DPI Pupil Nondiscrimination Self-Evaluation Report: Spring 2024

*Complete Self Evaluation Report and Related Requirements
DATE: May 30, 2024

Kohler School District

Approved by the School Board on (July 10, 2024)

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Section I - General Overview of PI-9 Pupil Nondiscrimination

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.**

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.

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…"
- "Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district"
- "Participation trends and patterns and school district support of athletic, extracurricular and recreational activities"

Cycle IV: In 2011-12, districts were once again required to complete 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.

Cycle V: In 2017-18, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. **Cycle VI requires districts to evaluate the following elements**:

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

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
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: -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability	**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: 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. (2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. (3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

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

Name	Position
Lisa Greene	Superintendent
Dr. Cindy Payne	Director of Special Education/Pupil Services
Adrianne Seymour	HR/ Assistant to the Superintendent
Ryan Sprenger	Athletic and Activities Director
Natasha Rowell	High School Principal
Courtney Nachreiner	High School Counselor
Melisa O'Connor	Middle School Counselor
Laura Multer	Elementary School Counselor

Opportunities to Participate in the Writing, Development, 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, and administrators in the following manner:
☒ Individual meetings
☒ Department meetings
☒ Discussion item at an administrative meeting

Section III District Overview – Kohler School District

The Kohler School District serves more than 700 students in grades 4K - through 12th grade. We are a small school system with big opportunities. We hold high expectations for our students and staff and have a history of delivering excellent outcomes. Creating a safe and caring environment provides all young people with the ability to pursue their dreams. The Village of Kohler, incorporated in 1912, is located in Sheboygan County, Wisconsin.
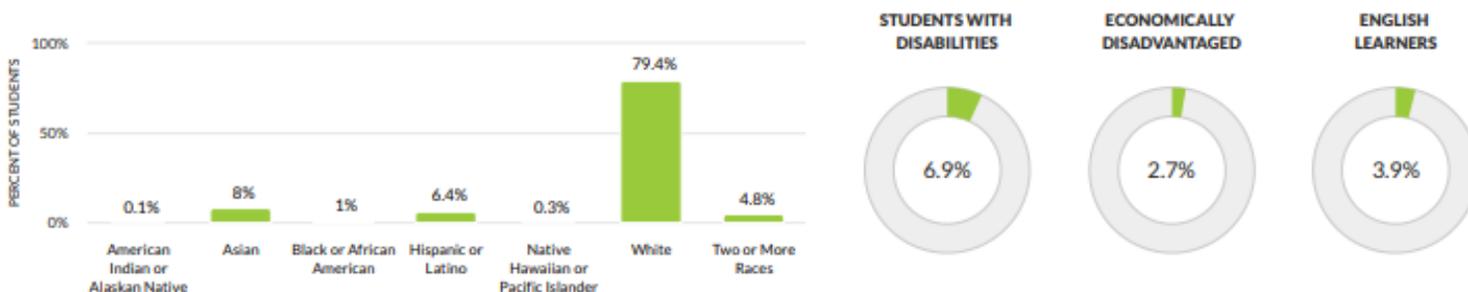
Our Mission

Every day at Kohler Schools we inspire inquiry; engage hearts, minds and bodies; and provide supports to ensure all students can achieve success.

Link to our Strategic Plan

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.

District Enrollment Data Set

Student Groups

Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

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

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Findings:
o The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03.
o The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities.
o These policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
o The district has trained multiple compliance officers for gender diversity and flexibility in

situations where a conflict of interest may exist.
  o Information is shared on school and district websites, in new student orientation sessions, and student handbooks

Method of Analysis:
  o Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
  o Review and Examination of administrative guidelines related to Pupil Nondiscrimination and Equal Education Opportunity
  o Review of Student Handbooks

Supporting Information:
The following information was reviewed:
[Link to District Policy Page](#)

  ○ PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
  ○ PO 2260.01Section 504/ADA Prohibition Against Discrimination Based on Disability
  ○ PO 2266 Nondiscrimination on the Basis of Sex
  ○ PO 5517 Student Anti Harassment
  ○ PO 5730 Equal Access for Non-District Sponsored Clubs/Activities
  ○ AG 2260 Nondiscrimination and Access to Equal Educational Opportunity
  ○ AG 2266 Nondiscrimination on the Basis of Sex
  ○ School Student Handbooks
  ○ Title IX procedures and investigative process material

Recommendations for Improvement and Implementation Strategies:
  o The District's designated compliance officers have shifted a great deal with the higher than typical administrative turnover. All compliance officer information has been updated as part of this review process. These corrections have been completed, and will need to be updated again at the start of the school year with further administrative turnover.
  o The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks as required in Policy 2260

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:
- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Findings:
- Our data over the last 5 years indicates that 50% of the years there were equal representation in males and females in tech education courses and 50% of the years there were more males than females represented. However, enrollment fluctuated.

- Trends in general enrollment - We reviewed the enrollment in English Language Arts, Math, Social Sciences, Engineering and Technology, Business and Marketing, and Visual and Performing Arts and found no significant discrepancies with race and enrollment.

- Based on the number of students who have enrolled in at least 1 AP course, there does not seem to be gender inequity.

- Based on the number of students who have enrolled in at least 1 AP course, our data shows no discrepancies based on race.

- When analyzing the data for AP enrollment and disability we have found that students with disabilities are underrepresented in AP courses.

Method of Analysis:
- Discussion with the counseling team
- Course enrollment data

Recommendations for Improvement and Implementation Strategies:
> The school counselor will work closely with the special education teacher to make sure that students in special education take appropriate rigor throughout their high school career regardless of disability status.

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in 4K-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:
- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Summary Report Data

Findings:

Kohler Elementary School

4K - 5th Grade Second Step - Universal Tier 1 Instruction for all students. The program builds a foundation for a positive, inclusive culture through developing social-emotional competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts and building positive relationships. All lessons and supplemental materials, including songs and letters to caregivers, are available in Spanish for the kits program (currently used). Images have representations of diversity.

2nd-5th Grade Xello - Universal Tier 1 Instruction for all students delivered in Library media classes. The program is research-based and is intentionally designed to address socioeconomic disparity and language barriers. Xello is intentionally inclusive. The software's career profiles and lessons feature images of people who represent different genders, as well as members of differently-abled and minority communities. This ensures that any student using the program can be inspired by successful people who look like them and have similar backgrounds.

This program empowers students and levels the playing field to provide educational resources and individualized support to all students for the college, career, and future-readiness process. The content is accessible and designed in mind to address the needs of students and caregivers who may not have English as their primary language. Communication, problem-solving, leadership, relationship management, and other interpersonal skills are increasingly being recognized as strong predictors of career success. However, for marginalized students facing a variety of systemic, institutional, and individual barriers, the opportunity to develop these skills at the same rate as their peers is severely diminished. These students, who often see their futures as uncertain, need extra support to build critical persistence and future-navigating skills. Xello includes an integrated curriculum to support individualized cognitive and social skill development at scale for every student. The software's lessons are researched and uniquely designed to support students of all backgrounds and abilities. Certain lessons even focus on helping students learn how to self-advocate, problem-solve, and persevere in the face of adversity. Xello allows all students, regardless of background, to have an opportunity to see the same things. It does not matter whether the student is at-risk or a high achiever. The program we've enabled with Xello provides something for everyone. It is a one-stop shop that makes achieving students' dreams fun and engaging, and all without tasking educators with more work."

This readiness program supports multiple pathways and accommodates students with a wide range of interests, learning levels, and goals. It provides valuable information about other educational pathways, including post-secondary certificates, technical programs, apprenticeships, and more. When it comes to exploring post-secondary options in Xello, students can set different filters based on their goals and priorities. They can look for careers that require them to take two-year, four-year, technical, or certificate programs. This

shows students all the choices available, but it also helps them focus on the most viable post-secondary route for them. Using this approach, even at-risk students who thought college wasn't for them frequently have their eyes opened to post-secondary options they never would have considered before. When all students have their options laid out clearly, it's easier for them to see the purpose of what they're learning at school and how to connect their career and educational choices to their skills, interests, and achievements.

5K & 1st Grade Blue Goes to Work - Universal Tier 1 program to engage families, especially caregivers, in the academic and career planning process. All families are encouraged to discuss careers represented within their family and then share those careers (work tasks, work environment, and training) with their students and the greater school community. Careers are shared and highlighted during library media classes and visuals are displayed for the wider school community to view.

5K - 5th Grade Sources of Strength (to be implemented starting 2024-2025 school year) - Universal Tier 1 Instruction for all students. The program to prevent adverse outcomes by increasing well-being, help-seeking, resiliency, healthy coping, and belonging.

- o In 2019, the elementary counseling team reviewed and selected The Zones of Regulation for classroom teachers to teach children how to identify and regulate their emotions. Strategies are taught to help bring students back to a place where learning is achievable.
- o The elementary counseling curriculum uses "Second Step" for grades 4K-5th grade. Second Step has the highest rating in the Every Student Succeeds Act Evidence-Based Improvement Strategies for Social Emotional Learning
- o The elementary counseling curriculum uses Sills for Growing by Lions-Quest
- o In 2023, the elementary school teachers are laying the foundation and working on Professional Development to implement Sources of Strength at the elementary level. This is a high quality suicide prevention program.

Kohler Middle School
- o The middle school counseling program uses Xello and Second Step (previously described).
- o The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations, evening programs, and one on one student sessions.
- o Individual learning plan meetings are held for all students in grades 6-8. Parents are invited to participate in their child's individual learning plan meeting. This is an important component of meeting each student's unique needs and working with each student to create a plan for success. Communication with parents in their native language will be provided if needed (via interpreters or technology).
- o The counseling team collaborated with other schools across the Sheboygan County to implement a research and evidence based suicide risk assessment process.

Kohler High School
9th - 12th grade - Naviance and Common Sense Curriculum
Research-backed resources for students and educators equip the next generation of digital citizens to be safe, ethical, and responsible online. Common Sense Education creates and distributes free, culturally relevant Digital Citizenship Curriculum.

Naviance is a comprehensive College, Career and Life Readiness Framework (CCLR) that helps schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. The research-backed CCLR Framework outlines six competencies that students in grades 6-12 must achieve to become college, career and life ready.

9th grade Health class- all freshmen have equitable access to Suicide Prevention curriculum in this required course taught by the licensed school counselor.

- o In 2018 Wisconsin adopted the American School Counselor Association (ASCA) model. The ASCA National Model guides school counselors in the development of school counseling programs that:
    - o are based on data-informed decision making
    - o are delivered to all students systematically
    - o include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
    - o close achievement and opportunity gaps (see how equity is woven into the ASCA National Model)
    - o result in improved student achievement, attendance and discipline

Method of Analysis:
- o Participation and discussion with school counselors and Director of Pupil Services
- o Review of K-12 Counseling Program Scope and Sequence
- o Review of K-12 Counseling Program Themes and Benchmarks
- o Participation and discussion with building level principals and district level administration
- o Review of curriculum decisions and changes related to the counseling program

Supporting Information:
The following information was reviewed:
- o Counseling curriculum progression
- o Review of counseling practices and procedures (small group offerings, risk assessment procedures, and student support plans)
- o Review of counseling program procedures/processes

Recommendations for Improvement and Implementation Strategies:
- o Continue to increase the data tracking and decision-making related to the multi layered systems of support in each building level
- o Expand the use of small group interventions, thus reducing the need for extensive individual student interventions
- o An increased emphasis should be placed on career exploration and planning. The district is currently using the Xello web based program extensively in grades 6-12. An expansion and increased emphasis on Academic and Career Planning across grades 6-12 is recommended.
- o Provide translated versions in the parent's native language as much as feasible. Based on demographic information, the Spanish language for counseling materials and counseling brochures would be a good place to start. Each year more documents should be translated for parents.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:
- ○ Ensure disciplinary actions and procedures are applied consistently to all students.
- ○ Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- ○ Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
- ○ Responses to harassment are prompt, firm, and effective.

Summary Report Data

Findings:
- Since 2019/2020 the number of students disciplined and were EL ranged from .1-1.4%. No disproportionality
- Male students are 2-3 times more likely to be suspended than female students.
- At the elementary level, male students have 10 times the office referrals than females.

Method of Analysis:
- o Review of suspension rates over multiple years
- o Review of policies:
  - o PO 5605 Suspension/Expulsion of Students with Disabilities
  - o PO 5610 Suspension and Expulsion
  - o PO 5610.02 In-school restriction/In-school suspension
  - o PO 5611 Due Process Rights
- o Review of Student Handbooks
- o Analysis of WISE Dash Discipline Data

Supporting Information:
The following information was reviewed:
- o SWIS data
- o Skyward Discipline data

Recommendations for Improvement and Implementation Strategies:
- o The elementary staff is working to identify how girls and boys display disrespect and defiance differently. The subtle rolling of the eyes and exclusionary practices found typical in girls has been under-represented. The staff is working to better align expectations and work to narrow this gap.
- o Middle School and High School Staff will review behavior data trends and recommend some preventative measures to reduce the likelihood of misbehaviors resulting in disciplinary action.
- o Staff will look at alternative disciplinary practices to minimize the use of student suspensions.

Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:
○ Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
○ Ensure that interscholastic athletic programs for boys and girls are comparable.
○ Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:
1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

Findings:
High School
   Participation Numbers
   o Male- 85
   o Female- 87

   Sports Offered
   o Male- 10
   o Female- 10

   Race
   All races are represented, but our numbers are very small and data becomes hard to interpret, as we are often dealing with one or two students in a particular subgroup

   o Asian- 8% (district population 8%)

o Hispanic- 6% (district population 6%)

o African American- 1% (district population 1%)

o White- 85% (district population 79%)

Special Ed

o Male 2%

o Female- 1%

Methods of Analysis

oParticipation and discussion with Athletic & Activities Director

oData Analysis of participation rates, disaggregated by gender, ethnicity, race, disability
status, English language learner status, and economically disadvantaged status.

Supporting Information

The following information was reviewed:

oKohler High School athletic offerings

oParticipation rates/data from the Activities Department

oSkyward Data

Recommendations for Improvement and Implementation Strategies

No disparities were noted in participation in relationship to the district demographic data

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the patterns in awarding scholarships and 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:

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

Findings:

We do not have historical data or tracking on which students are applying to specific scholarships; however more females in the graduating class have received scholarships in the 22-23 and 23-24 school year. It is noted that students with disabilities, as well as English language learners apply for scholarships.

23-24 school year: None of our local scholarships are sex specific scholarships.
22-23 school year: 1 scholarship offered to students was sex specific (only offered to male basketball players).

Supporting Information
The following information was reviewed:

  o **5451.03 - STUDENT SCHOLARSHIPS**
  o **5451.02- TECHNICAL EXCELLENCE HIGHER EDUCATION SCHOLARSHIPS**
  o **5451.01 - WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP**
  o High School Newsletters
  o Verbal and anecdotal notes of scholarship process

The above Kohler policies have been reviewed and all are being practiced. Moving forward, the available scholarships will be posted to the website under the counselors webpage. In the 22-23 and 23-24 school year the scholarship spreadsheet was shared with every parent and every student in the graduating class.

Recommendations for Improvement and Implementation Strategies
Moving forward, we will keep track of subgroups applying and receiving scholarships. We will keep track based on subgroups such as ELL, students with disabilities, race, and gender.
We will put the school district's nondiscrimination statement on local scholarship information. Moving forward, the available scholarships will be posted to the website under the counselors webpage.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discrimination based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:
- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Findings:

o   The district has a Strategic Plan, which directly addresses the quality of the education for all students and the district's focus on achievement for all students.
o   District-wide goals are directly shared in the strategic plan addressing:
    o   ensuring every student meets or exceeds grade level standards
    o   developing trusting relationships
    o   build student voice, choice, and ownership of their learning and growth
    o   create inclusive environments that show an understanding of and care for every student, staff, family member, and visitor
    o   support the academic, physical, social, and emotional wellness of students and staff
    o   Invest in professional development to ensure teachers have the knowledge and skills to deliver high quality instruction.

Method of Analysis:
o   Review/Discussion of Strategic Plan and process
o   Review/Discussion of Professional Development Plans

Supporting Information:
The following information was reviewed:
o   District Strategic Plan
o   Professional Development plan
o   State of the District report

Recommendations for Improvement and Implementation Strategies:
o   The district has a Strategic Plan that measures and reports out to the community and school board the progress in several areas. Updates of this strategic plan and the results will continue to be shared with all shareholders at School Board meetings through the Principal reports.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:
○   Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
○   Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
○   The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.
- All student handbooks include required information and are available on the website

Method of Analysis:

o A review of all handbooks and the district website to ensure that all information is available to all stakeholders.

Recommendations for Improvement and Implementation Strategies:

We will continue to update our website to make information easy to find and accessible to all stakeholders.We will strive for more student and parent involvement in the process in the future.