



**School District of Lomira
Pupil Nondiscrimination Self-Assessment Report
March 8, 2017**

Summary of the Self-Evaluation Process and Procedures

The following individuals were responsible for the development of the pupil nondiscrimination self-evaluation cycle report

Name	Title
Chris Keiler	Director of Pupil Services
Deb Janke	High School Principal
Sandy Schaefer	Elementary Principal
Maggie Sobczak	High School Counselor
Lori Wojahn	Elementary/Middle School Counselor
Michelle Wertzberger	Parent/Community Member
Kelly Gengler	Parent/Community Member
Rajeeyah Peters	Student
Michael Aguirre	Student

Information was gathered from a variety of sources to assist school staff and the pupil nondiscrimination self-assessment team to thoroughly review, evaluate, and identify areas for recommendation in improving equity in the following areas:

1. "...methods, practices, curriculum, and materials used in ... counseling ..." (PI 9.06(1)(c), Wis. Admin Code).
 - a. Analysis of developmental guidance lesson materials in grades K-8.
 - b. Analysis of career counseling materials, frameworks, and supporting guidance tools used in grades 6-12.
 - c. Analysis of counseling frameworks and therapeutic orientations used in one-on-one and small group counseling services K-12.

- d. Analysis of continued professional development provided for school staff involved in the provision of counseling services.
- 2. “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code).
 - a. Analysis of scholarship application process and criteria.
 - b. Analysis of school district awards and recognition process.
 - c. Analysis of distribution of school awards by disaggregated groups (last 3 years of data).
- 3. “Participation trends and patterns of school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).
 - a. Analysis of participation rates in school district athletic, extracurricular, and recreational activities by disaggregated groups (last 3 years of data).
 - b. Analysis of district financial support for athletic and extracurricular programs, including three years of data on coaching stipends and program budgets.

Evaluation and discussion to guide recommendations to the team occurred at the following meetings

- c. Administrative team meeting: Tuesday, February 28, 2017
- d. Pupil services team meeting: Thursday, March 2, 2017
- e. Pupil Nondiscrimination Self-Assessment Committee Meeting: Thursday, March 2, 2017

Additional insight was sought from the broader school district community by a public posting of the process and a request for comments and feedback. The post was placed on the homepage of the school district’s website.

Summary of the Findings of the Self-Evaluation Team

“...methods, practices, curriculum, and materials used in ... counseling ...” (PI 9.06(1)(c), Wis. Admin Code)

Several programs are integrated into the elementary school counseling developmental guidance lessons, including the Too Good for Drugs Curriculum (Grades K-5), Botvin Lifeskills Training (Grades 3-5), Strong Start (Grades K-2), Strong Kids (Grades 3-5), Wisconsin DPI Bully Prevention Curriculum (Grades 3-5), and Zones of Regulation (Grades K-5). At the middle school level, developmental guidance lessons are based upon the Botvin Lifeskills Training program (Grades 7-8) and Signs of Suicide program (Grade 8). An analysis of these counseling tools and programs suggests that they are culturally responsive and inclusive in addressing the needs of all learners.

Academic and career planning services are provided through focused lessons in grades 7 and 8 as well as through the Career Skills class taken in high school. Individual learning plans were developed collaboratively with students using the WisCareers platform, which has changed to

Career Cruising this year with the statewide adoption of this tool. Students meet for career counseling with our school counselors annually or more frequently in grades 8-12. High standards are embraced for all students in their career planning, which is based upon student interests, aptitude, and skills. No perceived bias or prejudice was noted.

School counseling staff have been trained in and utilize common therapeutic orientations in their individual and small group counseling work. These frameworks include solution-focused counseling, brief intervention, motivational interviewing, education strategies from cognitive behavioral therapy, and education strategies from rational emotive behavioral therapy. Based upon the impressions of the team, these therapeutic orientations are believed to be culturally responsive and sensitive to the needs of all learners.

School counselors and school psychologists are provided continued opportunities for professional development by their professional organizations (WSCA for school counselors and WSPA for school psychologists). Training is provided at these conferences in culturally-responsive practices. Additionally, the pupil services team meets weekly as a department, analyzes trends in student performance data, and provides collaborative support in addressing the unique needs of our learners.

RECOMMENDATIONS

Strategy	Timeline	Responsible Party
Provide continued, ongoing professional development to school counselors and school psychologists in culturally responsive practices.	Spring 2017	Director of Pupil Services
Ensure that race, gender, and disability status are carefully considered in the development of the Academic and Career Planning framework being developed by the school district.	Spring 2017	Director of Pupil Services
Expand opportunities presented to the students for further education to include 4 year college/university, technical college, military, apprenticeship programs, and on-the-job training with area business/industry.	Spring 2017	High School Counselor
Expand opportunities for student career exploration through simulation activities (Reality Check), campus visits, visits to area businesses, inviting guests from local business and industry, and increased opportunity for individual career counseling services.	Spring 2017	High School Counselor

“Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code)

A common template is utilized at Lomira High School for many of the local scholarship opportunities. However, each scholarship program has unique criteria for determining the recipient. Scholarship programs regulated and funded by the school district are viewed by the self-assessment team as being nondiscriminatory.

Awards and recognition within the school district, including National Honor Society, Honor Roll, Student of the Month, and Badger State Representatives, are based upon established criteria of achievement and scholar and are not believed to hold a bias or prejudice toward any particular group within the school.

RECOMMENDATIONS

Strategy	Timeline	Responsible Party
Publish scholarship opportunities in additional languages spoken by students and families within the Lomira High School community.	Fall 2017	High School Counselor
School counseling department staff will seek additional scholarship opportunities to support students from various backgrounds (i.e., low socioeconomic status, ethnicity, race, gender, disability status, marital status, sexual orientation/identity, etc.) Such opportunities will be appropriately noticed for students and families and support will be provided with the application process as needed.	Fall 2017	High School Counselor

“Participation trends and patterns of school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code)

Three years of participation data in athletic and extracurricular programs were reviewed. High participation rates were noted for students in our school district. Discrepancies in participation rates were evaluated by race, gender, and disability status. Due to small population sizes, it is difficult to draw conclusions based upon student race. In evaluating participation rates by gender, some activities tend to have more male participants (i.e., rocket team and robotics club) while some activities tend to have more female participants (i.e., school play, class officers, and yearbook).

Students with disabilities tend to participate less frequently in athletic and co-curricular programs. Students and parents involved on the evaluation team indicated feelings of inclusiveness and belonging for the programs that they or their children had participated in through the school district athletic and extracurricular program.

Financial support of school district athletic and extracurricular programs indicates no clear sources of inequity. Staff/coach compensation is identical for male and female programs in the athletic department. Additionally, compensation for coaches and group advisors seems to be scaled based upon the perceived time commitment of the program that they are supervising. A review of three years of athletic and extracurricular program budgets reveals that there is general equity across programs based on the size and scope of the program. There are no apparent inequities based on male and female programs. Small variances exist from year to year, which are explained by a rotation of purchasing new team uniforms across various programs.

RECOMMENDATIONS

Strategy	Timeline	Responsible Party
Provide encouragement for female students to become involved in extracurricular programs that have been historically represented by a predominantly male population, including the Rocket Club and the newly developed Robotics Club. The district's commitment to universal STEM instruction in grades K-8 will likely have a positive impact on these numbers over time, but strategic efforts could be made to recruit and encourage female students to take part in these programs.	Spring 2017	High School Principal and High School Counselor
Provide encouragement for male students to become involved in extracurricular programs that have been historically represented by a predominantly female population, including yearbook, class officers/student council, and school plays. Strategic efforts should be made to recruit and encourage male students into these programs.	Spring 2017	High School Principal and High School Counselor
Strategic efforts should be made to encourage students with disabilities to participate in athletic and extracurricular programs. Training will be provided to special education department staff on how to assist students in considering their options through the Postsecondary Transition Planning (PTP) process, including addressing any need for accommodation or	Spring 2017	Director of Pupil Services

support through the Individualized Education Program (IEP) as needed to provide opportunities for access.		
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Additional Insights Provided by the Self-Assessment Team

1. In general, those represented on the committee, including students and parents, perceived that students are treated as individuals and that a culture of inclusiveness exists within the schools.
2. School staff should routinely review school correspondence and other key documents to ensure that they are available in languages other than English so that they are accessible to all students and families.
3. The school district should continue to explore ways to utilize English Learner's native language in instructional settings to maximize their participation and learning outcomes.
4. The school district should explore possibilities to provide more professional development for staff to better address instructional needs and support for English Learners.
5. The school district should explore new opportunities to enhance cultural awareness across the curriculum.
6. The school district should explore new ways to support students and families that are new to the school community.