

# **DPI**

# **Pupil Nondiscrimination**

# **Self-Evaluation Report:**

# **Cycle IV – Spring 2011**

**\*Complete Self Evaluation Report and Related Requirements  
Prior to November 18, 2011**

## **School District of Whitefish Bay**

**Approved by the School Board on  
November 9, 2011**

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## 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 9.06(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 IV Report  
PI-9.06(2)**

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

Name	Position
Sarah Hall	High School Counselor
Jenny Staples	Data Management Coordinator
John Gustavson	Athletics and Activities Director
Mark Kapocius	Director of H.R. & Student Services
Meg Rebholz	High School Teacher
Terri Letizia	Parent
Hannah Schwartz	Student
Amy Levek	Associate Principal

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

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

- ◆ Open meeting portion of a scheduled school board meeting
- ◆ Individual meetings
- Focus groups for students
- Focus groups for parents
- Focus groups for district residents
- Staff meeting for school personnel
- ◆ Discussion item at an administrative meeting
- Public notice in a local newspaper
- Newsletter article/announcement
- Principal bulletins article/announcement
- Letters home to students and parents
- ◆ Online survey or comments
- ◆ Posted on District website
- \_\_\_\_\_

Other:

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

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

- ◆ Open meeting portion of a scheduled school board meeting
- ◆ Individual meetings
  - Focus groups for students
  - Focus groups for parents
  - Focus groups for district residents
  - Staff meeting for school personnel
- ◆ Discussion item at an administrative meeting
- Public notice in a local newspaper
- Newsletter article/announcement
- Principal bulletins article/announcement
- Letters home to students and parents
- ◆ Online survey or comments
- ◆ Posted on District website
- Brochure distributed
- \_\_\_\_\_
- \_\_\_\_\_

Other:

**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 school counseling to determine whether all students are being included in the learning process.

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

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

## School Counseling

### *Suggested Questions for Consideration*

Methods & Practices	<p>How are accommodations and support services provided to students? (Students with disabilities, ELL, etc...)</p> <p><i>The District offers support services to all students at all grade levels. This includes Special Education services, accommodations for students with 504 plans, at-risk students, and English-language learners. Resources are offered during the school day and after school through various programs. Professional staff are made available to students and trained to help students.</i></p> <p>How are accommodations and support services provided to families?</p> <p><i>Counselors meet with all families in several grades as a part of the curriculum, and as needed, or requested, by families. Families have access to student grades, attendance, message centers, and other school-related information via an online portal. The online portal can be viewed in multiple languages.</i></p> <p>Are culturally and linguistically accessible support services to students and families provided?</p> <p><i>Yes. We have teachers who provide English Language Learners with additional support during the school day and outside of the day. The District has several World Language teachers that can assist with interpretation and programming.</i></p> <p>Does academic planning and support services assist students in closing the achievement gap?</p> <p><i>Yes. Our progress with minority student achievement would indicate that we are providing the necessary academic and support services which take into consideration cultural issues related to achievement.</i></p> <p>How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability?</p> <p><i>Our counselors work with all students and make all information available in multiple venues and multiple audiences. Information about courses and programs is given during the school day to ensure that all students hear the same information and understand the opportunities available. All students have an individual meeting with a counselor during the student's junior year to review college and career options.</i></p> <p>What strategies do counselors use to monitor their own biases and stereotypes?</p> <p><i>The District's professional development has focused on reducing the achievement gap through recognition of cultural differences. Accordingly, our counselors have participated and been actively involved in the professional development programming.</i></p>
Curriculum	<p>Is the district trained and implementing the Wisconsin Comprehensive School Counseling Model? Explain how the model has improved the program.</p> <p><i>Yes. We have been trained at Level 1 and 2 and we have been implementing the model. IT has provided accountability and structure to our school counseling services. The model is student-driven and it focuses on Individual Learning Plans and conferencing for all</i></p>



	<p><i>students.</i></p> <p>Is there a written counseling curriculum for the district?</p> <p><i>Yes, the District has a written curriculum for all levels.</i></p> <p>How are counseling and support services aligned with classroom curriculum, instruction and assessment?</p> <p><i>The District’s curriculum is continually reviewed. All support programming is based on the curricular objectives. In addition, our counselors serve as the chairs of the Collaborative Intervention Teams which review academic and social progress and provide accommodations and support based on the recommendations of the team.</i></p> <p>How is the counseling curriculum implemented in the PK-12 classroom?</p> <p><i>Classroom activities and interdisciplinary curricular development occur at all grade levels.</i></p> <p>What is the process that involves all students in academic planning? What is the process that involves students in career planning?</p> <p><i>Counselors meet with all students to discuss course selection as it relates to academic planning. As course offerings increase, counselors meet more often with students to ensure they understand their decisions.</i></p>
<p>Materials</p>	<p>What methods are used to insure that bias and stereotyping are absent from counseling resources and materials?</p> <p><i>By following Wisconsin Comprehensive School Counseling Model, we ensure that our resources and materials avoid bias and stereotyping.</i></p> <p>When selecting instructional materials, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI-9? (sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability)</p> <p><i>Per Board Policy 310 “Instructional Goals”, our instructional materials are written to ensure that all perspectives are included and considered.</i></p> <p>Are materials and resources published and/or available in languages other than English?</p> <p><i>All materials and resources can be reproduced in other languages upon request.</i></p> <p>Does this department and department materials still refer to the name “Counseling and Guidance” or is the new term “School Counseling” in place?</p> <p><i>Yes, all of our materials reference School Counseling.</i></p>
<p>Summary Report Data</p>	<p>Findings:</p> <p><i>Our counseling program, PK-12, services all students. Our program ensures equity and excellence for all students.</i></p> <p>Methods of Analysis:</p>

	<p><i>We reviewed the 2010-11 Whitefish Bay High School Counseling Department Summary, Whitefish Bay School Counseling Program Manual, relevant Board policies, the Whitefish Bay School Counseling Viewbook. In addition, several counselors provided input and feedback.</i></p> <p>Supporting Information: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.</p> <p><i>Since all students are served by counselors, the data on students would be consistent with the overall District data.</i></p> <p>Recommendations for Improvement:</p> <p><i>Generating more student data as it relates to the achievement gap among students.</i></p> <p>Implementation Strategies:</p> <p><i>Develop Individualized Student Learning Plans for students and ensuring that the appropriate resources are available to all students.</i></p>
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**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

### *Suggested Questions for Consideration*

Participation Trends and Patterns	<p>Over the past 3 years, what are the athletic participation rates for students, based on the PI-9 protected categories? (focus reporting on sex, race, national origin, and disability?)</p> <p><i>The athletic participation rates generally reflect the composition of the student body. Female participation over the past three years has been 47%, 45%, and 44%. Minority participation has been 13.6%, 14.5%, and 15%. Students with disabilities receiving special education services participation rates have been 1.5%, 1.8%, and 2.5%.</i></p> <p>Is the athletic participant ratio comparable to enrollment ratios in sex, race, national origin and disability?</p> <p><i>Yes.</i></p> <p>Are procedures in place annually to record participation in athletic programs by sex, race, national origin and disability?</p> <p><i>Yes, student participation in athletics is tracked in our student information system (Skyward).</i></p> <p>Has the district conducted surveys in order to determine if the current athletic program meets the athletic interests of both sexes, diverse racial and national origin groups, and students with disabilities?</p> <p><i>No, however Whitefish Bay High School offers every sport sanctioned by the W.I.A.A. and where student interest is insufficient to form a complete team, Whitefish Bay has cooperative programs with other area high schools.</i></p>
District Support & Equitable Access	<p>Are school mascots, team names and logos free from bias and stereotyping?</p> <p><i>Our mascot, team names and logos are free of bias and stereotyping.</i></p> <p>Are accommodations available for students with disabilities who participate in athletics?</p> <p><i>Yes, to the extent permitted by the WIAA.</i></p> <p>Is equitable support provided for athletics in the following areas:  coaching and other staff salaries;  provision of uniforms;  equipment and supplies,  provision of transportation,  access to locker rooms, practice and competitive facilities,  availability of pep band, pom pon, cheerleaders,  scheduling of games/events and practice times and  publicity efforts.</p> <p><i>Yes, support for all sports is done on an equitable level. Remuneration for coaches is set by the Teacher Handbook in accordance with the length of the season. Access to facilities, transportation, and scheduling are all done centrally by the Athletic Director to ensure that all teams have equal access.</i></p> <p>Do coaches receive training to prevent bullying, hazing and harassment of athletes?</p> <p><i>Yes. Coaches attend an annual meeting with the Athletics Director where those issues are</i></p>

	<p><i>addressed.</i></p> <p>Do coaches receive training in communication styles, bias and/or stereotyping?</p> <p><i>Yes, at the annual meeting, the Athletics Director addresses issues of communication with players, parents and the media.</i></p>
<p>Publications and Notice</p>	<p>How often and in what forums are the district’s nondiscrimination policies and practices regarding athletic activities communicated to students and parents?</p> <p><i>The Student Handbook contains the District’s nondiscrimination policies and practices. All students must read the Student Handbook annually. Since those who participate in athletics are students, and therefore subject to the Student Handbook, all students are subject to the provisions related to the nondiscrimination policies. Furthermore, all athletic activities are school-sponsored wherein the nondiscrimination policy is in effect.</i></p> <p>Do students participating in athletics receive written policy regarding bullying, hazing and harassment?</p> <p><i>Yes, the Student Handbook contains written policy on harassment and hazing.</i></p> <p>Is the district’s nondiscrimination policy included in athletic handbooks, brochures and/or programs?</p> <p><i>No, it is not in the Athletic Code of Conduct.</i></p> <p>Is information regarding athletic events published in languages other than English?</p> <p><i>The information regarding athletic events are all posted online. Accordingly, the language can be translated using online software.</i></p> <p>Are the qualifications for athletic program participation published and made available to all students and parents?</p> <p><i>Yes, the qualifications are found in the Athletic Code of Conduct.</i></p>
<p>Summary Report Data</p>	<p>Findings:</p> <p><i>Our athletic program is in compliance with all applicable federal and state laws, as well interscholastic regulatory bodies and Board rules.</i></p> <p>Methods of Analysis:</p> <p><i>Review of Athletic Code of Conduct, Student Handbook, Coaching Handbook, and analysis by Athletic Director.</i></p> <p>Supporting Data: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.</p> <p><i>Please see Appendix A.</i></p> <p>Recommendations for Improvement:</p> <p><i>Include pupil nondiscrimination policy (Board policy 411) and prohibition on bullying policy (411.3) in the Athletic Code of Conduct and Coaching Handbook.</i></p>

	<p><b>Implementation Strategies:</b></p> <p><i>Prior to publishing the the Athletic Code of Conduct and Coaching Handbook, include pupil nondiscrimination policy (Board policy 411) and bullying policy and discuss the inclusion with coaches at the annual meeting.</i></p>
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## Extracurricular, Recreational and Other School-Sponsored Activities

### *Suggested Questions for Consideration*

Participation Trends and Patterns	<p>Using three years of data determine if the extracurricular and activities offered PK-12 reflect the interests of students, staff, and parents/guardians?</p> <p><i>For several years, students have been able to propose clubs to the Athletics and Activities Director. Numerous clubs and activities that reflect the interests of students, staff and parents have grown out of that process.</i></p> <p>To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>No data is tracked with regards to non-WIAA sanctioned activities.</i></p> <p>Is there a procedure in place to annually record participation in extracurricular activities by student group?</p> <p><i>No data is tracked with regards to non-WIAA sanctioned activities.</i></p> <p>Are there any unique factors that might influence student participation in school activities?</p> <p><i>Unique to Whitefish Bay, the two factors that would most influence student participation in school activities would be whether the student is a resident of the community and whether they have transportation.</i></p>
District Support & Equitable Access	<p>Has the district surveyed students to determine their interests in extracurricular, recreational and other activities?</p> <p><i>Students provide input to the Athletics and Activities Director, in lieu of a formal survey.</i></p> <p>Does the district encourage students and their parents/guardians to organize extracurricular activities or clubs that target their needs as members of a protected class?</p> <p><i>Yes, all students are encouraged to organize extracurricular activities and clubs.</i></p> <p>Are special accommodations available for children with disabilities who participate in extracurricular and other recreational activities?</p> <p><i>Yes, when requested.</i></p> <p>Do school assemblies, special programs and speakers reflect the diverse pluralistic nature of the school and the community?</p> <p><i>Yes. For example, during Black History Month there is a school assembly showcasing achievements and contributions of African Americans.</i></p>
Publications and Notice	<p>Are the qualifications for extracurricular, recreational and other program activity participation published and made available to all students and parents?</p> <p><i>Yes, this information is detailed in the Student Handbook.</i></p> <p>What process is used to ensure that all public information regarding extracurricular, recreational and other program activities is inclusive and free of bias, stereotyping and</p>

	<p>discrimination?</p> <p>How often and in what forums are the district's nondiscrimination policies and practices regarding extracurricular, recreational and other activities communicated to students and parents?</p> <p><i>Annually, students must sign off that they have received a Student Handbook, which contains the District's nondiscrimination policy.</i></p>
<p>Summary Report Data</p>	<p>Findings:</p> <p><i>Our extracurricular programs are free of discrimination and bias. However, our process of data collection for student participation in extracurricular activities, non-athletic, is lacking.</i></p> <p>Methods of Analysis:</p> <p><i>We reviewed the Student Handbook and interviewed the Athletics and Activities Director.</i></p> <p>Recommendations for Improvement:</p> <p><i>Collecting data with regards to student demographics as it relates to student activities.</i></p> <p>Implementation Strategies:</p> <p><i>Work with the Data Coordinator and the Athletics and Activities Director to develop software solutions for the collection of data.</i></p>



## **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

### *Suggested Questions for Consideration*

<p>Award Trends and Patterns (Note: any disparity greater than 5% in scholarship data should be considered significant)</p>	<p>Using three years of data, to what extent do the number of scholarship applications reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>Females have been awarded 50% of the scholarship awards for the 2009 and 2010; 57% for 2011. Minority students have earned 11.7%, 14.8% and 13% over that time frame. The overall composition of the student body is reflected in the scholarship awards.</i></p> <p>Using three years of data, do the number of awards and the fiscal amounts of the scholarships reflect the overall composition of the student population by sex, race, national origin or disability?</p> <p><i>The fiscal awards are variable and data is not recorded on this variable. However, based on the overall numbers, it is reasonable to conclude that the fiscal amounts are comparable to the total numbers.</i></p> <p>Are some student groups awarded greater numbers of scholarships or greater amounts of money than other groups?</p> <p><i>Female students appear to earn a greater number of scholarships.</i></p> <p>What factors contributing to possible disparities should be identified?</p> <p><i>Awards are generally based on academic achievement.</i></p> <p>What efforts does the district undertake to ensure or promote a representative distribution of scholarships/awards?</p> <p><i>For local scholarships, there are announcements and emails as well as daily announcements and posting in the Counseling Department. For locally selected scholarships, the participants sign a nondiscrimination letter pledging to not discriminate on any protected classification.</i></p> <p>Does the district collect and review scholarship award data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</p> <p><i>No.</i></p>
<p>Publication and Notice</p>	<p>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?</p> <p><i>The responsibility of publicizing available awards is largely the responsibility of the school administrators and counselors. Administrators and counselors take into consideration the feedback they receive from parents and community members.</i></p> <p>How are students and parents made aware of the district's nondiscrimination policies and practices for awarding scholarships?</p> <p><i>There is no formal notification process, however the Student Handbook and Board Policy require that the awarding of scholarships be done in a nondiscriminatory fashion.</i></p>

	<p>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?</p> <p><i>Yes, the application process is made as simple as possible and counselors provide assistance to students in the process. Information is broadcasted as widely as possible to the students in the building, and through email to parents in a timely manner.</i></p> <p>Is the award process clearly defined and available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?</p> <p><i>Yes, the process is clear. For students in need of assistance, we provide translation services.</i></p>
<p>Policy and/or Operational Procedures</p>	<p>Are there policies and procedures in place for accepting and awarding scholarships from groups both within and outside of the school?</p> <p><i>In accordance with our District policy, we do not discriminate in the dissemination of information and scholarships.</i></p> <p>Does the district have formal operational guidelines for students and parents that address all aspects of the scholarship/awards process?</p> <p><i>For all scholarships, all information is on the school website in terms of dates, deadlines, all procedures for applying.</i></p> <p>Are the criteria for each scholarship objective, measurable, free of bias, and non stereotyping?</p> <p><i>To the extent possible, the scholarships are free of bias and focus on measurable objectives.</i></p> <p>What is the process for distributing scholarship information to students?</p> <p><i>The school website is the source for distribution.</i></p> <p>What procedures are in place to ensure that scholarship criteria are applied in a nondiscriminatory manner?</p> <p><i>All participants in the selection process sign a form that indicates that they will not discriminate.</i></p> <p>How are professionals, who participate in the selection and award of scholarships, made aware of the selection process?</p> <p><i>The two scholarship coordinators share the nondiscrimination information with the committee and have them sign the nondiscrimination form.</i></p>
<p>Summary Report Data</p>	<p>Findings:</p> <p><i>Our scholarships generally reflect the student composition.</i></p> <p>Methods of Analysis:</p> <p><i>Reviewing the 3 year trends for scholarship awards, interview with scholarship coordinators, and review of current practices.</i></p>

	<p>Support Data: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.</p> <p><i>See Appendix B.</i></p> <p>Recommendations for Improvement:</p> <p><i>Developing and maintaining better records as to who is receiving awards, both school and community based, and encourage students with disabilities to apply for scholarships.</i></p> <p>Implementation Strategies:</p> <p><i>Counselors will track recipients of scholarships and encourage all students to seek scholarship opportunities.</i></p>
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## Other Forms of Recognition and Achievement

### *Suggested Questions for Consideration*

<p>Award Trends and Patterns</p>	<p>Does the district collect and review data to assure that the recipients of other forms of recognition and achievement reflect the overall composition of the student population by race, gender, national origin, and disability?</p> <p><i>Yes, the District does track this data.</i></p> <p>Are there opportunities for students from all representative groups to receive other forms and recognition and achievement?</p> <p><i>Yes. All recognitions and achievements are available to all students.</i></p> <p>What efforts does the district undertake to ensure or promote a representative distribution of recognitions and achievements ?</p> <p><i>Teachers, administrators and outside representatives collaborate to review that all students have access to recognitions and awards.</i></p> <p>Does the district collect and review recognition and achievement data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</p> <p><i>No, we have not collected the data longitudinally in order to identify patterns and trends.</i></p>
<p>Publication and Notice</p>	<p>How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize student recognition and achievement opportunities?</p> <p><i>Our administration and counseling staff are available to review and discuss any student recognition and achievement opportunities for students.</i></p> <p>Do students receive information on how to pursue these opportunities?</p> <p><i>As opportunities are presented, multiple communication channels, such as daily announcements, counselor emails and online access center, will inform students of such.</i></p> <p>How are students and parents made aware of the district’s nondiscrimination policies and practices for awarding other forms of recognition and achievement?</p> <p><i>All student handbooks contain the District’s nondiscrimination policy.</i></p> <p>Is information regarding other forms of recognition and achievement, and the eligibility requirements for such awards made available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?</p> <p><i>All requests for accommodations are provided.</i></p>
<p>Policy and/or Operational Procedures</p>	<p>Are there policies and procedures in place for accepting and awarding other forms of recognition and achievement from groups both within and outside of the school?</p>

	<p><i>The District doesn't recognize awards from 3<sup>rd</sup> party organizations that are unaffiliated with the District.</i></p> <p>Does the district have formal operational guidelines for students and parents that address all aspects of the recognition and achievement award process?</p> <p><i>There has not been a need for formal operational guidelines.</i></p> <p>Are the criteria for each recognition and achievement objective, measurable, free of bias, and non stereotyping?</p> <p><i>Yes, according to Board Policy 411, the District does not discriminate or engage in stereotyping.</i></p> <p>What is the process for distributing recognition and achievement information to students?</p> <p><i>At different buildings, there are different processes. At the high school, there is annual recognition evening. At the middle and elementary schools, recognitions are done more frequently during the school day.</i></p> <p>What procedures are in place to ensure that recognition and achievement criteria are applied in a nondiscriminatory manner?</p> <p><i>All participants in the selection process sign a form that indicates that they will not discriminate.</i></p> <p>How are professionals who participate in the selection and award of recognitions and achievements made aware of the selection process?</p> <p><i>This form details the criteria for selection of the students.</i></p>
<p>Summary Report Data</p>	<p>Findings:</p> <p><i>Based on policy and our compliance with the Corrective Action Plan, our recognition and achievement data, the District distributes recognitions and awards in a nondiscriminatory fashion. Our data lacks longitudinal information that would permit a more comprehensive review.</i></p> <p>Methods of Analysis:</p> <p><i>Board policy, Civil Rights Compliance Form, and counselor, teacher and administrator review.</i></p> <p>Support Data: Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.</p> <p>Recommendations for Improvement:</p> <p><i>Reviewing the data on a longitudinal basis.</i></p> <p>Implementation Strategies:</p> <p><i>Retain better data about student recognitions particularly at the elementary and middle school levels.</i></p>

## **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

### *Suggested Questions for Consideration*

Methods	<p>What were the methods used in conducting the self evaluation?</p> <p><i>The review was based on the available data and the primary sources of information.</i></p> <p>How did teachers, students, parents, school administrators and residents participate in the self evaluation process?</p> <p><i>They were either interviewed or allowed to offer suggestions.</i></p> <p>What contributions did each group provide?</p> <p><i>Each group focused on their own sources of knowledge.</i></p> <p>How were people notified of the opportunity to participate in the self evaluation process?</p> <p><i>Information was posted on the website and at Board meetings.</i></p>
Diversity	<p>Did the participants in the evaluation reflect the diversity within the school?</p> <p><i>The people selected to participate where the most knowledgeable about the programs in the District and it represented various professions.</i></p> <p>Did the participants in the evaluation reflect the diversity within the community?</p> <p><i>Yes.</i></p> <p>Was the notification of the opportunity to participate in the self evaluation process publicized in other languages in addition to English?</p> <p><i>No.</i></p>
Outcomes	<p>How will staff and others learn about the PI-9 self-evaluation findings completed for the Cycle IV report?</p> <p><i>The report will be posted on the District website and make reference to at a Board meeting.</i></p> <p>Where will the PI-9 Cycle IV written report be a filed so that it remains available for review by residents of the district?</p> <p><i>It will be filed with the Director of Human Resources &amp; Special Services in the District office.</i></p> <p>Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district?</p> <p><i>The Athletics &amp; Activities Director, counseling staff, school administration, Data Coordinator and the Director of Human Resources &amp; Special Services will all be responsible for implementing the strategies.</i></p>



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

School District: **Whitefish Bay**      DATE: **October 19, 2011**

- Based on the review of several data sources, on the following chart, identify the “Recommendations for Improvement” that your PI-9 team has identified.
- Establish a timeframe/target date for developing a new process, revising a practice, or implementing a new procedure based on the recommendations identified.
- After reviewing each “recommendation for improvement”, determine who will be responsible for monitoring the recommendation.
- Assess the outcome of the development, revision and/or implementation of the recommendation when it is completed.

PI-9 Code	Recommendations for Improvement	Target Date for development/ revision or implementation	Person / Committee Monitoring Recommendations	Outcome
9.06 (1)(c)	<i>Generating more student data as it relates to the achievement gap among students.</i>	October 2012	Administration & counseling	
9.06(1) (e)	<i>Include pupil nondiscrimination policy (Board policy 411) and prohibition on bullying policy (411.3) in the Athletic Code of Conduct and Coaching Handbook.</i>	October 2012	Athletics & Activities Director	
9.06 (1)(e)	<i>Include pupil nondiscrimination policy (Board policy 411) and prohibition on bullying policy (411.3) in the Athletic Code of Conduct and Coaching Handbook.</i>	October 2012	Athletics & Activities Director	
9.06 (1)(f)	<i>Developing and maintaining better records as to who is receiving awards, both school and community based, and encourage students with disabilities to apply for scholarships.</i>	October 2012	Counseling department.	

**Appendix A: Athletic Participation**

Year	2009	2010	2011
Total Students	530	552	550
Spec. Ed.	1.5%	1.8%	2.5%
Female	47%	45%	44%
Minority	13.6%	14.5%	15%

**Appendix B: Scholarships & Awards**

<b>Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Total Value	\$30,950	33,850	30,100
Female	50%	50%	57%
Male	50%	50%	43%
Minority	11.7%	14.8%	13%