



School District of Bloomer

Pupil Nondiscrimination and Educational Equity Report

APRIL 1, 2017

Cycle VI Report

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

Presented to the Bloomer Board of Education on March 20, 2017

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Pupil Nondiscrimination and Educational Equity Report 2016-2021

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 five 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 March 20, 2017 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 School District of Bloomer 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:

ACADEMIC ANND CAREER
PLANNING 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 434.3 Independent Study
POLICY 454 Child Abuse/Neglect Reporting
POLICY 456 Student Assistance Program
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 School 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 have taken a course in Multi-culturalism via 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 school 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 are required to take 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 school counseling model with CESA (Cooperative Education Services Agency) and will continue to receive on-going training as available and necessary.*
 - *Counseling staff has been trained in Crisis Prevention Training (CPI training) as well as Abuse and Neglect Training on an annual basis.*
- How often has the above training occurred?
- *The training was required for licensure. As the 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 hired a .25 position to support non-English speaking families. In addition, the district employs a full time sign language interpreter. 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 have an Administrator, a Title I instructor and two Spanish teachers who also assist with translation for our Spanish speakers when necessary for school to home communications. 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 (2014-2015, 2015-2016, 2016-2017) is presented in the table below. For a rural high school, we have excellent participation in our athletic and extracurricular programs. The student population is not comprised of a wide diversity of student population, and as a result, there are no groups that are underrepresented in athletic programs and activities.*
- *In addition, girls' tennis is offered but boys' tennis is not offered. Girls' dance is offered as well, but during the 2016-2017 school year, there was no interest in dance team so no offering occurred. This year a new color guard squad was requested, and was made available to all interested participants. This group (color guard) was started based upon student interest in 2012 and fell off in 2013, and returned in 2016.*
- *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
2013-2017**

2013-2014

	Total	Male	Female	American Indian	Asian	Black African	Pacific Islander	White
Football	65	65	0	1	1	1	0	62
Volleyball	34	0	34	1	0	0	0	33
Cross Country	23	13	10	0	1	0	0	22
Tennis	12	0	12	0	0	0	0	12
Boys Basketball	26	26	0	0	0	1	0	25
Girls Basketball	28	0	28	1	0	0	0	27
Wrestling	19	19	0	1	0	0	0	18
Softball	21	0	21	0	0	0	0	21
Baseball	25	25	0	2	0	2	0	21
Track	49	29	20	0	1	0	0	48
Golf	13	13	0	0	0	0	0	13
TOTAL	315	190	125	6	3	4	0	302

2014-2015

	Total	Male	Female	American Indian	Asian	Black African	Pacific Islander	White
Football	64	64	0	1	1	1	0	61
Volleyball	31	0	31	1	0	0	0	30
Cross Country	25	16	9	0	0	0	0	25
Tennis	17	0	17	0	0	0	0	17
Boys Basketball	29	29	0	0	0	1	0	28
Girls Basketball	31	0	31	1	0	0	0	30
Wrestling	14	14	0	1	0	1	0	12
Softball	23	0	23	0	0	0	0	23
Baseball	25	25	0	2	0	2	0	21
Track	49	32	17	0	1	0	0	48
Golf	13	13	0	0	0	0	0	13
TOTAL	321	193	128	6	2	5	0	308

2015-2016

	Total	Male	Female	American Indian	Asian	Black African	Pacific Islander	White
Football	62	62	0	0	1	1	0	60
Volleyball	34	0	34	1	0	0	0	33
Cross Country	20	13	7	0	0	0	0	20
Tennis	16	0	16	0	0	0	0	16
Boys Basketball	30	30	0	0	0	0	0	30
Girls Basketball	23	0	23	1	0	0	0	22
Wrestling	12	12	0	0	0	1	0	11
Softball	24	0	24	0	0	0	0	24
Baseball	26	26	0	0	0	0	0	26
Track	55	31	24	0	1	0	0	54
Golf	16	16	0	0	0	0	0	16
TOTAL	318	190	128	2	2	2	0	312

2016-2017-Data not complete as seasons are not yet complete.

	Total	Male	Female	American Indian	Asian	Black African	Pacific Islander	White
Football	63	63	0	0	1	1	0	61
Volleyball	35	0	35	1	1	0	0	33
Cross Country	28	17	11	0	0	0	0	28
Tennis	22	0	22	1	0	0	0	21
Boys Basketball	26	26	0	0	0	0	0	26
Girls Basketball	29	0	29	2	0	0	0	27
Wrestling	11	11	0	0	0	1	0	10
Softball								
Baseball								
Track								
Golf								
TOTAL								

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 : Boys-Baseball, Girls-Softball, Boys-Track and Field, Girls-Track and Field, Boys Golf

NON-WIAA Events listed on page 12

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 8 programs for females (Basketball, Cross Country, Dance, Softball, Tennis, Track and Field, and Volleyball, Flag Corps). Soccer and swimming are being explored at this time; however, numbers do not yet support the formation of teams. In addition, the flag corps is primarily female.*
- *In addition, girls are welcome to participate in the boys' golf program-however if the program grows it will be added back into the sports line-up. The football program and the wrestling program. On the contrary, boys are not allowed to participate in girls' programs (WIAA rules). Our dance team could accommodate access for boys since it is not WIAA affiliated, however, no boys have expressed interest in the dance team.*

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 percentage of the base salary 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. In 2017 bathrooms will be accommodated to include private changing areas for students to address transgender student needs (at this time our school does not have transgender students, but other teams attending our school may).*
 - *In 2012 a new unisex bathroom/changing area was constructed at the football/track stadium. There are private rooms in each changing room to be used for changing and bathroom needs, as well as adequate toilet facilities for spectators and team use. In addition, we bring in portable toilets for use to accommodate spectator needs. The use of these areas and the availability of facilities are equitable and handicapped accessible.*

- **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 equally 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 Blackhawks 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 black and orange bird head which serves as the district logo.*
- **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. We also have a large support from those without students in school who attend area contests both in FFA, Forensics, Music, School Plays, as well as athletic events.*
- **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. Coaches attend WIAA training seminars, and the athletic director attends Wisconsin Athletic Director Association meetings and WIAA required meetings. Handbooks have been created for each area and signature pages indicating receipt of the handbooks are collected from each student/family in the district.*
- **Do coaches receive training to prevent hazing and harassment of, and by, athletes?**
 - *Yes, training exists. Hazing, harassment, and bullying are not permitted. All are covered in handbooks, addressed at sports meetings for coaches, parents and students. As mentioned above, our coaches and directors have many professional growth and training opportunities.*

- ***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 all genders, 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. In addition, we have former students with disabilities who return to assist the coaching staff, filming and team support. We have students who have disabilities who have been afforded many opportunities to play and manage teams.*
- ***Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?***
 - *Yes, surveys are conducted when students indicate there is an interest in a particular sport (e.g. swimming/soccer). Two surveys recently conducted include: one for swimming and one for soccer. 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 that generated a good result included the survey conducted in the 2008-2009 school year for wrestling. At that time, parents and students were regarding formation of a co-op wrestling team to gauge their interest in entering a cooperative agreement with a neighboring district.*
- ***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.

The students of the School District of Bloomer have the opportunity to participate in the following activities:

- Archery Club
- Art Club
- Coding Club
- Diversity Club
- Equine Club
- Fellowship of Christian Athletes (FCA)
- Flag Corps
- Fishing Club
- Future Bloomer Business Leaders of America (FBBLA)
- Future Consumer Careers Leaders of America (FCCLA)
- Future Farmers of America (FFA)
- Forensics
- Hawk Hardwoods (entrepreneurial business club)
- Homecoming Activities
- Homework Club
- Iron Hawks (Powerlifting)
- Jazz Band
- Juggling Club/Performances
- Justice League (social connection lunch group)
- Mentor Elementary Students
- National Honor Society (NHS)
- Pep Band
- Ping Pong Tournaments at Lunch Hour
- Science Olympiad
- Spanish Club
- Students Against Drunk Driving (SADD)
- Student Council
- HERO (a peer tutoring program)
- Pep Club
- School Plays and Musicals
- Snow Club (downhill ski club)
- Vocational Industrial Clubs-Skills USA (VICA)
- Volleyball Tournaments (intramurals)
- Yearbook

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 high levels of participation in both our athletic and other extra-curricular programs. Diversity of the population is low. There are no groups that are under-represented in extra-curricular activities. High levels of participation by both girls and boys in all extra-curricular activities historically have existed.*
2. Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?
 - *Yes-at the conclusion of each school year, a School Performance Report is completed which includes data on participation in all extra-curricular programs. The advisor of each organization has a complete list of students who are members or participants in school organization.*
 - Are activities provided to meet the expressed interests of all groups?
 - *Yes- many extra-curricular activities exist and new groups are formed based upon need. All students are encouraged to participate in activities in which they have experience or an interest. Activities are added based upon interest. Since 2015 three activities have been added because of student requests: Equine Club, Fishing Club, Hawk Hardwoods and Science Olympiad.*
 - 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, the 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-several major surveys have been completed through School Perceptions, LLC, as well as coaching surveys, the SIR survey, a Technology Access survey and others as needed. Teachers also survey students on their interests. In addition, required reporting for the School Performance Report is completed on time annually 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 students with disabilities may participate in all activities. However the best participation has occurred in play and drama presentations, art clubs, FFA, football, basketball, 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. Information also is presented on the district website, Digital Message Board, Facebook, Twitter, and Instagram, 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, it is ensured 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 District improved sanitary and sewer/bathroom facilities at the football stadium as well as improved handicapped access to the visitor bleacher area of the stadium in 2011-2012. The School District of Bloomer annually reviews the co-curricular handbooks and makes suggestions for improvements to each program. Coaches review programs and evaluate programs at the end of the seasons. Coaches provide recommendations for program improvements annually to the principal and/or athletic director.*
 - *A new baseball field was started in fall of 2016 and is due to be completed in spring of 2017. Four new softball fields and concession stand were constructed in 2014-2015. Tennis courts went through a resurfacing in 2015, and again will need to be improved for the 2017-18 school year due to flooding which damaged the paint on the courts. New bleacher seating was added to the football stadium visitor seating with handicapped accessible ramps as part of that improvement. Bleacher safety was also improved with railings and seat marking. In addition, a handicapped accessible nature trail and walking trail was completed in 2015 with work continuing into 2017. All of the facilities are handicapped accessible.*

- 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 continually allocates funding to improve and develop facilities. A district Master Plan for site improvements and future development of the district was completed in 2010. The plan has been followed with additions to the softball complex, baseball field, walking trail, and stadium bathrooms.*
- *We will continue to encourage and support the participation of the students at School District of Bloomer 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 five 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 is 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 50% -60% 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. More than \$350,000 in scholarships are awarded annually.*
 - *Selection of scholarships is made through the meeting of specific requirements made by donor requests. The second criterion is to distribute the funds as equitably as possible.*

- 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. The counseling department, 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. Students 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 counselor. Seniors have senior planning conferences with the counselor.*
- *Students receive text messages whenever scholarship notices are posted.*
- *Continue to post available scholarship opportunities on the webpage, through daily announcements, and bulletin boards in the hallway.*

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 counselor and scholarship information will continue to be posted as they are available.*
- *Secretarial support in the student services 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 student services 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 and 2013. A new survey will be administered in 2017. 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 utilizes, and will again utilize, 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 17th 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 2017 to compare data from the first and second survey to see if improvements have been made.*
- *Improve the tennis courts, and complete the softball fields. Continue progress of site improvements utilizing the district master plan to accomplish the aims and objectives set forth by the Board of Education.*
- *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 student services meetings for seniors during specified and appropriate periods during the year.*