



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

West Salem School District

Approved by School Board on:

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SECTION I: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

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

The following individuals and groups either assisted in developing the plan or reviewed the plan for comments and/or changes prior to school board approval.

Names	Position
Troy Gunderson	Superintendent
Eric Jensen	WS Pupil Services Director
Maddie McRae	WSHS Counselor
Mike Lang	WSMS Counselor
Josh Mallicoat	WSHS Principal
Jordan Gilge	WS Athletic Director
Ben Wopat	WSMS Principal
Ryan Rieber	WSES Principal
Lisa Gerky	WSES Assoc. Principal
Mike Malott	WSHS Assoc. Principal
Teaching Staff	WSSD
Parents	WSSD
Community Memembers	WSSD

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

Opportunity for participation in the writing/development of this report was offered in the following manner:

- X Open meeting portion of a scheduled school board meeting
- X Individual meetings
- X Staff meetings
- X Discussion item at an administrative meeting

- X Posting on School Website

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

Opportunity for participation in the final review/evaluation of this report was offered in the following manner:

- X Open meeting portion of a scheduled school board meeting
- X Individual meetings
- X Staff meetings
- X Discussion item at an administrative meeting
- X Other Posting on School District Website

SECTION II: INTRODUCTION TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

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

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

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

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

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

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

In 2016-2017 school year, districts are required to continue the self-evaluation from Cycle III. Districts will create an evaluation report and assure DPI of their work.

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

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

Wisconsin State Statute 118.13	Administrative Rule PI 9.06												
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s:</p> <table border="0"> <tr> <td>-Sex</td> <td>-Ancestry</td> <td>-Sexual orientation</td> </tr> <tr> <td>-Race</td> <td>-Creed</td> <td>-Physical, mental,</td> </tr> <tr> <td>-Religion</td> <td>-Pregnancy, marital</td> <td>emotional or</td> </tr> <tr> <td>-National Origin</td> <td>or parental status</td> <td>learning disability</td> </tr> </table>	-Sex	-Ancestry	-Sexual orientation	-Race	-Creed	-Physical, mental,	-Religion	-Pregnancy, marital	emotional or	-National Origin	or parental status	learning disability	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ol style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patters in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>
-Sex	-Ancestry	-Sexual orientation											
-Race	-Creed	-Physical, mental,											
-Religion	-Pregnancy, marital	emotional or											
-National Origin	or parental status	learning disability											

**SECTION IV: METHODS, PRACTICES, CURRICULUM AND MATERIALS
USED IN COUNSELING PI 9.06(1)(c)**

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

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

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

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

1. Is the school counseling department currently trained in the Wisconsin School Counseling Comprehensive Model (WCSCM)? If yes, what has been the outcome of that involvement?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
School Counselor certification	All counseling staff are Masters Level trained in the ASCA National Model.	The ASCA National Model is aligned with the WCSCM	No changes needed

2. Is the district pupil nondiscrimination statement included in both the course registration booklet and the student handbook?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Course Registration Booklet and Student Handbook	The district nondiscrimination statement is included.	Course Registration Booklet and Student Handbook.	Verify the statement is included annually.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Policy #110 Policy #411 Promotional Materials, , Course Planning Guide	Policies are in place. Counselors follow the School District of West Salem Comprehensive School Counseling Program.	The district policies and procedures are in place to ensure that bias and stereotyping are absent from counseling materials and techniques. The West Salem Comprehensive School Counseling Program Manual has curriculum, goals and policies in place to ensure that bias and stereotyping are absent from publications and delivery of curriculum.	Continue to monitor and evaluate program.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Special Education Policies and Procedures	Interpreters for families are provided when needed; tutors are provided to ELL students; parental rights related to special education are provided in various formats (i.e. signing, on tape, languages other than English); access is provided to county-level services (i.e. Hmong).	Adequate support services are in place	Continue to monitor and evaluate program.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
School Counselor Standards and Benchmarks RTI Model	Classroom school counseling lessons, targeted interventions (RTI Model), and mentoring programs (Link Crew at the high school and Where Everyone Belongs WEB at the middle school) all assist	An effective program is in place.	Continue to monitor and evaluate program.

<p>Mentoring programs</p> <p>Academic and Career Planning</p>	<p>students in closing the achievement gap. Pupil Non-Discrimination Information is annually distributed district-wide. There have been no student complaints filed with the building principals. At the high school level Academic and Career Planning is a required class for freshman.</p>		
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6. Are there opportunities for students to explore new, nontraditional career, or high wage opportunities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Policy 361 Promotional Materials</p>	<p>The Academic and Career Planning class is designed to help students explore career and post-secondary options. The school district provides instructional materials and delivery guidelines to meet specific curriculum goals.</p>	<p>Selection and delivery of instructional materials is guided by the West Salem School Counseling Manual and by the ASCA Academic Standards in cross-curricular approaches.</p>	<p>Continue to follow Policy 361 and follow the West Salem School Counselor Manual.</p>

SUMMARY—COUNSELING

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(c)	Modify Policy School Board #362: change language of “Guidance Program” to “Comprehensive School Counseling Program”; change “WDGM” to “WCSCM”.	2016 – 2017 School Year	Middle School Counselor	
PI 9.06 (1)(c)	Add reference on School Board Policy #362 to: “West Salem School District K-12 Comprehensive School Counseling Program Manual for more detailed information.”	2016-2017 School Year	Middle School Counselor	
PI 9.06 (1)(c)	Verify the pupil nondiscrimination statement is included annually in the Course Planning Guide and Student Handbook	Prior to each annual publication printing.	High School Counselors	We are in compliance at this time.

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

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

Athletic Programs & Activities

1. Review participation data in athletic activities. Compare data with overall enrollment data. (“School enrollment” serves as a baseline.)
 - Are some groups underrepresented in athletic programs and activities?
 - If so, how?
 - Identify factors that might influence enrollment.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Policy #377 Interscholastic Athletics	Activities available to boys and girls over the past three years have been equitable. The athletic director documents the number of girls and boys who participate. Boys and girls are offered the same number of activities for each season. We have recently added both boys and girls swimming which kept this offering equitable. All groups are proportionately represented.	Availability to girls and boys has been consistent for the past thirteen years. All other groups have been proportionately represented.	Continue equitable activities.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Collected participation data	The athletic director collects all data. This data indicates that all groups are proportionately represented. In an effort to offer our more significantly disabled students more opportunities, West Salem is in process of adding an adaptive sports league offering. A trial run of this offering was conducted this year.	The overall demographic of students of color in the district is proportionate to those students participating in sports. There is gender equity as it relates to offerings.	The athletic director will continue to monitor the student population in terms of these demographics. The addition of an opportunity to participate in an adaptive sports league will be investigated.

3. In responding to the following questions, review interscholastic athletic opportunities for male and female students.

- Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?
- Are the opportunities comparable in type, scope, and support?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
West Salem Athletic Participation Report	Interscholastic athletic opportunities are substantially proportionate to respective enrollment. Opportunities are comparable in scope and type. The number of male and female students is proportionate.	The District is meeting the goal of equity regarding gender.	Continue proportionate opportunities

4. Review the district’s separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:

- coaching and other staff salaries
- provision of uniforms
- equipment and supplies
- scheduling of games and practice times
- provision of transportation
- opportunity to receive experienced coaching, academic tutoring, medical, or other types of services
- access to locker rooms, practice, and competitive facilities

- publicity efforts
- availability of pep band, cheerleaders, pompon, etc. for all teams?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Athletic Procedures	Equitable support is given to athletic programs as pre-determined by athletic procedure.	The District is meeting the goal of equitable athletic program support as it relates to salaries, equipment, practice times, the experience of coaching staff, and facilities.	Continue equitable support
Athletic Coaching Contracts	Equitable access is given for the availability of pep band, etc.		
	The co-curricular coaching salaries for boys and girls sports are equal for comparable sports.		

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
School mascot	The West Salem Panther is free from bias or stereotyping	The District meets this objective	No Action

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Parent and staff meeting agendas	Explicit instruction related to these issues is covered both in parent and coaches meetings. Professional develop related to hazing-harassment has also been provided to coaches and athletes.	The threshold for addressing these behaviors is purposely low. If there are any reports of these behaviors, they are addressed immediately. Junior athletes are also given the opportunity to attend a conference designed to address hazing and harassment prevention.	Continue explicit instruction.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Participation Policy	Student surveys are used to discover interests in new activities. There is a no-cut policy in the middle school and freshmen year of high school. Children with special needs are encouraged to attend sports of their interest with accommodations as needed. There has also been an introduction of the offering of and adaptive sports league for students with more significant disabilities.	The district's current process of selecting sports and levels of competition does not in any way discriminate against students in these categories.	Continue to Monitor

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Student survey data.	Surveys have been conducted. According to the most recent survey there is an interest in swimming and clay target shooting.	The district has added a swimming team for both boys and girls and is in the process of adding a clay target-shooting club as an offering to students in response to survey feedback.	Continue to gather interest information through surveys on a regular basis.

9. Are special accommodations available for students with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
IEPs and the policies guiding the IEP process.	Equal access is afforded to students with disabilities who wish to participate. These students are encouraged and supported in their participation.	The district makes an exceptional effort to encourage students with disabilities to be meaningful participants in athletic activities.	Continue to monitor and evaluate program.

10. In regard to publication and notice,

- how often and in what forums are the district's nondiscrimination policies and practices regarding athletic activities communicated to students and parents?
- is the district's nondiscrimination policy included in athletic handbooks, brochures and/or programs?
- is information regarding athletic events published in languages other than English?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Athletic handbooks, brochures and sports meeting agendas.	Brochures can be provided in other languages as needed. The district's nondiscrimination policy is included in athletic handbooks and brochures. These are discussed three times per year during athletic sports meetings.	There currently is no need for these documents to be written in a second language. This is available if needed. As the district's demographics change the athletic director with arrange to make these changes.	No action needed.

Other Extracurricular, Recreational and School-Sponsored or Approved Activities

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

1. Review data of participation in extracurricular and recreational activities. Identify trends and patterns.
 - To what extend 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?
 - What factors might influence enrollment?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
After School Art 4 th and 5 th Grade 5 th grade Choir Middle School Show Choir Middle School Drama HS Pep Band DECA Diversity Club	A review of enrollment data for these activities indicates that a significantly larger number of girls than boys participate in these activities. Enrollment related to other district demographics is consistent with the school population.	This attendance ratio has remained relatively consistent historically, with more girls than boys interested in these activities.	Continue to make efforts to encourage boys to be part of these activities.

<p>Ecology Club High Quiz Bowl Interact Club Link Crew National Honor Society Pep Club Show Choir Student Council Year Book Club Forensics</p> <p>Youth Frontiers Skills USA Robotics Club OM Mock Trial Team Math Club FFA</p>	<p>A review of enrollment data indicates that enrollment is more evenly distributed in relationship to boys and girls for these activities. Enrollment related to other district demographics is consistent with the school population.</p>	<p>This attendance ratio has remained relatively consistent historically, with a greater number of males interested in these activities.</p>	<p>Continue to make efforts to encourage boys to be part of these activities. Continue to explore other activities that are attractive to male students.</p>
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2. Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Various Lists from Individual Advisors and Skyward data	Student participation is tracked using Skyward data and advisor list.	This data is being tracked.	Continue to track participation data.

3. Are special accommodations available for children with disabilities?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
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IEPs and the policies guiding IEP procedures.	Equal access is afforded to students with disabilities who wish to participate. Special education students are encouraged to participate in extracurricular activities and possible barriers are addressed to promote this participation.	The District is meeting the goals and objectives as defined in IEPs. Efforts are also being made to encourage special education student participation in these activities.	Continue to monitor and evaluate program.
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4. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Diversity Club Membership	The Diversity Club has been a long standing group that seeks to encourage acceptance and tolerance.	Students value the activities and purpose of the Diversity Club through the ongoing support of the School Counseling Program and the club advisor.	Encourage continued growth.
West Salem District School Activities	All activities are explained and participation is encouraged during family orientation activities and student orientation activities such as Link Crew and Where Everyone Belongs (WEB). All activities are also posted on the district webpage. This is covered in depth during 8 th grade transition activities. These activities are also promoted in high traffic areas and on the district webpage.	District meets the goal of encouraging participation by underrepresented groups.	Continue focus on encouraging participation by all groups.

5. In regard to publications and notice,

- Are the qualifications for extracurricular, recreational and other program activity participation published and made available to all students and parents?
- What process is used to ensure that all public information regarding extracurricular, recreational and other program activities is inclusive and free of bias, stereotyping and discrimination?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
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Board Policies	Information made public is guided by the non-discrimination policy.	This process has been guided by current policy. No concerns have been identified.	NA
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SUMMARY – ATHLETIC, EXTRACURRICULAR & RECREATIONAL ACTIVITIES

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(e)	Following an analysis of current athletic, extracurricular and recreational activities offered to students in the WSSD, the committee concluded that there is a need for continued monitoring of student enrollment trends and district practices. There is also a need to encourage males to participate in some of these activities at a rate more portportionate to female attendance.	Ongoing	Athletic Director School Counselors Director of Pupil Services	Continued monitoring and encouragement of male enrollment in identified activities is needed.

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

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

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

1. Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate in violation of S.118.13.

2. Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.
3. Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Awards that are Directly Administered

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Policy #460: Scholarships, awards, letters, etc.	An examination of the process of dissemination shows that the information is provided to all students and is available to parents.	All students are made aware of and encouraged to apply for scholarships. Administration is careful to balance other recognitions and awards in a manor proportionate to the student demographic and related student participation.	Continue to monitor the dissemination of this information.

2. Review data information on award recipients and applicants for the past three years. Identify trends and patterns.
 - To what extent do the application for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability? Compare data with school enrollment baseline. Who’s applying?
 - 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? Compare data to school enrollment baseline. What’s offered?
 - 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 eligibility and distribution? Note: DPI suggests a 5% disparity be considered significant.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Local Scholarship Application data over past three years, Scholarship recipients from past three years	Athletic scholarships are available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs. No questions asked on the application reveal bias or discrimination. There are significantly more girls applying for and being awarded scholarships.	The number and amount of awards are proportionate to the school demographic. More females than males apply for and are awarded academic scholarships. Although the application process is equally available and all students are encouraged to apply for scholarships, more females completed applications. The district does not currently use criteria designed to increase male application for scholarships. The district has individual student and parent meetings in which efforts are made to have every student apply. Athletic scholarships are available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.	Continued efforts should be made to encourage males to apply for available scholarships.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship data	Student Services maintains documentation of scholarships that are awarded and controlled externally and internally.	More females than males apply for and area awarded scholarships. The primary factor leading to this disparity appears to be a greater willingness to complete the application process by females.	Continued efforts to encourage males to complete the application process should be made.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Application data	External scholarships are typically focused on a connection to the scholarship source. An example being nursing or a particular sport.	The focuses of these scholarships are connected to the group or individual funding the scholarship. These criteria are bias toward the interest of the award but not discriminatory in nature.	Continue to monitor the language of criteria used to insure a equitable opportunity.

5. In regard to publication and notice,

-How does the district involve parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?

-How are students and parents made aware of the district’s nondiscrimination policies and practices for awarding scholarships?

-Does the disseminated information related to the scholarships/awards clearly explain the application process? How does the district know that this information is made available to all students?

-Is the award process clearly defined and available to all students? Is such information available in languages other than English, in Braille, video, or audio versions?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Process of notice	The award process for scholarships is clearly explained to students and parents in group and individual meetings.	All students are made aware of the opportunities awarded. Assistance is offered for those interested in pursuing these opportunities. This information is made available in alternative versions as needed.	Continue to make all students and parents aware of the scholarship information.

Other Scholarships and Awards

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

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

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship Awards data	More females apply for and are awarded scholarships.	Effort is made by school personnel to award scholarships in an equitable manner given the pool of those students who complete the application process.	Continued efforts should be made to encourage males to apply for scholarships.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Application data	The focuses of these scholarships are connected to the group or individual funding the scholarship. These criteria are bias toward the interest of the award but not discriminatory in nature. Given these criteria, school personnel nominate students in an equitable manner.	These criteria are bias toward the interest of the award but not discriminatory in nature.	Continued efforts should be made to encourage males apply for scholarships.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Scholarship data	Student Services maintains documentation of scholarships that are awarded and controlled externally and	More females than males apply for and area awarded scholarships. The primary factor leading to this disparity appears to	Continued efforts to encourage males to complete the application process should be

	internally.	be a greater willingness to complete the application process by females. When committees review scholarship applicants the criteria (such as class rank and the quality of the application materials) are considered without bias and with a focus on the merits.	made.
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4. In regard to publication notice,

-How are students and parents made aware of the district’s nondiscrimination policies and practices for awarding scholarships?

-Does the disseminated information related to the scholarships/awards clearly explain the application process? How does the district know that this information is made available to all students?

-Is the award process clearly defined and available to all students?

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Notice information	Posting is placed in several high-activity school locations; all students are given the opportunity to apply for all posted scholarships. The process is clearly explained in more than one setting. District nondiscrimination policies are posted in several locations.	The current practice clearly explains the application process and this information is made available to all students.	Continue current notice practices.

SUMMARY—SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(f)	Each year when scholarship committees are formed they should be reminded of their obligation to award scholarships without bias and	Yearly	HS Counselors	Ongoing

	taking into consideration the previous male – female disparity of scholarships awarded.			
PI 9.06(1)(f)	Continued efforts to encourage males to complete the application process should be made.	Yearly	HS Counselors and Administration.	Ongoing

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

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

1. Evaluate whether the self-evaluation was comprehensive and whether there was inclusive and broad-based participation.
2. Develop and build partnerships and networks that will help strengthen and support the district’s equity goals and help ensure a school environment that will promote safety and respect for all students.
3. Identify, develop, and rely upon resources that will assist in achieving the district’s equity goals.

Conducting an Evaluation

1. Methods

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Team Meeting at CESA School Counselor meetings Administrative Meetings Athletic Director Meeting School Board Meeting Web page posting	In the process of answering these questions participants and representatives for each of the areas considered were involved.	Input related to these findings was considered in an effort to gain an overall picture of compliance and ideas for any needed changes.	NA

2. Outcomes

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Web page link District Office Placement	PI 9 Cycle IV written report will be filed at the district office and a link will be shared on the district webpage.	Administration will monitor recommendations for improvements.	Continue ongoing monitoring of recommendations for improvement and inform staff of the availability of findings.

SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	PI 9 Cycle IV written report will be filed at the district office and a link will be shared on the district webpage.	3/29/17	Director of Pupil Services	

SECTION VIII: WRITTEN REPORT PI 9.06(3)

Copy the four “Summary” pages from counseling, athletic and extracurricular, scholarships and recognition, and methods. Paste here.

SUMMARY—COUNSELING

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome

PI 9.06 (1)(c)	Modify Policy School Board #362: change language of “Guidance Program” to “Comprehensive School Counseling Program”; change “WDGM” to “WCSCM”.	2016 – 2017 School Year	Middle School Counselor	
PI 9.06 (1)(c)	Add reference on School Board Policy #362 to: “West Salem School District K-12 Comprehensive School Counseling Program Manual for more detailed information.”	2016-2017 School Year	Middle School Counselor	
PI 9.06 (1)(c)	Verify the pupil nondiscrimination statement is included annually in the Course Planning Guide and Student Handbook	Prior to each annual publication printing.	High School Counselors	We are in compliance at this time.

SUMMARY – ATHLETIC, EXTRACURRICULAR & RECREATIONAL ACTIVITIES

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(e)	Following an analysis of current athletic, extracurricular and recreational activities offered to students in the WSSD, the committee concluded that there is a need for continued monitoring of student enrollment trends and district practices. There is also a need to encourage males to participate in some of these activities at a rate more	Ongoing	Athletic Director School Counselors Director of Pupil Services	Continued monitoring and encouragement of male enrollment in identified activities is needed.

	portportionate to female attendance.			
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SUMMARY—SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(1)(f)	Each year when scholarship committees are formed they should be reminded of their obligation to award scholarships without bias and taking into consideration the previous male – female disparity of scholarships awarded.	Yearly	HS Counselors	Ongoing
PI 9.06(1)(f)	Continued efforts to encourage males to complete the application process should be made.	Yearly	HS Counselors and Administration.	Ongoing

SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implentation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	PI 9 Cycle IV written report will be filed at the district office and a link will be shared on the district webpage.	3/29/17	Director of Pupil Services	