



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

Cochrane – Fountain City School District

Approved by School Board on:

May 22, 2024

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SECTION I: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

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

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

Names	Position
Troy White	Superintendent & Director of Special Education
Kelly Demers	School Psychologist & Director of Special Education Designee
Steve Stoppelmoor	JH/HS Principal
Sue McKay	Elementary Principal
Dave Williams	JH/HS Counselor
Tristian Schmidtknecht	Elementary Counselor
Darrin Dillinger	President, Board of Education
Tim Nelson	Activities Director
Afton Fisher	Teacher, F/CS and student council advisor
Karen Pheler	Secretary
Megan Bagniewski	Registrar

Opportunities to Participate in the Writing/Development of the Pupil Nondiscrimination Self-Evaluation Cycle III 2017 Report PI 9.06(2)

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

Through individual meetings and interviews

Discussion at the school board meeting on December 20th.

Discussion during student council meetings

Opportunities to Participate in the Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle III 2017 Report PI 9.06(2)

Opportunity for participation in the final review/evaluation of this report was offered to pupils, teachers, administrators, parents, and residents of the school district **at the May 22nd school board meeting.**

SECTION II: INTRODUCTION TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

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

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

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

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

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

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

On a 5-year cycle, starting in the 2016-2017 school year, districts are required to continue the self-evaluation from Cycle III. Districts will create an evaluation report and assure DPI of their work. The following report may aid districts in creating the written report.

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

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

Wisconsin State Statute 118.13	Administrative Rule PI 9.06												
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">-Sex</td> <td style="width: 33%;">-Ancestry</td> <td style="width: 33%;">-Sexual orientation</td> </tr> <tr> <td>-Race</td> <td>-Creed</td> <td>-Physical, mental,</td> </tr> <tr> <td>-Religion</td> <td>-Pregnancy, marital or</td> <td>emotional, or learning</td> </tr> <tr> <td>-National Origin</td> <td>parental status</td> <td>disability</td> </tr> </table>	-Sex	-Ancestry	-Sexual orientation	-Race	-Creed	-Physical, mental,	-Religion	-Pregnancy, marital or	emotional, or learning	-National Origin	parental status	disability	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ol style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions expulsions, and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents, and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>
-Sex	-Ancestry	-Sexual orientation											
-Race	-Creed	-Physical, mental,											
-Religion	-Pregnancy, marital or	emotional, or learning											
-National Origin	parental status	disability											

	Parents are involved in planning conferences at each level, as well as in large group evening presentations offered throughout the year. The bilingual interpreter coordinates when needed for scheduling. Xello is available for all parents to view student progress.	Schedule of planning conferences; School Counselor curriculum document; bilingual interpreter schedule	Increase diversity and opportunity of parental involvement
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2. Is the district pupil nondiscrimination statement included in both the course registration booklet and the student handbook?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Student Handbook	The student handbook does include the pupil nondiscrimination statement.	Found in print or on the school's website: Student handbooks, course descriptions, and registration.	Update and ensure the nondiscrimination statement is placed in the handbook and course description book.
Course registration guide	The course registration booklet does not include the pupil nondiscrimination statement.		

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Counselor self Study	The district provides copies of notices and letters in English and the bilingual interpreter provides translations as needed in Spanish.	Translated materials, interpreter interview, PBIS, and Rtl data materials.	Continue to work on various means of family engagement.
Curriculum Website		Diversity and equity are interwoven into the counseling curriculum to ensure nondiscrimination.	Analyze data annually to ensure students are not being marginalized when qualifying for interventions.
Handbooks	Staff have received development opportunities around the topics of Academic and Career Planning, Behavioral and Academic Supports, Social Emotional Learning, Mental Health and Wellness, and Equity and Diversity.	Counselors uphold high expectations for all students.	Continue the use of multiple means of communication.
Course registration guide			

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
ESL Program	Students can access ESL resources regardless of their language learner status, to receive help when needed.	Student schedules and teacher office hours.	Create and maintain a list of community services that can be provided to families in need of linguistic support outside of school.
Interpreter interview	Translated documents are not available. An interpreter is available as needed.		
Translated documents			

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Counselor self study Curriculum ACP & E4E policy	<p>JH/HS counselor helps students choose courses based on academic need and ACP plans and goals.</p> <p>School counselors aid in the instruction of self-advocacy - teaching students how to seek out and request help when needed.</p> <p>Counseling services are aligned too the mainstream curriculum through the ACP and E4E policy, in which counselors and classroom teachers are delivering instruction in tandem.</p>	<p>School counselors plan and conduct individual classroom visits and planning meetings, as well as delivering and planning classroom lessons.</p> <p>All students must fulfill required courses which uphold high expectations for all; school counselors and other pupil services personnel collaborate around providing for student needs in a responsive manner as well.</p>	Continue the coordination and collaboration between pupil services and each grade level/content area PLC team.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
ACP & E4E policy School website Course guidebook Xello website	<p>Career development is present in all grade levels according to our ACP & E4E policy and plan. Beginning in 7th grade, students explore their own interests and abilities, and possible career paths, they begin to plan how to pursue the paths they are interested in. At the high school level, students continue to explore their interests, revise their goals and plans. Students can complete apprenticeships and job shadows at this level.</p> <p>Xello is available for all students in grades 6-12 for career exploration and uses data from multiple nationwide sources to provide nontraditional career options as well as alternative routes to careers.</p>	<p>Xello is the primary source of information about all possible careers -nontraditional careers and many variations of careers. Students have multiple opportunities each year from grades 6-12 to explore these careers and their educational requirements and potential wage earnings. Students can save this information in their Xello Portfolio.</p> <p>Students in grades 11-12 can participate in youth apprenticeships with area businesses in multiple different pathways.</p>	Build more capacity for youth apprenticeships in nontraditional career or potential high wage opportunities.

SUMMARY—COUNSELING

PI 9 Code	Recommendations for Improvement	Target Date for Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(c)	Parental Involvement/ Communications: - Include the option of an interpreter statement in Spanish on ALL publications and letters sent. - Create and maintain a list of linguistic support services that can be provided to families. - Continue use of multiple means of communications	- Summer 2024 - Summer 2024 - Summer 2024	Special Education Director & Designee Special Education Director, Designee & Interpreter Superintendent	
PI 9.06 (1)(c)	Student Needs: - Counselors’ complete needs assessments annually to determine services needed by students. - Counselors’ complete time of use study annually. - Analyze data annually to ensure students are not being marginalized when qualifying for interventions.	- Summer 2024 - Summer 2024 - Summer 2024	School Counselor PLC School Counselor PLC At-Risk, Rtl, and PBIS committees	
PI 9.06 (1)(c)	Nondiscrimination/Complaints: - Ensure the nondiscrimination statement is placed in the course registration booklet. - Update the nondiscrimination statement in the handbook and course registration booklet.	- Summer 2024 - Summer 2024	Special Education Director & Designee Special Education Director, Designee	
PI 9.06 (1)(c)	Career Opportunities: - Build more capacity for youth apprenticeships in nontraditional careers or potential high-wage opportunities. - Increase communication with the business community	- May 2024 - May 2024	YA Coordinator YA Coordinator	

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

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

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

Athletic Programs & Activities

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Participation data for all athletics and activities at the JH/HS Level	Each racial/ethnic group is represented in some way in either athletics, activities, or both. Participation in at least one activity is almost identical to the demographic percentage in the district. The participation rates of males and females are very close to their demographic representation. Females tend to participate in activities at a higher rate than males, while males and females participate in athletics at a similar rate.	The athletic and activities department has both individual and team sports, which provides more options to balance the participation rates for non-white students. The district has a number of clubs and activities targeted toward the interests of students, such as the Robotics Club, Trap Shooting, and International Club.	Continue to track and disaggregate data to ensure participation. Continue to survey students to determine interests in athletic opportunities, and club interests.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Annual Activities Summary	Participation data is disaggregated by gender, race/ethnicity, economic status, and disability status. That information is used to determine if offerings in the activities and athletics department are adequate for student needs.	The provided spreadsheets were easily sorted by each data marker to produce participation numbers.	Continue to provide and track the data, but consider adding ELL status as well, to ensure students with ELL are not being marginalized by a language barrier.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Annual Activities Summary	<p>All club activities and sports are open to both males and females. There are thirteen club activities and thirteen sports in equal numbers of opportunities for both males and females. When available, the same sport is offered for both males and females. The opportunities are not equivalent each season, as the WIAA determines which sports happen in which season.</p> <p>Financial support is equivalent. However, outside groups and community participation and support vary based on the event. Football continues to be highly attended, while other athletics may not receive as much community support.</p>	<p>Males and females have equal financial support from the district. Different activities may have their own boosters or fundraisers.</p> <p>Attendance by the community at activities and athletic events continues to be stronger for some events than others.</p>	<p>Consider a way to track attendance by the community at events.</p> <p>Consider a way to determine if participation mirrors the demographics of the community.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activities and Athletics website, handbooks, and schedules	<p>All coaching staff are compensated based on the instructional level, length of season, public performance, and expertise required. The number of coaches is based on the number of levels offered and the number required for safety. The hiring of coaches is limited only by the applicant pool. Applicants are recruited through the WECAN portal and hiring teaching staff.</p> <p>Uniforms, equipment, and supplies based on a cycle of replacement, as well as need. The scheduling of practice times is based on facility availability, as our facilities are limited. All scholar-athletes have access to locker rooms, safe practice facilities, and access to an athletic trainer, and the trainer is present at most home athletic events. Participants are all provided transportation through the district. All activities and events are publicized through the district website, the printed schedule, and the district electronic signage. The pep band is scheduled for equal male and female events.</p>	<p>Clear efforts have been made to provide equal access to all participants in all events.</p> <p>Interview with the Activities Director showed the continuous effort made toward analysis and improvement.</p>	<p>Continue to collect data to determine if student interests are being met with the current offerings.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
All District School Mascots, Team Names and Logos	C-FC: "Pirates"; the school practices "Pirate Values: Be Respectful, Responsible, and Ready to Learn"	"Pirates" - could potentially be stereotyping aggressiveness or thievery, but it is generally not considered a biased or negative mascot	

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Athletic Director, informal attendance counts at events	<p>Most of the student attendance at athletic events are by our white students. Minority groups are represented in attendance as well, but not at the percentage of their population within our student body. This attendance does change with the respective to the interest level of a specific event.</p> <p>Male and female students take advantage of participating at close to equal levels. Students with severe disabilities have been supported in attending events as well but they do not participate at a high level in all activities.</p>	This information is not formally collected, but anecdotally collected.	<p>Consider collecting data to determine if minority community members are attending at proportionate rates.</p> <p>Consider surveying the community to determine which activities they are most interested in attending.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	Coaches who are part of the school district staff receive training in these areas through the school district staff development opportunities and staff meetings. There has not been specific training for off-staff coaches in these areas.	<p>Head coaches discuss the bullying and harassment policies with coaches.</p> <p>Students are encouraged to use "Speak Up Speak Out" to report instances of bullying, or harassment. When reported, an administrator investigates and follow up with the coach to provide training or information.</p>	Create a presentation for off-staff coaches to view to learn about the district policies and how to handle reports.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activities Director Interview	The C-FC School District offers a variety of opportunities for students that are equal to gender. Many of our programs offer multiple levels to students.	We have seen an increase in participation among certain racial groups in certain sports in recent years.	Collect data to determine if student interests are being met with the current offerings.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	When we feel there is an interest in a specific activity, we have conducted surveys. For example, we recently added Robotics and Cheer, and we ran a survey to determine if there was interest in pursuing this addition.	Surveys are typically driven by requests from students, staff, or community members.	Consider a survey to be given every three years to determine whether current offerings match student need.

10. Are special accommodations available for students with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activities Policies and Offerings School Handbooks	Students with disabilities are able to participate in any activity or athletic team provided they are able to meet the physical requirements to participate in WIAA sports. Students with disabilities participate in activities at a lower rate than their demographic representation.	5% of students with a disability are involved in at least one sport or activity.	Continue to collect data to determine if student interests are being met with the current offerings.

11. In regard to publication and notice, how often and in what forums are the district's nondiscrimination policies and practices regarding athletic activities communicated to students and parents?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director Student Handbook Activities Code	The Student Handbook / Activities Code: <ul style="list-style-type: none"> • Nondiscrimination policies are on page 2. • Bullying and harassment policies can be found in Appendix B and G. The Activities Director includes this in the Preseason meetings. The principal reviews this at the beginning of the school year with students. The district nondiscrimination policy is not included in current athletic brochures and programs. Athletic events are only published in English. Qualifications for participation are published and available through the Activities Code on the school website.	Students are not allowed to discriminate against others under the activities code. School officials reached out to the WIAA for translated materials, but the WIAA did not have them available to provide. The interpreter is available to ensure understanding of English materials as needed.	Ensure that the newest update of the nondiscrimination policy is in place in the activities code and the student handbook. Include the nondiscrimination statement in all handbooks and print on activity programs. Consider translating materials when needed.

Other Extracurricular, Recreational and School-Sponsored or Approved Activities

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

1. Review data of participation in extracurricular and recreational activities for at least the past three years. To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by race, gender, national origin or disability?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activities participation spreadsheets	Males and females participate in activities and athletics at a rate very close to their demographic proportion. Females participating at a slightly higher rate than males. students with a disability participate at a lower level than their demographic makeup. Students with economic disadvantages tend to participate at rates very close to their demographic makeup.	School Cochrane-Fountain City School District provides a wide range of activities for student participation. 76% of students participate in at least one sport or activity.	Continue to track data and provide surveys to determine if student needs are being met.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Annual Activities Summary Spreadsheets	Participation data is disaggregated by gender, race/ethnicity, and disability status That information is used to determine if offerings in the activities and athletics department are adequate for student need.	The provided spreadsheets were easily sorted by each data marker to produce participation numbers.	Continue to trace the data to ensure students are not being marginalized by a language barrier.

3. Are activities provided to meet the expressed interests of all groups?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	When we feel there is an interest in a specific activity, we have conduct surveys. For example, Cheer was added in response to student and community member request.	Surveys are typically driven by request from students, staff, or community members.	Consider a survey every three years to determine whether offerings match student need.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	When we feel there is an interest in a specific activity, we have conduct surveys. For example, Cheer was added in response to student and community member requests.	Surveys are typically driven by requests from students, staff, or community members.	Consider a survey every three years to determine whether offerings match student need.

5. Are special accommodations available for children with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	Accommodations are made for students with disabilities to participate in any activity or team provided they are able to meet the physical requirements to participate in WIAA sports. Students with disabilities participate in activities at a lower rate than their demographic representation.	5% of students with a disability are involved in at least one sport or activity.	Consider a survey every three years to determine whether offerings match student needs.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Activity Proposal Process	<ol style="list-style-type: none"> 1. Written proposal submitted to the Superintendent The decision to approve or deny will be based on gender equity, facility space, conflicts with activities, staffing, funding, available competition, student interest, longevity, and principal approval. 2. If approved, a three-year trial period will be established before it will be deemed a club or sport. 3. During this trial period the supervisor must keep a yearly record of students involved, a daily record of attendance, and an inventory of accumulated materials. 	All groups which meet the criteria are approved.	Review the process periodically to ensure fairness.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Interview with Activities Director	When we feel there is an interest in a specific activity, we have conduct surveys. For example, Cheer was added in response to student and community member request.	Surveys are typically driven by request from students, staff, or community members.	Consider a survey every three years to determine whether current offerings match student need.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Record of speakers, presentations, and programs	Our students have access to speakers in relation to needs shown through behavior or academic data. These speakers are chosen based on need and do reflect the diversity of our community at times.	Speakers have shared about mental health struggles, about bullying and harassment, and about being yourself.	Consider adding a question to the decision-making guide regarding the diversity the speaker may bring.

SUMMARY – ATHLETIC, EXTRACURRICULAR & RECREATIONAL ACTIVITIES

PI 9 Code	Recommendations for Improvement	Target Date for Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(e)	Activities Participation: Continue data collection and disaggregation, but include ELL, to ensure students are not marginalized by a language barrier.	Summer, 2024	Special Education Director and Activities Director	
	Ensure that the newest update of the nondiscrimination policy is in place in the activities code and the student handbook.	Summer, 2024	Activities Director	
	Consider translating handbook / registration materials when needed.	Summer, 2024	Special Education Director and Activities Director	
PI 9.06(1)(e)	Activities Attendance: Consider collecting data to determine if minorities are attending at proportionate rates.	Summer, 2024	Special Education Director and Activities Director	
	Consider surveying the community to determine which activities they are most interested in attending.	Summer, 2024	Special Education Director and Activities Director	
	Include pupil nondiscrimination statement on athletic/activity programs	Summer, 2024	Activities Director	
PI 9.06(1)(e)	Nondiscrimination Training for Advisors/Coaches: Create a presentation for off-staff coaches to view to learn about the district policies and how to handle reports.	Summer, 2024	Special Education Director and Activities Director	
PI 9.06(1)(e)	Student Need: Collect data to determine if student interests are being met with the current offerings.	Summer, 2024	Activities Director	
	Consider a survey every 3 years to determine whether current offerings match student needs.	Summer, 2024	Activities Director	
	Review the new activity process for fairness.	Summer, 2024	Superintendent	

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

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

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

1. All scholarships and other forms of recognition are awarded in a way that does not discriminate.
Significant progress is made toward increasing the distribution of scholarships and other awards to underrepresented groups.
2. Information about award opportunities is accessible to all parents and students.
3. Application materials, eligibility criteria, and award information are free of bias, discrimination, or stereotyping.

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

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

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

Awards that are Directly Administered

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship Booklet	The website provides a checklist for seniors to disseminate information regarding scholarships and financial aid.	The attendance at the meetings for juniors and seniors is high.	Award info for some awards to be made more accessible.
School Website	The counseling office provides a booklet of all available scholarships and awards with how to apply for them.		
Senior Meeting	The counseling offers a senior meeting evening in which they present on the different scholarships and awards that are available.		
School Advisory Documents			

2. Review data and information on award recipients and applicants for at least the past three years to what extent do the applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability; to what extent do the number and number of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability; what criteria does the district use to ensure or promote a representative distribution; and what other efforts does the district undertake to ensure or promote representative eligibility and distribution? Note: DPI suggests a 5% disparity be considered significant.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data from 2021-2023	<p>Annually, around 9% of seniors apply for and receive scholarships, which represents about 37% of the senior class, which is:</p> <ul style="list-style-type: none"> ~ 15% are students with economic disadvantage, which is less than our general population at C-FC High School (~ 32.9% w/ economic disadvantage) ~ 0% are students with disabilities, which is less than our general population at C-FC High School (~ 12.7% w/ disability) ~ 0% are minority students, which is less than our general population (~ 5.4% minority) ~ 56% are females which is higher than our general population (~ 51.7% female) ~ 44% are males which is less than our general population (~48.6% male) <p>This fluctuates from year to year.</p>	<p>The scholarship committee reads applications and works to preserve a representative distribution among recipients.</p> <p>Multiple members of the scholarship committee read applications without names to preserve fairness.</p> <p>School Counselors promote and host a scholarship and award information night for all families. Counselors work to help students with applications and letters and to understand all the requirements of the applications.</p>	<p>Encourage higher participation from all males, students with disabilities, and students of races other than white to apply for scholarships and awards.</p> <p>Determine through a needs assessment or through planning conferences - what is preventing students from applying for scholarships?</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data from 2021-2023	<p>At this time, there are no formal procedures in place for tracking students based on protected class status. However, there are some scholarships with qualifying characteristic, such as being a school-aged parent, or being a female. The scholarship tracking form should include race, gender, disability status, and language proficiency status. The current scholarship booklet is not printed in languages other than English. All families are invited to the Scholarship information presentation and may request an interpreter. This event is well attended, but attendance should be tracked to determine if it represents the general population.</p>	<p>The School Counselors work with students and families during their planning conferences in grades 11-12 to distribute information and encourage applications for scholarships and awards.</p> <p>Four-year/ACP Planning could encourage more students to find and apply for awards through their Career Cruising portal once scholarships are loaded and students begin applying.</p>	<p>Include tracking for protected class status on the scholarship tracking form. Survey students and parents of protected classes to see what supports are needed to increase scholarship application participation. Call families and invite them to visit with the interpreter for the scholarship event.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship Handbook Student Scholarship Policy	A team of staff members are selected at random. The counselor facilitates the applications being shared with team members. Staff read and rank applications according to a scoring rubric. Scoring rubrics are returned to the counselor to ensure that no other committee members see each other's rankings. Prior to the meeting, the counselor tallies all the points received by each of the reviewers and documents the information.	The scoring and selection process is not published in the scholarship handbook. This may be an area of consideration. The Student Awards and Scholarship Policy 460 was last reviewed in 2018.	Include the rubric and scoring process in the scholarship handbook. Review the Student Scholarship Policy for accuracy with current practice.

5. In regard to publication and notice, How does the district involve parents and community members from diverse backgrounds to publicize available; how are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships; does the disseminated information related to the scholarships/awards clearly explain the application process; how does the district know that this information is made available to all students; is the award process clearly defined and available to all students; and is such information available in languages other than English, in Braille, video, or audio versions?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship Handbook Student Scholarship Policy School Calendar	Student announcements contain this information daily during the fall. Parents and students discuss this information during their junior meetings, as well as during the senior parent night in the fall. The Scholarship meeting discusses the entirety of the application process and provides students with a checklist for completing applications for awards. The information is only provided in English at this time, but interpreters are made available as requested. The nondiscrimination policy is stated in the student handbook as well as the scholarship handbook.	The process is mainly a passive invitation. More could be done to provide for families who might not be able to attend or don't feel comfortable attending due to a language barrier. Personal invitations could be given via phone or home visits for the families who tend to be more passive. The nondiscrimination statement needs to be updated to the new version. The presentation is available in PowerPoint format on the school website, not in video format.	Consider making personal invitations to families who may be more reluctant or passive in participation. Update the nondiscrimination statement. Consider a follow-up meeting after the initial scholarship meeting to help with questions or concerns.

Other Scholarships and Awards

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data	<p>Females tend to take advantage of this opportunity more frequently than males.</p> <p>Students with disabilities and non-white students tend to take advantage at a lower rate than their representation in the population as well.</p> <p>Only approximately 37 % of the senior class takes advantage of this opportunity. This fluctuates from year to year.</p>	<p>Through the scholarship meeting, and through Junior and Senior counseling meetings, students are encouraged to request letters of recommendation and reach out to adults for support.</p>	<p>Encourage participation from males, students with disabilities, and minority students to apply for scholarships and awards.</p> <p>Determine through a needs assessment what is preventing students from applying for scholarships.</p> <p>Through the ACP process, this will become part of the career portfolio for all students.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data	<p>Awards given at the elementary level are for participation in events, which are represented equitably between males and females, but not as much amongst students with disabilities or ELL. Awards for positive behavior are given at a level representative of the diversity of the population.</p> <p>The secondary level has no formal procedures for tracking students based on protected class status. However, there are some scholarships and awards which have a qualifying characteristic, such as being a school-aged parent, or being a female. The efforts taken to promote the scholarships and awards are mostly passive.</p>	<p>Awards are typically chosen on a criterion known to staff, but not always promoted to parents.</p> <p>Scholarship tracking forms should include race, gender, disability status, and ELL status.</p> <p>The process is a passive invitation. More could be done for families who might not be able to attend events or are uncomfortable attending due to a language barrier.</p> <p>Invitations could be given to families who tend to be more passive.</p>	<p>Publish elementary awards criteria in the handbook.</p> <p>The scholarship tracking form should include race, gender, disability status, and language proficiency status.</p> <p>Consider making personal invitations to families who may be more reluctant or passive in participation.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data	At this time, there is no formal procedure in place for tracking the role of school officials in assisting students. School counselors handle the bulk of assisting students. There is no procedure for tracking which teacher's students request letters of recommendation from, or who provides references.	Through ACP work, there is an opportunity to analyze the supportive adults who assist students.	Use Xello to store student recommendation letters and references. Create a Google form for students to request a teacher reference or recommendation.

4. In regard to publication notice how does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities; how are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships; does the disseminated information related to the scholarships/awards clearly explain the application process; how does the district know that this information is made available to all students; is the award process clearly defined and available to all students; and is such information available in languages other than English, in Braille, video, or audio versions?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship and Academic Award Data	<p>Currently, the publicization of scholarships and awards is mostly passive. Information is emailed to families, posted on the website, and posted on Facebook.</p> <p>The scholarships offered are reflective of the community as a whole - there is some diversity present among community members and business owners, but not equal to the ratios of each diverse group.</p> <p>At the secondary level, the scholarship and award process is outlined in the junior and senior meetings as well as in the scholarship meeting. The Scholarship Handbook clearly defines the process of application for scholarships and awards.</p> <p>At the elementary level, most awards are well defined, but not often publicized or shared with students and staff.</p>	<p>The process is still set up mainly as a passive invitation. More could be done to provide multiple exposures for families who might not be able to attend the events, or who may not feel comfortable attending due to a language barrier.</p> <p>Personal invitations could be given via phone or home visit for the families who tend to be more passive.</p> <p>Parents and students should be informed of the awards that are given, and the criteria for receiving the awards.</p>	<p>Consider making personal invitations to families who may be more reluctant or passive in participation.</p> <p>Consider making appointments with interpreters as needed, and providing translated materials as needed.</p> <p>Include in the elementary handbook or in a newsletter which awards are given</p>

SUMMARY—SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

PI 9 Code	Recommendations for Improvement	Target Date for Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
<p>PI 9.06(1)(f)</p>	<p>Increasing Participation: Encourage higher participation from all males, students with disabilities, and minority students to apply for scholarships and awards. Determine what is preventing students from applying for scholarships or requesting letters of Recommendation. Consider making appointments with interpreters as needed, and providing translated materials as needed. The scholarship tracking form should include race, gender, disability status, and ELL status.</p>	<p>Fall 2024 Junior Meetings & Counseling Fall 2024 Junior Meetings & Counseling Spring 2024 Spring 2024</p>	<p>HS Counselor HS Counselor HS Counselor High School Scholarship Committee</p>	
<p>PI 9.06(1)(f)</p>	<p>Award Criteria: Publish in the student handbook, the awards, and criteria for receiving the awards given at the elementary level.</p>	<p>Fall 2024</p>	<p>Elementary Principal</p>	
<p>PI 9.06(1)(f)</p>	<p>Accessing Adult Assistance Through the ACP process, recommendation letters and references will become part of the career portfolio for all students, stored in Xello. Create a Google form for students to request a reference or recommendation from a teacher. Annually analyze the role of teachers and distribution of students they assist.</p>	<p>Spring 2024</p>	<p>High School Counselors and Scholarship Committee</p>	

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

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

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

1. Participants are representative of the diversity within the school community.
2. Information about the self-evaluation process, and the opportunity to participate, is accessible to everyone within the community.

Conducting an Evaluation

1. Methods - What were the methods used in conducting the self-evaluation; how did teachers, students, parents, school administrators and residents participate in the self-evaluation process; what contributions did each group provide; and how were people notified of the opportunity to participate in the self-evaluation process.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Nondiscrimination Report School Advisory Team Agendas	The following data was analyzed for this report: <ul style="list-style-type: none"> ● ACP Policy ● Counseling self-study ● Counseling essential learning outcomes ● School handbooks ● School websites ● Course guidebooks and registrations ● Xello website ● ELL program documents ● Translated materials & interpreter interview. ● School calendars ● Record of speakers and presentations ● Activities/Athletics websites ● Scholarship/Award data and presentation ● Scholarship policy ● Interviews with scholarship committee chair ● Interviews with activities director ● Athletics code of conduct ● Activities participation data ● Activities interest surveys ● District mascots and logos 	A summary of the data analysis was presented to the school advisory team which includes: teachers, principals, and a board member. This committee provided feedback for recommendations for improvement. Many stakeholders were interviewed to gather input, including administrators, teachers, counselors, and committee members. The summary was placed on the public agenda for review and recommendations.	Consider personal invitations to community members whose diversity was not reflected in the participants of this analysis.

2. Diversity - Did the participants in the evaluation reflect the diversity within the school; did the participants in the evaluation reflect the diversity within the community; and was the notification of the opportunity to participate in the self-evaluation process publicized in other languages in addition to English?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Nondiscrimination Report Student Council interview	Considering the interviews conducted and the committee which provided feedback, participants in the evaluation mostly reflected the diversity within the school and community. The gender balance was reflected, as well as disability status. There was not representation from each of the races present in the community or the school.	The staff of the school does not mirror the diversity of the community, so finding staff to participate who would reflect the diversity was difficult. No community members from non-white races or whose first language is not English participated.	Consider personal invitations to community members whose diversity was not reflected in the participants of this analysis.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Pupil Nondiscrimination Report Student Council interview	The report will be provided to the school board for review and approval. Recommendations will be shared with the responsible staff for implementation and will be shared at staff meetings in 2023 – 2024 school year. The written report will be published on the webpage. The Special Education Director and Designee will be responsible for monitoring recommendations and implementation.	The report will be provided to the Board in December 2023 and May 2024. Recommendations will be shared with the responsible staff in January 2024 for implementation in the 2024-2025 school year. The written report will be published immediately following Board approval.	Consider publishing recommendations in the district newsletter to the community.

SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	For the next analysis, consider personal invitations to community members whose diversity was not reflected in the participants of this analysis.	2024-2025 School Year	Superintendent and Director of Special Education Designee	
PI 9.06(2)	Consider publishing recommendations in the district Visions newsletter to the community.	Spring/Summer 2024	Superintendent and Director of Special Education Designee	

SECTION VIII: WRITTEN REPORT PI 9.06(3)

Summary of the self-evaluation process:

During the self-evaluation process, the Superintendent, Director of Special Education, and Director of Special Education Designee collected and analyzed data to determine whether students are being inadvertently discriminated against through school counseling, scholarships and awards, and athletics and activities.

Data analyzed about school counseling includes the Academic and Career Planning Policy, School Counseling Self-Study, School Counseling Curriculum, Student Handbook, Website, PBIS Data, Course Guides, Registration Forms, and Xello.

Data analyzed about scholarships and awards includes the Scholarship and Awards data, Scholarship Handbook and presentation, Scholarship policy, ELL interpreter information, and past PI-1197 reports from 2013-2016.

Data analyzed about activities and athletics includes calendars and schedules, websites, Activities Code, Activities and Athletics Policy, Interest Surveys, Mascots, and ELL interpreter information.

Interviews with pertinent stakeholders were conducted to find further information and recommendations. The Activities Director, Secretaries, School Counselors, and Scholarship Committee Chairperson all provided specific information about current practices and recommendations for improvement. The data summary was presented to the School Advisory Team, and the School Board for recommendations and input from teachers, administrators, community members, and students.

Summary of findings of the self-evaluation team:

The district had already begun the revision of the nondiscrimination statement for staff and students, to be more inclusive of all types of diversity that is present in our community. A finding of the team was that the statement needed to be updated in every place where it is currently placed, as well as included in all enrollment and registration materials.

The school counseling curriculum and responsive services are open to all and provide equity of service to all students, and the Academic and Career Planning Policy will ensure that all students have access to the entirety of the school counseling curriculum. There is no formal process in place for students to request assistance from staff members for references or letters of recommendation.

The Scholarship Committee creates a comprehensive guide to applying for scholarships and provides a parent/student informational presentation, as well as support during annual Junior and Senior meetings. We currently do collect scholarship and award data but do not disaggregate for most protected classes. Some improvements are needed to ensure that every protected class is accounted for, and practices can be analyzed for discrimination. According to current data, all males, students with disabilities, and ELL students tend to apply for scholarships and awards at a lower rate than their peers, but the data does not show a specific reason for this finding. A determination as to the reasons for this and the support needed should be made.

We currently collect and disaggregate participation data for most protected classes. Students tend to participate in athletics and activities at a rate that is proportionate or nearly proportionate to their population. Nearly every student participates in at least one activity or athletic event. Females tend to participate at a slightly higher rate than males at the high school level, but not disproportionately so. The offerings of activities and athletics seem to be comprehensive, with opportunities for every student to participate, and to request activities which interest them.

Our communication with the community tends to be mostly passive, with far fewer instances of active invitation for participation or determination for lack of participation. Some subgroups may not respond to this passive participation, and a determination to increase participation should be made.

Summary of the recommendations for improvement made by the team:

A primary recommendation is to ensure that scholarship, award, and activities/athletics data is collected to facilitate disaggregation by each protected class subgroup to ensure that groups are not being inadvertently discriminated against. This data should be analyzed annually to determine reasons for participation discrepancies, and to

encourage participation by students in some subgroups, such as students with disabilities and ELL students. The elementary principals should consider recording criteria for all awards students may receive and communicate those criteria to parents and students.

Another recommendation is to increase multiple means of active parent communication and invitation to events for scholarships, awards, activities and athletics. Increasing communication with the community and businesses to build capacity for student opportunities in the community.

The updated nondiscrimination statement must be placed in a consistent place in all handbooks, websites, course handbooks and registrations, scholarship handbooks and presentations, and enrollment forms.

School counselors will complete needs assessments and ensure that they are meeting all student needs and providing equal opportunity to all students. A process for students to request assistance from staff for references and recommendations should be created so that all students can include this in their Academic and Career Plan.

Further training should be provided about pupil discrimination to all coaches and advisors, and all staff in the district.

A plan for achieving recommended improvements:

The report will be approved by the Board and report made available to the public on the district website in April 2024.

District-wide:

- The Superintendent, Director of Special Education and Designee will communicate and support the inclusion of the updated nondiscrimination statement and translations on all websites, enrollment materials, registration materials, course guides, scholarship, and award handbooks, student handbooks and any other pertinent materials which are distributed to students, staff, and community members by June 2024.
- The Superintendent, Director of Special Education and Designee will collect, update, and maintain translated and interpreted materials and community resources for language support, and make available to all staff in the district.
- The Superintendent will publish the report on the Pupil Services Department website in April 2024.

School Counselors:

- The Superintendent, Director of Special Education, or Designee will communicate with the School Counselors to complete an annual needs assessment to determine the needs of their students and work to ensure that student needs are being met through counseling curriculum and responsive services, beginning with the 2024-2025 school year.

Activities & Athletics:

- The Superintendent will communicate with the Activities Director and secretaries to include ELL in their participation spreadsheets, beginning with the 2024-2025 school year.
- The nondiscrimination statement will be placed on the activity programs by the Activities Director and Activities Assistant beginning with the 2024-2025 school year.
- The Activities Director will conduct periodic reviews of offerings and interests, by the 2025-2026 school year.
- The Activities Director will create training materials for coaches to receive training about nondiscrimination, by the 2025 Fall Activities season.
- The Activities Director will consider collecting information from the community to determine event interest and attendance, by the 2025-2026 school year.

Scholarships & Awards:

- The Superintendent will communicate to the Scholarship Committee to include gender, disability status, race/ethnicity, and ELL status to their award recipient spreadsheets, beginning with the 2024-2025 school year.
- The Superintendent will create and communicate with the high school counselor to use a Google Form for students to request references and letters of recommendation from staff, beginning with the 2024-2025 school year.

- The Superintendent will communicate with the high school counselor to use Xello as the repository for student storage of letters of recommendation and references, beginning with the 2024-2025 school year.
- The Superintendent will communicate with all principals to record criteria for all awards students may receive, and communicate those criteria to parents and students, beginning with the 2024-2025 school year.
- The Superintendent will work with the high school counselors to encourage more males, students with disabilities, and students with limited English proficiency to apply for scholarships and awards, beginning with the 2024-2025 school year.
- The Superintendent will communicate to high school counselor to consider multiple and active forms of personal invitation of families who might be more reluctant to participate in scholarship events, beginning with the 2024-2025 school year.

3-year demographics of the district

Year	4K-12 Enrollment	Female		Male		Asian		Black		Hispanic		Pacific Isle		ELL		w/ Disability		w/ Econ Dis	
		%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
2020	608	52.3%	318	48.8%	297	0.2%	1	1.0%	6	4.4%	27	0.0%	0	1.0%	6	12.0%	73	31.7%	193

Year	4K-12 Enrollment	Female		Male		Asian		Black		Hispanic		Pacific Isle		ELL		w/ Disability		w/ Econ Dis	
		%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
2021	600	51.0%	306	49.0%	294	0.0%	0	1.0%	6	4.7%	28	0.0%	0	0.3%	2	12.7%	76	32.7%	196

Year	4K-12 Enrollment	Female		Male		Asian		Black		Hispanic		Pacific Isle		ELL		w/ Disability		w/ Econ Dis	
		%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
2022	578	51.7%	299	48.3%	279	0.0%	0	0.5%	3	4.3%	25	0.0%	0	0.7%	4	13.5%	78	30.6%	177

Year	4K-12 Enrollment	Female		Male		Asian		Black		Hispanic		Pacific Isle		ELL		w/ Disability		w/ Econ Dis	
		%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
2023	569	51.8%	295	48.2%	274	0.0%	0	1.2%	7	4.4%	25	0.0%	0	0.9%	5	12.8%	73	36.7%	209

Year	4K-12 Enrollment	Female		Male		Minority	
		%	Avg	%	Avg	%	Avg
Avg	589	51.7%	305	48.6%	286	5.4%	32

w/ Disability		w/ Econ Dis	
%	#	%	#
12.7%	75	32.9%	194

3-year scholarship applicants and awards

Year	HS Students	Sr's	Applied	% of school	% of Sr's	M	% applied	F	% applied	Dis	% applied	Econ Dis	% applied	ELL	% applied	Race	% applied
2021	191	54	23	12%	43%	8	35%	15	65%	0	0%	3	13%	0	0%	0	0%
2022	180	47	16	9%	34%	8	50%	8	50%	0	0%	2	13%	0	0%	0	0%
2023	187	41	13	7%	32%	7	54%	6	46%	0	0%	3	23%	0	0%	0	0%
Avg	186	47	17	9%	37%	8	44%	10	56%	0	0%	3	15%	0	0%	0	0%

Participation rates 9- 12

	1 Activity / Sport	2 Activity / Sport	Female Activity / Sport	Male Activity / Sport	w/ Disability Activity / Sport	Econ Dis Activity / Sport	Minority Activity / Sport	ELL Activity / Sport
Total	138	65	80	58	13	32	8	1
% of school	76%	36%	44%	32%	7%	18%	4%	1%