



**School District of Bloomer**

**Pupil Nondiscrimination and Educational Equity Report**

**2011-2012**

**Cycle IV Report**

In Compliance with Section 118.13 Wisconsin Statutes  
&  
PI9 Wisconsin Administrative Code

Presented to the Bloomer Board of Education on October 17, 2011

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# Pupil Nondiscrimination and Educational Equity Report 2010-2011

## **INTRODUCTION:**

To comply with the five-year evaluation and reporting requirements for Pupil Non-Discrimination and Equality of Educational Opportunities, the School District of Bloomer conducted a self-evaluation in the following three areas:

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

### ***The self-evaluation process included:***

- A review of all data from the past three years that impacted the three identified focus areas. Numerical data was disaggregated on the basis of race, national origin (including students with Limited English Proficiency), sex and disability, unless such disaggregated violated student confidentiality. The disaggregated data was compared with overall enrollment data to determine if there has been proportionate representation.
- Pupils, teachers, administrators, parents, and residents of the district were invited to a meeting to review the data analysis and to provide input and were surveyed to provide input.
- The final report was approved by the School Board on October 17, 2011 and is available in the district office for examination by residents of the district.

## ***Section I: Methods and Practices, Curriculum, and Materials used in Counseling***

It is the intent of the School District of Bloomer to ensure that the goals of equity and excellence for all students are demonstrated through counseling practices in the district.

### ***General Information***

1. What are the district's policies and practices regarding multiple perspectives in and through counseling?
  - *The School District of Bloomer utilizes all counseling perspectives. The counseling staff has all been trained in Skinner, Maslow, Rogers, Freud, Jung etc. The training*

*was thorough and comprehensive regarding counseling perspectives. The Bloomer High School Comprehensive school counseling program is based upon the Wisconsin Comprehensive School Counseling Model and the American School Counselors Association National models. Each counseling interaction is based upon individual needs, demographic and cultural needs of the child.*

- *The purpose of the counseling program is to provide a comprehensive counseling program addressing the academic, career and personal/social development of all students. In collaboration with teachers, administrators, parents, guardians and the community, school counselors facilitate program delivery, thereby giving purpose to learning for all students.*

- *The Counseling program includes the following components:*

*GUIDANCE CURRICULUM*

*Classroom activities  
Interdisciplinary curriculum development  
Group activities  
Parent workshops*

*INDIVIDUAL STUDENT PLANNING*

*Individual or small group appraisal  
Individual or small group advisement  
Student and parent educational/  
career planning conferences*

*RESPONSIVE SERVICES*

*Consultation  
Individual and small group counseling  
Crisis counseling  
Referrals  
Peer facilitation*

*SYSTEM SUPPORT*

*Professional development  
Consultation  
Collaboration and teaming  
Program management and operation*

- *District Policies and procedures are available on line as well as available in the District Office. Policies which affect counseling are as follows:*

*POLICY 364 Counseling Programs  
POLICY 345.4 Promotion and Retention of Students  
POLICY 346 Testing Program  
POLICY 347 Student Records  
POLICY 411 Equal Educational Opportunities  
POLICY 454 Child Abuse/Neglect Reporting  
POLICY 457 Suicide Prevention/Intervention as well as others not listed here.*

*Interested parties are encouraged to view the district website for access to all policies and procedures which impact guidance and counseling services.*

- *The Comprehensive Guidance and Counseling document is available for review at any time in the District Office, or in any counseling office.*

2. The following questions pertain to the type of training counselors have received. How have they been trained to recognize bias or stereotypes?
- *All counselors took a course in Multi-culturalism through University training. They were required to take a field study during preparation training which instructed them on how to recognize bias and stereo-typing.*
  - *Counseling staff also received training on the four components of the comprehensive guidance and counseling model with CESA (Cooperative Education Services Agency) and will continue to receive on-going training as available and necessary.*
  - *In addition, counselors participate in on-going district wide meetings which enable them to utilize knowledge and skills of other counselors to complement and enhance their own understanding and applications of ways to avoid bias and stereo-typing.*
- How have they been trained to recognize and present multiple perspectives in and through counseling?
- *Counselors took a course called “Counseling Practicum Lab” where their individual counseling was reviewed and critiqued by experts in the field. They received feedback from trained professional counselors which enhanced and contributed to their own counseling skills.*
  - *Counseling staff also received training on the four components of the comprehensive guidance and counseling model with CESA (Cooperative Education Services Agency) and will continue to receive on-going training as available and necessary.*
- How often has the above training occurred?
- *The training was required for licensure. As comprehensive counseling program was developed the information was again revisited and implemented into the existing comprehensive counsel utilized in the district.*
  - *Other on-going training has been annual or as needed based upon changes to model academic standards in Wisconsin.*
- Was the training optional or required?
- *Required.*

- How effective was the training in improving counseling?
  - *The training impacted counseling and is considered to be highly effective by participants. The training occurred with qualified, respected instructors. The adopted model is a nationally respected model.*

## **Counseling**

3. How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?
  - *The new model adopted by the district is “by all for all.” This means we operate and provide a program which supports all students through objectives established by all levels for all students. The program and curriculum materials utilized are approved by the area experts and through nationally accepted curriculum as an exemplary model program practices.*
  - *Materials selected by counseling staff have been chosen based upon diverse learning, cultural, biases and stereotyping information necessary to enhance student learning and appreciation for others.*
4. Does the district provide culturally and linguistically accessible support services to students and families?
  - *Currently the district has a limited need for linguistic support. When necessary the district utilizes CESA services and library materials which support learning needs of the individuals. We also utilize the bilingual staff members which provide support. We also have some students who are bilingual and support our younger students as they develop linguistic skills. Other transcription and translation services are contracted as necessary by the district.*
5. Does 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?
  - *The school counseling mission statement ensures we provide services to all students in collaboration with teachers, administrators, parents, guardians and the community. Counselors facilitate program delivery, giving purpose to learning and support for all students.*
  - *The district counseling program has a services manual which follows state standards and assessment requirements. The instruction in the classroom follows these standards.*

## 6. **Recommendations**

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

- *We will continue to align the counseling program initiatives objectives and outcomes with the Wisconsin and American School Counseling model. Continual review and retraining will be part of this process for continued excellence in the counseling program. Annual goals focus the counseling program for continued improvement. Evaluations of the program are conducted at the end of the year with staff feedback.*

## **Section II: Trends, Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities**

*It is the intent of the School District of Bloomer to foster and promote the goals of equity and inclusiveness in all athletic programs and activities.*

The District conducted a review of athletic, extracurricular and recreational activities participation data in athletic programs and activities for at least the past three years. Data was reviewed by race, sex, national origin or disability. Data was reviewed to determine if trends and patterns of participation could be identified. The following questions and answers support this data review:

1. Are some groups underrepresented in athletic programs and activities?  
If so, how?

- *The participation data for our athletic programs over the past three school years (2008-2009, 2009-2010, and 2010-2011) is presented in the table below. For a high school our size, we have excellent participation in our athletic programs. We do not have a very diverse student population, and as a result, there are no groups that are underrepresented in athletic programs and activities.*
- *Following the 2008-2009 school year, our girls' golf program was dropped due to a pattern of extremely low numbers over time. For a number of years, we were not able to field a team. However, any girls interested in competing in high school golf are welcome to play on our boys' golf team.*
- *In addition, girls' tennis is offered but boys' tennis is not offered. Girls' dance is offered as well. This year a new color guard squad will be explored, which will be available to all interested participants. This group (color guard) has been started based upon student interest.*
- *All procedures meet Board policy in the tracking of participation rates. At the end of each season figures for sports and team participations are submitted to the WIAA (Wisconsin Interscholastic Athletic Association) as well. The district does*

*not discriminate regardless of race, sex, disability, or national origin or other protected classes as required by law.*

**BLOOMER HIGH SCHOOL  
SPORTS PARTICIPATION  
2008-2011**

Sport	2008-2009		2009-2010		2010-2011	
	Male	Female	Male	Female	Male	Female
Baseball	31		22		24	
Basketball	41	27	32	27	29	26
Basketball Manager		2				
Cross Country	8	8	9	8	7	13
Cross Country	9	4				
Skiing						
Dance		21		39		16
Football	89		88		76	
Football Filmer	1					
Football Manager		3		3		
Golf	20	4	26		34	
Softball		24		24		24
Softball Manager				1		
Tennis		16		20		19
Track	26	17	31	23	33	27
Track Manager				1		
Volleyball		39		36		34
Volleyball Manager		2		2		
Wrestling	21		15		14	
Wrestling Manager	1	2				
<b>TOTALS</b>	<b>247</b>	<b>169</b>	<b>220</b>	<b>184</b>	<b>217</b>	<b>159</b>

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

*At the conclusion of each athletic season (fall, winter, spring), participation numbers are calculated for the following teams and are reported to the WIAA:*

**Fall:** Football, Volleyball, Boys' Cross Country, Girls' Cross Country, and Girls' Tennis

**Winter:** Boys' Basketball, Girls' Basketball, Wrestling, and Dance

**Spring :** Baseball, Softball, Boys' Track and Field, Girls' Track and Field, Boys' Golf

*Please note that the final calculations for spring and winter sports are not yet finalized for the 2011-2012 school year and will be adjusted following the end of season.*

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 scope and type?
  - If not, can the district show a history and continuing practice of program expansion for the underrepresented sex?
  - If not, can the district demonstrate that the interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the present programs?
  - *We have very similar participation levels when comparing males and females. We offer 14 varsity level athletic programs at Bloomer High School. As evident in the table provided above, there are 7 programs for males (Baseball, Basketball, Cross Country, Football, Golf, Track and Field, and Wrestling) and 7 programs for females (Basketball, Cross Country, Dance, Softball, Tennis, Track and Field, and Volleyball).*
  - *In addition, girls are welcome to participate in the boys' golf program, the football program and the wrestling program. On the contrary, boys are not allowed to participate in girls' programs (WIAA rules).*
4. The District of Bloomer examined separate interscholastic athletic programs for equity in males and females. Equitable support has been provided in the following areas:
- ***Coaching and other staff salaries:***
    - *All coaches are paid by a point system not by a system of gender. The District employs men and women coaches for all sports. Qualifications to coach are based upon training, experience, and previous success as an athlete, not whether or not the coach is male or female.*
  - ***Provision of uniforms:***
    - *Uniforms are purchased on a cycle. Each sport has a cycle for replacement. Gender does not affect the cycle.*
  - ***Equipment and supplies:***
    - *Each sport has an annual budget. Allocations are based upon the needs of each sport. Allocations change from year to year to ensure each team has an opportunity for new equipment and uniform selection.*

- ***Scheduling of games and practice times:***
  - *Athletes are provided with practice times which meet student needs, and site specific needs. Activities are balanced between athletic and non-athletic activities, not gender.*
- ***Provision of transportation:***
  - *Transportation is provided equitably to events in the same manner for sporting activities.*
- ***Opportunity to receive expanded training:***
  - *All students and coaches are encouraged and allowed advanced, academic tutoring, medical, or other types of services. Each person is responsible to carefully plan for such events, seek assistance in academics or tutoring when necessary, or request assistance as needed. No one is denied opportunities based upon gender, sport, or activity.*
- ***Access to locker rooms, practice and competitive facilities:***
  - *All genders have access to locker rooms, practice and competitive facilities. Access to available facilities requires that practices be staggered, or that teams use a variety of locations for the activity of participation. For example: rather than use the gym, the dance team uses the commons area of the high school, or the elementary school gymnasium.*
  - *The football and track teams must use the locker rooms at the high school and travel to the stadium for practice and games. The use of these areas and the availability of facilities is equitable but based upon whether or not structures exist to allow for use (e.g. no lockers at the middle school).*
- ***Publicity efforts:***
  - *Each team has the same access to publicity.*
- ***Availability of pep band, cheerleaders, pom-pom, et cetera for all teams:***
  - *Bloomer does not have cheerleaders, or pom squads. Students support the teams on their own and are active in support. Pep band plays for boys and girls events, and the director is careful to confirm play time with the activities director at the start of the school year. In addition a dance team is treated with the same regard as other sporting events with the same requirements for co-curricular representation and grade requirements.*

- ***Are school mascots, team names, and logos free from bias or stereotyping?***
  - *Yes, the mascot is a large black and orange hawk. The name Black hawks is reflective of a bird which looks similar to a large flying hawk and images do not stereotype. No complaints regarding the mascot have been received, in fact there is a great deal of community pride regarding the logo of the bird's head.*
- ***Does attendance at athletic events reflect the diversity of the students in the school?***
  - *Yes, attendance at events reflects the community as well as student population.*
- ***Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping?***
  - *Our coaches are provided numerous training and professional growth opportunities, including but not limited to: all-district coaches' meetings, coaches' round table lunch discussions, attendance at coaching clinics, and access to professional journal articles on coaching topics.*
- ***Do coaches receive training to prevent hazing and harassment of, and by, athletes?***
  - *As mentioned above, our coaches have many professional growth and training opportunities. For example, just to share one of them – in each of the last two school years, a group of coaches has attendance the “Life of an Athlete” workshop presented by John Underwood, a nationally known speaker in this area.*
- ***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?***
  - *Students with special needs, students with Limited English Proficiency, and diverse racial/ethnic groups are encouraged and welcomed into our athletic programs. We, as a district, strongly believe that students' participation in extra-curricular activities helps shape the overall experience in school. Within the guidelines of conference and WIAA rules, students are placed at the appropriate level of competition to maximize their experience and success.*
  - *All sports and levels of competition (sports and non-sports) accommodate both sexes, are open and available to all abilities and disabilities, students with varying cultural and ethnic backgrounds, and LEP students. Exemplars of this include students with disabilities are on the football team and basketball teams and participate in various cheer activities and dance squads.*

- ***Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?***
  - *There is excellent communication between the school and parents/guardians in regards to athletic programs. Each year, athletic code meetings and team/program meetings are held to discuss expectations, guidelines and procedures. An example of a survey conducted in the 2008-2009 school year applies to wrestling. At that time, we surveyed the parents of our wrestling team to gauge their interest in entering a cooperative agreement with Colfax.*
  
- ***Are special accommodations available for students with disabilities?***
  - *Students with disabilities are encouraged to become involved in athletics and other extra-curricular activities at Bloomer High School. When students with disabilities are participants in our programs, appropriate accommodations are made in order to maximize their experience.*

**In an effort to provide activities that are relevant to, and are supportive of all students, the School District of Bloomer has made an effort to provide a variety of opportunities to students beyond the world of sports.**

***Extracurricular and Recreational Activities:***

Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns.

Students in the Bloomer High School have the opportunity to participate in the following activities:

- Ping Pong Tournaments at Lunch Hour
- Mentor Elementary Students
- Art Club
- Students against Drunk Driving (SADD)
- Future Bloomer Business Leaders of America (FBBLA)
- Forensics
- Student Council
- Pep Band
- Yearbook
- National Honor Society (NHS)
- Future Farmers of America (FFA)
- Vocational Industrial Clubs-Skills USA (VICA)
- Archery Club
- Fellowship of Christian Athletes (FCA)
- Future Consumer Careers Leaders of America (FCCLA)
- Diversity Club

1. 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?

If not, how do they differ?

- *For a high school of slightly less than 400 students we have excellent participation in both our athletic and other extra-curricular programs. We do not have a very diverse student population, and as a result, there are no groups that are under-represented in extra-curricular activities. We have excellent participation by both girls and boys in our extra-curricular activities.*
2. Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?
    - *Yes-at the conclusion of each school year, we complete a School Performance Report, which includes data on participation in all of our extra-curricular programs. The advisor of each organization has a complete list of students who are members or participants in that organization.*
  - Are activities provided to meet the expressed interests of all groups?
    - *Yes-we have many extra-curricular activities, and all students are encouraged to participate in those activities in which they have experience or an interest.*
  - Are students and their parents/guardians encouraged to organize extracurricular activities or clubs that target their needs as members of a protected class?
    - *Yes-for example, in 2010-2011 school year, our School Board of Education approved the establishment of a Diversity Club at Bloomer High School. We take pride in having all of our students feel valued and respected members of our student body.*
  - Has the district surveyed students, staff and parents/guardians to determine what these needs or interests may be?
    - *Yes-at the conclusion of each school year, we complete a School Performance Report which includes data on participation in all of our extra-curricular programs. The advisor of each organization has a complete listing of the students who are members or participants in that organization.*
    - *Similarly, students know they have the opportunity to develop and form a club with enough members and approval of the Board of Education. Students have taken advantage of this opportunity.*

6. Are special accommodations available for children with disabilities?
  - *Yes. Bloomer has students with disabilities participating in play and drama presentations, art clubs, FFA, and travel opportunities.*
7. 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?
  - *Yes. Students must meet the criterion presented by policy set by the Board of Education. This requires the student to seek an advisor, have ten or more students interested in participating in the group, and complete application. This application must be approved by administration and the Board prior to final approval.*
8. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?
  - *The district has an advisor/advisee program where the advisors encourage each student to get involved in as many areas as possible.*
  - *Strategies have been somewhat effective, with some students securing outside employment following assignments through their different organizations.*

### ***Notices:***

1. Is there a permanent process in place for ensuring that all public information regarding athletic, extracurricular and recreational activities is inclusive and free of bias, stereotyping, and discrimination, including language and visuals? Public information includes press releases, brochures, outreach/recruiting materials, posters, public service announcements, et cetera.
  - *Yes. Bloomer Schools work closely with our local newspapers (Bloomer Advance, Chippewa Herald, Eau Claire Leader Telegram) to make sure that coverage of school athletics and co-curricular activities is inclusive and free of bias, stereotyping and discrimination. We are also sensitive to this information in other areas of communication including the district website, school and district newsletters and daily announcements, etc.*
2. Is information regarding athletic, extracurricular, recreational, and other activities published in other languages in addition to English? Is the information available in Braille or audio versions?
  - *Yes, we ensure that all students have the means to participate in any athletic or extra-curricular activities. If necessary, we publish information in additional languages, Braille, audio versions, etc.*

## ***Recommendations:***

- What are your recommendations for increasing participation of underrepresented groups in athletic, extracurricular, and recreational activities?
  - *The School District of Bloomer will continue to encourage participation by all students in school based activities. Through support in advisor/advisee programs the students will be connected with a caring adult who will encourage participation to the fullest extent while considering each student's individual circumstance.*
- What are your recommendations for ensuring that equitable support is provided in the district's athletic programs?
  - *The School District of Bloomer will review the co-curricular handbook as well as make suggestions for improvements to each program. Each coach will review his/her program and be evaluated at the end of the programs. Coaches will provide recommendations for program improvements annually to the principal.*
  - *It will be important to improve access to changing facilities at the track and football fields. Each sport should have access to an on-site space to change following competition. Currently, no facilities exist to accommodate this need. Students arrive and change in buses or come in uniform. Following competition athletes change on buses, or get transported back to their respective schools in sweaty uniforms.*
- How will these recommendations be implemented?
  - *The program evaluation is required at the end of each season. Evaluations are completed by the principal and the athletic/activities coordinator as well as by coaches.*
  - *The Board of Education in examining the possibility of improving facilities. Through a series of meetings as well as annual study of the district campus the continual improvement to the campus will be addressed.*
  - *We will continue to encourage and support the participation of the students at Bloomer High School through daily announcements, individual meetings with advisors, as well as with other community members who help assist with the wide variety of activities available at school.*

### ***Section III: Trends and Patterns in Awarding Scholarships, and Other Forms of Recognition***

**It is the intent of the School District of Bloomer to ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate in violation of s.118.13.**

#### ***Awards that are directly administered:***

1. The School District of Bloomer reviewed data and information on award recipients and applicants for at least the past three years. Trends and patterns were reviewed.
  - 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?
    - *Scholarship and recognitions are fairly distributed based upon those who apply in conjunction with donor requirements and needs of the students. Awards are reflective of the overall composition of the student population and are free from bias or stereotyping.*
  - To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
    - *Scholarship awards and recognitions are fairly distributed based upon those who apply in conjunction with donor requirements and needs of the students. Awards are reflective of the overall composition of the student population and are free from bias or stereotyping.*
  - 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 a representative distribution?
    - *The application for scholarships and awards are offered to all students. All students are strongly encouraged to apply for scholarships and awards. Access to information is on the website. Students can also pick up application and information any time during the school day. Individual counseling is also available for those who need assistance in application process through senior conferences. Parents are included in this process. Computer access is also provided, and individual appointment times are available for those who require or desire assistance in completing applications for scholarships or assistance.*
    - *Over 75% of seniors complete a scholarship application. Awards are evenly represented throughout the population of the school. The selection committee meets criterion established and approved by the scholarship donors. In addition the scholarships are reviewed to ensure a broad distribution of the awards, scholarships, and recognitions.*

2. 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 representative distribution? What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?
  - *The guidance counselor at the high school tracks the awards of those who receive scholarships and recognitions. The selection committee examines the criterion of the donor, and makes the selection of the applicant best fitting the requirements of the award. The first criterion is to meet the donor's requirements for scholarship distribution. The applications are available to all and are free from stereotyping, nor do they exclude protected classes. The counseling and selection committee still must meet the donor's requirements for scholarship and assistance awards. The distribution goals include distributing funds and assistance to as many possible students as funding is available.*

**Other scholarships and awards:**

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?
  - *All students have access and are encouraged through multiple forms of communication to apply for scholarships and assistance. Guidance counselors, administration, and faculty members write letters of recommendation, assist with college selection and review of entrance criterion, as well as provide individual meeting times with students to help them as they progress through application processes.*
  -
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 a representative distribution?
  - *All students have access and are encouraged through multiple forms of communication to apply for scholarships and assistance.*
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?
  - *Procedures are up-dated and reviewed annually. Announcements are made daily to the students about scholarship application and availability. Information is posted on bulletin boards, and also available on the district webpage for viewing at any time. Information is available to any and all people.*

## ***Notices:***

1. How often, and in what settings, are staff, students, and parents/guardians made aware of the district's nondiscrimination policies and practices in the awarding of scholarships and other forms of recognition?
  - *Annual notices are published in the district newspaper of record, The Bloomer Advance, as well as posted in policy form on the district webpage. Scholarship application, as well as information regarding assistance or recognitions, is made as they become available.*
2. How has the district involved parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?
  - *Since each student has individual counseling opportunities, no student is missed, and all students have the opportunity to be part of the application and information about the scholarships, recognitions and other award availability. If necessary, transcription/translation services are available to those who need assistance.*
3. Is there an effective process in place for ensuring that all public information regarding scholarships and other forms of recognition are inclusive and free of bias, stereotyping and discrimination, including language and visuals?
  - *Yes, all people are able to apply. Awards still meet the requirements of the donor, but all are encouraged to apply for the scholarships, or participate in activities which allow them to be recognized for their achievement and involvement in activities in and out of school. Student receive information via public address system, email, press releases, brochures, announcements, personal conferences et cetera*
4. Does the disseminated information clearly explain the scholarship application process?
  - *Yes. Since students have individual counseling sessions there are ample opportunities for students to learn about scholarship award opportunities.*
    - Is the information published in other languages in addition to English?
      - *Yes, if and when necessary.*
    - Is the information available in Braille, video, or audio versions?
      - *Yes, if and when necessary.*

## ***Recommendations:***

What are your recommendations for increasing distribution of scholarships and other awards to underrepresented groups?

- *Continue individual conferencing and encourage participation. Since staff cannot write the application for the students, the maximum efforts of communicating availability is made repeatedly as the scholarships are available. Distribution is carefully considered and made with donor criterion in mind as well as the overall distribution to students in need. The process is fair, reflective of needs, and bias free.*
- *Maintain individual counseling session for seniors during specified periods with the guidance counselor.*
- *Continue to post available scholarship opportunities on the webpage.*

How will these recommendations be implemented?

- *The processes described above will continue to be implemented as expected by the donors.*
- *The Website is accessible to all students and guidance and scholarship information will continue to be posted as they are available.*
- *Secretarial support in the guidance office is a critical function of providing availability to information.*
- *Schedules will be monitored to ensure time is available for individual counseling sessions.*
- *Announcements will be made as scholarships are available.*
- *Administration and guidance officials will work with donors to ensure scholarship awards are free from bias and stereotyping.*

**PI 9.06(1)(e) of the Wisconsin Administrative Code requires that residents, students, teachers, administrators, and parents are all given 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.**

1. What were the methods used in conducting the self-evaluation?

- *The district participated in a School Perception Survey in the fall of 2009. The data was reviewed by members of the community, strategic planning committee, members of the faculty and select student representatives who serve as representatives on the Board of Education.*

*In addition, the counselors use student participation in surveys, parent feedback and surveys, as well as through conferences with individuals.*

2. How did teachers, students, parents, school administrators, and residents participate in the self-evaluation process?

- *The district utilized an on-line survey accessible to any member in the community. Parents, teachers, students, and community members were able to take the survey. The survey information and access site information was sent to each individual mailing address in the district as well as posted in the newspaper. Paper copies were available for any person requesting a paper survey. Those without computers were encouraged to ask for either a paper copy of the survey, or to use the computer at the Public Library.\*

*In addition, individual meetings and counseling sessions, surveys, conferences, and other meetings are held annually on an as needed basis.*

3. What contributions did each group provide?

- *Parents, teachers, students and community member's responses were collated and summarized in the review of the district. Feedback is utilized toward program improvement and directly impacted the formation of the Strategic Plan. The information is reviewed annually and will be repeated at the five year mark of the strategic initiative. The impact to the counseling program directly occurred through the information received about bullying, and support of the character development curriculum occurring in the district.*

4. Did the participants in the evaluation reflect the diversity within the school and community?

- *Yes, the survey was sent to everyone.*

5. How were people notified of the opportunity to participate in the self-evaluation process?

- *The district utilized an on-line survey accessible to any member in the community. Parents, teachers, students, and community members were able to take the survey. The survey information and access site information was sent to each individual mailing address in the district as well as posted in the newspaper.*

*In addition, Parent Teacher Conferencing and individual meetings, emails, letters, survey, and general information was sent home with families.*

5. Was it publicized in other languages in addition to English?

- *Publications in different languages are available as needed and reflective of enrollment and demographic data on record. Translation is available as needed.*

6. How will staff and others learn about the evaluation findings?

- *The information and summary of the findings were placed in each staff workroom, and reviewed at the strategic planning meetings in the district. The other summary of the community findings were posted in the paper as available for review in the District Office. Summary of the findings are still available upon request.*

7. Where will the materials be available for review by residents of the district?

- *Yes, upon request any member of the community can view this report as well as the summary findings of the Perceptions Survey.*

8. Will the designated employee have the official district copy of the evaluation?

- *Yes, a paper copy is also available in the district office at 1310 17<sup>th</sup> Avenue Bloomer, WI. 54724. Individuals interested in viewing the report can call 715-568-2800.*

### **SUMMARY RECOMMENDATIONS:**

- *It is recommended to repeat the school perception survey in two years to compare data from the first survey to see if improvements have been made.*
- *Improve the access to changing facilities at the track and football fields. Each sport should have access to an on-site space to change following competitions. Currently, no facilities exist to accommodate this need. Students arrive and change in buses or come in uniform, or attempt to change in portable toilets. Following competition athletes change on buses, or get transported back to their respective schools in sweaty or dirty uniforms.*
- *Maintain the evaluation program in place for each sport and activity. Review data for any areas which require improvement and made adjustments based on findings.*
- *Continue to utilize donors in the community for scholarships. Maintain scholarship committee to ensure equitable and bias-free awards are distributed.*
- *Hold individual conferencing with students and encourage participation in both activities as well as application for scholarship. Since staff cannot write the application for students, the maximum efforts of communication will be utilized to make all available. Distribution of scholarships shall be carefully reviewed to ensure equitable distribution occurs.*
- *Maintain guidance sessions for seniors during specified and appropriate periods during the year.*