/or Operational Procedures:</b>            Teachers and community committee members at all school levels review student awards and recognition, promoting a representative distribution. Data is limited to the extent that it does not always include information to disaggregate by sex, race, national origin and disability. Senior class meetings review the information on how to pursue the recognition and achievement opportunities.            The Career &amp; Technical Education (CTE) Advisory Groups made up of business/industry leaders, parents, students, technical school faculty, counselors, administration, CTE teachers and interested community members review program curriculum, select scholarship recipients, and make program improvement recommendations which impact all students, to include special populations.</p>
Findings	<p><b>Report Data</b></p> <p>Methods of Analysis: Information gathered from school principals and classroom teachers.</p> <p>Support Data: See the Cycle PI 9.06 IV 2011-2012 Pupil Nondiscrimination binder in the District office, which contains the information used for this report. It includes information documents regarding awards and recognitions in the District.</p> <p>Recommendations for Improvement:</p> <ul style="list-style-type: none"> <li>- Include the District's nondiscrimination policies and practices for awarding other forms of recognition and achievement in student handbook and have it stated in the recognition brochure.</li> <li>- Teacher committee make an annual review of the criteria for each recognition and achievement objective, ensuring it is measurable, free of bias, and non stereotyping.</li> </ul>

## **Section VI - Methods Used in Conducting the Self Evaluation PI-9.06(2)**

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

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

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

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

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

## Conducting an Evaluation

Findings	<p><b>Methods:</b>  Methods used in conducting the self evaluation included the following gathering of data upon request by the Director of Instruction:</p> <ul style="list-style-type: none"> <li>* Data was gathered from the District student management system and organized by sex, race, gender, and disability, totals and percentages calculated.</li> <li>* Data was gathered from WINNS, ISES, and online District pages.</li> <li>* Information was gathered through interviews with students, teachers, administration and parents.</li> <li>* Budget spreadsheets, handbooks, department brochures, student agendas and other printed materials were obtained for review.</li> <li>* The guidance counselors met, reviewed, and analyzed their methods, program and practices.</li> <li>* The Guidance department secretary provided data collected regarding scholarship and award recipients.</li> <li>* Principals provided lists of information regarding their awards and recognition protocol.</li> </ul>
Findings	<p><b>Support Data:</b>  The following policies were examined to determine compliance with pupil nondiscrimination laws:</p> <ul style="list-style-type: none"> <li>Series 100, Nondiscrimination, Code 112</li> <li>Series 300, Selection of Instructional Materials, Code 361</li> <li>Series 300, Student Activities Philosophy, Code 370</li> <li>Series 300, Intramurals, Code 376</li> <li>Series 300, Interscholastic Activities, Code 377</li> <li>Series 400, Equal Education Opportunities Policy, Code 411</li> <li>Series 400, Anti-Bullying, Harassment, Hazing Policy, Code 411.1</li> <li>Series 400, Student Suspensions/Expulsions, Code 446.2</li> <li>Series 400, Student Scholarships and Awards, Code 460</li> <li>Series 400, Higher Education Excellence Scholarship, Code 461</li> </ul>
Findings	<p><b>Outcomes:</b>  The staff and community will learn about the PI-9 self-evaluation findings completed for the Cycle IV report via publication availability on our school website. Hard copy and supporting documentation will be available in the Cycle IV PI 9.06 2011-2012 Pupil Nondiscrimination binder in the District office.</p> <p>The District Administrator and / or their designees will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district.</p>

**Section VII – Written Report PI-9.06(3)**  
**PUPIL NONDISCRIMINATION SELF-EVALUATION – CYCLE IV Report**  
**“RECOMMENDATIONS FOR IMPROVEMENT”**

**School District: Waupaca**

**DATE: May 8, 2012**

**Counseling:**

1. Attend Level III Wisconsin School Counseling Comprehensive Model (WCSCM) Training
2. Apply Level III training to the School Counseling curriculum, methods, and practices with intentions for making improvements.
3. At the high school level Pupil Services, at Risk teachers and administration will continue to review students on the mid-quarter and end of quarter D and F list as well as continue to review the success of the identified At Risk population.
4. At the middle school level teachers and administration establish a systematic procedure to monitor student progress bi-quarterly using Aims Web.
5. At the elementary level administration and staff establish a systematic procedure to monitor student progress quarterly.

**Athletics:**

1. Consider conducting a survey in order to determine if the current offerings of the athletic program meets the athletic interests of the gender, racial and national origin groups, and our students with disabilities, in the fall of 2012.
2. Consider printing the district’s nondiscrimination policy in the athletic event programs.
3. Consider distributing and annually reviewing the District’s written policy regarding bullying, hazing and harassment with all students.

**Extracurricular, Recreational & Other School Sponsored Activities:**

1. Inform all those who review public information to review it in such a manner so as to ensure it is inclusive and free of bias, stereotyping and discrimination.
2. Consider surveying students at all levels of their interests in extracurricular, recreational and other activities at the start of the school year.
3. Include the nondiscrimination policies and practices in the activity guides.

**Scholarships:**

1. Explore ways to encourage and include more students with disabilities to pursue this form of recognition.
2. Include the District’s nondiscrimination policies and practices for awarding other forms of recognition and achievement in student handbook and have it stated in the recognition brochure.
3. Teacher committee make an annual review of the criteria for each recognition and achievement objective, ensuring it is measurable, free of bias, and non stereotyping.

**Conducting an Evaluation:**

1. Include more advisory group input in the review and development of the Self-Evaluation.
2. Include more opportunity for community involvement in reviewing the report in the draft stage of the Self-Evaluation.