

**DPI PUPIL NONDISCRIMINATION
SELF-EVALUATION REPORT:
SPRING 2024**

School District of Holmen

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SECTION I: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

The School District of Holmen has provided an opportunity for participation in the evaluation by students, teachers, administrators, parents and residents of the school district. 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
Jennifer Gimmer	Director of Safety and Student Services
Jill Mason	Executive Director of Student Services
Kim Edwards	Executive Director of Instructional Services
Lacey Sinn	Director of Instructional Services
Joni Wittwer	Student Information Systems Specialist
Benjamin Tashner	Middle School Associate Principal/Activities Director
Jason Lullof	Activities Director/Facility Management
Kelli Korneta	High School Counselor
Lindsey Seipp	High School Counselor
Heather Franzini	High School Counselor
Hanna Niccum	High School Counselor
Amanda Jensen	High School Counselor
Jennifer Dienger-Hanson	Middle School Counselor
Erica Kohlmeyer	Middle School Counselor
Heather Retzlaff	Middle School Counselor
Amy Kobs	Elementary School Counselor
Gwen Allen	Elementary School Counselor
Courtney Dummer	Elementary School Counselor
Brett Eiken	Elementary School Counselor
Ashley Nowak	Community Member
Martha Hage	Educator, Diversity, Equity, and Inclusion Board Committee Member
Amanda Florence Garcia Goodenough	Goodenough Consulting, Community Member

SECTION II: INTRODUCTION TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

Wis. Admin. Code PI 9.06 requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the Department of Public Instruction.

To meet the five-year evaluation and reporting requirements, the district must evaluate the status of nondiscrimination and equality of educational opportunity in the following eight areas:

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.

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

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 sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.</p>	<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> <ul 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 patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. h) School district technology, including electronic communications by school district staff. <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>

(3) The board shall prepare a written report on the evaluation, which shall be available for examination by school district residents.

SECTION IV: DATA EXAMINED, FINDINGS, ANALYSIS AND RECOMMENDATIONS

PI 9.06 (1)(a) Evaluate board-approved policies and procedures.

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

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

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

Data Examined

- Review of Board-Approved Policies
 - PO 1422 Nondiscrimination and Equal Employment Opportunity
 - PO 1422.02 Nondiscrimination Based on Genetic Information of the Employee
 - PO 1622 Employee Anti-Harassment
 - PO 1623 Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
 - PO 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
 - PO 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - PO 3122 Nondiscrimination and Equal Employment Opportunity
 - PO 3122.02 Nondiscrimination Based on Genetic Information of the Employee
 - PO 3123 Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - PO 5517 Student Anti-Harassment
 - PO 5517.01 Bullying
 - PO 5730 Equal Access for Nondistrict-Sponsored Student Clubs and Activities
 - PO 9130 Public Requests, Suggestions, or Complaints
- Review of Student Handbooks
 - [HHS Student Handbook](#)
 - [HMS Student Handbook](#)
 - [Elementary Family & Student Handbook](#)
- Review of [District Website](#)
- Review of [Title IX procedures](#)
- Review of [Annual In-Service](#)

Findings

- The board has adopted or updated policies that cover all areas of school operations, including school-sponsored programs and activities. These policies include all protected categories listed under

Wis.Stat. 118.13. The policies either specifically address harassment, or there is a separate anti-harassment policy.

- All board policies, student handbooks, and Title IX procedures are available on the district website.
- The District has trained two compliance officers for students and staff.
- Additionally, all staff are required to review several board policies and procedures regarding anti-harassment before the start of each school year.

Analysis & Supporting Information

- Beginning the 2023-2024 school year, the School District of Holmen adopted NEOLA board policies. These board policies are easily accessible on the district website. The district website includes the following message: *“The School District of Holmen is in the process of transitioning all policies to the BoardDocs platform found below. While most policies have transitioned to this platform, some remain in the previous format. If you cannot find the policy you are seeking in the BoardDocs link, please refer to the Board Policies and Administrative Rules link. If you have any questions, please contact Stacy Lockington, Executive Assistant to the District Administrator at locsta@holmen.k12.wi.us or 608.526.1320.”*

Recommendations

- To ensure consistent and effective implementation of Title IX procedures, the district will train multiple administrators on:
 - Gender diversity considerations.
 - Managing potential conflicts of interest.
- The district will stay updated with the latest Title IX guidance and implement any required practices or procedures.
- For increased visibility, the district will prominently display the non-discrimination statement on the school website.

9.06(1)(b) Evaluate enrollment trends and patterns in classes and programs.
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The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

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

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Data Examined

- [School & District Report Cards](#)
- Course Data By Year 2020-2023

Findings

Holmen High School faces two key challenges regarding participation in advanced and dual enrollment programs:

- **Data Discrepancies:** State report card data underrepresents student enrollment in AP and dual enrollment courses due to inaccurate data collection in the student information system.

- **Equity Concerns:** Data suggests potential underrepresentation of minority students, students with disabilities, and students from low-income backgrounds in AP courses.

Analysis & Supporting Information

- Program Promotion: School counselors actively promote college preparatory programs throughout the year, targeting all students in meetings and classroom presentations. Additionally, partnerships with local colleges enhance access, and financial scholarships are available to support dual enrollment participation.
- Disparities in Enrollment: Data from the 2021-2022 and 2022-2023 academic years shows a pattern of lower enrollment for:
 - Minority Students: White students enroll in AP courses at a significantly higher rate (85-88%) compared to Asian, Black/African American, Hispanic/Latino, and Two or More Races students.
 - Economically Disadvantaged Students: Enrollment rates in AP courses are lower for economically disadvantaged students compared to White students.
- Data Reliability Concerns: The accuracy of state report card data regarding course enrollment is compromised by issues within the student information system.

Recommendations

- To address these challenges and promote equitable access to advanced and dual enrollment programs:
 - Improved Data Collection:
 - Targeted Data Collection: Gather more comprehensive data on enrollment rates, particularly for underrepresented groups. This could involve targeted surveys or audits.
 - Staff Training: Train staff responsible for student information system entries on proper coding procedures to ensure accurate and consistent data collection.
 - Equity Initiatives: Investigate potential reasons for enrollment disparities and develop strategies to increase participation among underrepresented groups. This may involve:
 - Individualized Support: Provide targeted assistance and guidance to these student populations concerning AP and dual enrollment options.
 - Review Course Selection Process: Examine and refine the process to ensure all students are aware of available options and have equal access to resources needed for successful participation.

By implementing these recommendations, Holmen High School can gain a clearer understanding of student participation trends, address potential equity concerns, and ensure all students have the opportunity to pursue challenging and enriching academic opportunities.

9.06(1)(c) Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

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:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.

- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Data Examined

- School Counselor Self Study, 2015-2016
- [School Counseling Curriculum 2016-2017](#)
- [ACP and E4E Plan](#)
- [Elementary School Counseling Curriculum](#)
- YRBS Data
- High School Needs Assessment Data
- EduClimber data

Findings

- External Review and Program Revision (2015-2016): An external review identified areas for improvement, leading to curriculum revisions and enhancements starting in 2016-2017.
- ASCA Model Implementation (2016-2017): The program adopted the American School Counselor Association (ASCA) model to ensure comprehensive student support.
- Middle School SEL Curriculum Adoption (2022-2023): Holmen Middle School implemented Character Strong as the universal Social-Emotional Learning (SEL) curriculum, replacing the previous program, Second Step.
- To address the identified social-emotional learning (SEL) needs of 10th graders, counselors developed and delivered supplemental lessons that complemented existing curriculum. Additionally, a health lesson on suicide prevention and peer-to-peer support was created. Initially delivered by counselors (2019-2022), the lesson is now integrated into the health curriculum and taught by health teachers.
- The School Counseling Curriculum has not been officially updated since the 2016-2017 school year.

Analysis & Supporting Information

- Curriculum Delivery by Grade Level:
 - Elementary (K-5): Classroom guidance is delivered weekly (K-3) or bi-weekly (4-5). Counselors also integrate SEL lessons through classroom teachers and large group instruction. Based on student needs, targeted services are offered through individual and small group sessions.
 - Middle School: Counselors provide curriculum-related lessons in regular classroom sessions and collaborate with the Advisory/Character Strong program for universal SEL instruction. Similar to elementary, targeted services are available based on individual needs.
 - High School: Counselors deliver curriculum during advisory time and collaborate with teachers to integrate lessons into required courses. They also conduct individual and group sessions with students throughout the year.
- Career Development Integration: Career exploration is woven throughout K-12, aligned with the ACP & E4E policy and plan:
 - K-5: Students explore careers, work habits, and the importance of work.
 - Middle School: Students dive into their interests, abilities, and potential career paths and start to plan how to pursue them.
 - High School: Students continue interest exploration, refine goals and plans, and learn strategies for achieving those goals. Additionally, they have opportunities for apprenticeships and job shadows.
 - Xello Platform (Grades 6-12): All students in grades 6-12 utilize Xello for career and post-secondary exploration, as well as Academic and Career Planning.

Recommendations

- To ensure program alignment, effectiveness, and accessibility for all students, the following recommendations are offered:
 - Curriculum Review and Update: Conduct a comprehensive review and update of the K-12 School Counseling curriculum. This will ensure alignment across grade levels and create a logical progression for student development.
 - ASCA Model Training: Train all school counselors on the ASCA model to promote consistent implementation and enhance program effectiveness.
 - Communication and Access: Improve communication and access to school counseling services for families and students. This could involve strategies such as website updates, parent information sessions, and student support group promotion.
 - Onboarding and Professional Development: Develop an onboarding process for new counselors and educators to familiarize them with school counseling programs, resources, and the ASCA model. Ongoing professional development opportunities should also be provided to ensure continuous improvement and best practices implementation.

9.06(1)(d) Evaluate trends and patterns in discipline actions, including suspensions, expulsions, and handling of pupil harassment

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

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

- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
- Responses to harassment are prompt, firm, and effective.

Data Examined

- Review of suspension rates over multiple years
- [PO 5610](#) Suspension and Expulsion
- [PO 5611](#) Due Process Rights
- [Policy 2260](#) Nondiscrimination and access to equal educational opportunity
- [Policy 2266](#) Nondiscrimination on the basis of sex in education programs or activities
- [Policy 5517](#) Student Anti-Harassment
- [Policy 5517.01](#) Bullying
- Student Handbooks
- [Anti-Bullying and Harassment In-Service Training](#)
- Analysis of WISE Dash Discipline Data
- Annual State Pupil Nondiscrimination Reports
- School District Website
- Goodenough Consulting: Assessing Hate, Bias, and Identity-Based Harm At School report

Findings

- The School District of Holmen implements various anti-harassment measures:
 - Annual Training: Students and staff receive yearly training on bullying and harassment, including reporting procedures through STOPit, an anonymous reporting system.

- Accessible Information: The district website provides information on filing sexual harassment complaints, and harassment policies define and explain consequences for harassment while promoting confidentiality.
- However, data suggests potential areas for improvement:
 - Underutilized Reporting: STOPit receives minimal use, potentially leading to underreported incidents.
 - Discipline Disparity: Discipline data shows inconsistencies in coding and potential for racial/ethnic disparity in suspension rates for Black students at the high school level and students identifying as "two or more races" at the middle school level.

Analysis & Supporting Information

- Complaints and Discipline: Informal harassment complaints decreased from 18 in 2021-2022 to 14 in 2022-2023. Meanwhile, overall discipline rates have increased since 2019-2020.
- Gender Representation: Discipline data reveals a consistent gender imbalance, with a higher number of males receiving referrals.
- Racial/Ethnic Disparity: Suspension data for Holmen High School suggests Black students are disciplined at a higher rate than their enrollment percentage. Similarly, students identifying as "two or more races" at the middle school show a higher discipline rate compared to their enrollment.
- In total, of all 1,495 middle/high school and employee respondents who reported experiencing, witnessing, or hearing about hate/bias, only 31 or 2.07% reported through STOPit.
- Positive Developments:
 - The district revised its pupil discrimination complaint procedures in 2022-2023.
 - A District Discipline Committee was established in 2023-2024 to review discipline practices and recommend improvements.

Recommendations

- To address underreporting and potential bias, the district should:
 - Promote Reporting: Increase awareness among students, staff, and parents regarding how to file harassment complaints through various channels.
 - Website Update: Ensure the district website provides information on all forms of harassment to foster an inclusive environment.
 - Continued Development: Remain committed to developing a comprehensive code of rights, responsibilities, and guidelines.
- Additional Recommendations:
 - Bystander Intervention Training: Train students and staff on bystander intervention to encourage reporting of observed harassment.
 - Hate-Bias Response Team: Establish a Hate-Bias response team to address and repair harm from discriminatory incidents.
 - Restorative Justice Practices: Implement restorative justice practices to promote accountability and healing in conflict resolution.

By implementing these recommendations, the School District of Holmen can strengthen its anti-harassment efforts, ensure consistent reporting, and address potential disparities in discipline practices.

9.06(1)(e) Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.

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

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

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Data Examined

- Athletic and club participation data
- Holmen High School Equity Data
- Policy 2431 - Interscholastic Athletics
- Policy 2430 - District-Sponsored Clubs and Activities
- School district website

Findings

- The School District of Holmen promotes equitable participation in activities and athletics with notable successes:
 - Equal Funding: The district provides equal financial support for male and female programs, although fundraising by individual activities can vary.
 - Balanced Participation: Male and female participation rates generally align with their demographic representation, with some variations by activity.
 - Increased Inclusivity: Data shows a rise in involvement by minority students and students with disabilities in extracurricular activities over the past three years.
 - Accessibility: The district website offers a prominent tab dedicated to activities and athletics.
- However, some areas require continued attention:
 - Disability Representation: Participation rates for students with disabilities remain lower than those of general education students.
 - Limited Sports Options: A few sports lack counterparts for the opposite sex (football, volleyball, la crosse, gymnastics).

Analysis & Supporting Information

- Program Availability: Both genders have access to all 34 clubs and activities offered by the district.

- Sports Options: Twelve sports are offered for each sex. The exceptions are football (male only), volleyball (female only), La Crosse (male only), and gymnastics (female only). The district plans to add boys' La Crosse for the 2024-25 season.
- Adaptive Programs: The district supports inclusivity through the Adaptive Sports League and Special Olympics for students with disabilities.
- Interest-Driven Expansion: While girls' lacrosse is not currently offered due to lack of interest, the district is open to revisiting this option if interest grows.
- Financial Considerations: District funding is consistent across programs, but community support varies. For example, football enjoys high community attendance, which may not be the case for all sports.
- Revenue Generation: Some clubs and activities lack dedicated funding sources (e.g., boosters).

Recommendations

- To continue fostering an inclusive environment in extracurricular activities and athletics, the district should:
 - Monitor and Promote Inclusivity: Maintain a focus on ensuring diverse student representation through ongoing efforts.
 - Girls' Lacrosse: Keep track of interest in girls' lacrosse and consider adding it as a WIAA sport when enrollment allows for a team.
 - Revenue Sourcing: Explore strategies for generating financial resources for clubs and activities that lack dedicated booster clubs. This could involve fundraising events, sponsorships, or grant applications.

By implementing these recommendations, the School District of Holmen can further strengthen its commitment to providing equitable opportunities for all students to participate in activities and athletics.

9.06(1)(f) Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

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

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

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

Data Examined

- 2021-2023 Scholarship Recipient List
- [School District of Holmen Scholarship Book](#)
- Senior Canvas Page
- District website

Findings

- The Holmen High School (HHS) Student Services department provides resources to support students in scholarship application processes:

- Scholarship Booklet: Students are offered a comprehensive booklet listing available scholarships and awards, including application links.
- Electronic Dissemination: Scholarship information is electronically shared with all senior students via the Senior Canvas Page.
- However, data collection and outreach practices require improvement:
 - Tracking by Protected Class: There are currently no formal procedures to track scholarship recipients by protected class status. This limits the ability to assess the equitable distribution of awards.
 - Outreach to Marginalized Groups: Specific efforts to engage marginalized student populations and their families regarding scholarships appear to be lacking.

Analysis & Supporting Information

- The scholarship application process includes:
 - Counselor Support: School counselors offer guidance and assistance to students with applications, letters of recommendation, and understanding application requirements.
 - Committee Review: Four teams of staff members review and rank applications using a scoring rubric. Confidentiality of reviewer identities is maintained by an administrative assistant who manages the scoring process. Final award decisions are made by the full committee.

Recommendations

- To ensure equitable distribution of scholarship resources and improve access for all students:
 - Data Collection: Implement a system to collect protected class status information for scholarship recipients. This will allow for analysis of distribution patterns and identification of potential disparities.
 - Outreach Strategies: Develop targeted outreach initiatives to raise awareness of scholarship opportunities among marginalized student families and communities.
 - Process Evaluation: Conduct a comprehensive review of the scholarship process to ensure accessibility for all students. This may involve addressing potential barriers, such as application deadlines or technological limitations.

By implementing these recommendations, HHS Student Services can ensure their scholarship program provides inclusive and equitable support for all students pursuing post-secondary education.

9.06(1)(g) Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination

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

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

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.

- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Data Examined

- District website
- Social media
- Staff Professional Development Calendar
- School Board reports

Findings

- The School District of Holmen prioritizes student success with a focus on achieving high graduation rates and standardized test scores. However, access to professional development opportunities for all staff appears to be an area of growth.
 - Goals and Vision: The district's vision statement ("Belong. Serve. Succeed.") and core values emphasize inclusivity, equity, and excellence. The Board of Education upholds high expectations for student learning and achievement.
 - Professional Development Access: Scheduling constraints prevent some staff members, such as bus drivers, from participating in all professional development opportunities.
- Diversity, Equity, and Inclusion (DEI) Commitment: The district demonstrates a commitment to DEI through a dedicated Board committee and efforts to create an inclusive environment.

Analysis & Supporting Information

- The vision statement and core values guide the district's mission: preparing students for the future through an engaging and inclusive educational environment. The Board of Education established focus areas to direct improvement efforts, including student learning. The district is committed to diversity, equity, and inclusion (DEI), with a dedicated school board committee and a partnership with Goodenough Consulting to foster an inclusive and respectful environment.
- Current professional development offerings include:
 - Back-to-school training sectionals covering, but not limited to, DEI, literacy, cultural humility, social-emotional learning, technology, responsive classroom, and multi-lingual learners.
 - Additional training opportunities are offered throughout the year during in-service days or early release days.

Recommendations

- To fully integrate DEI principles and ensure staff are equipped to meet the needs of all students, the district should:
 - Expand PD Accessibility: Explore and implement strategies to increase accessibility of professional development opportunities for all staff members, regardless of their schedules. This could involve:
 - Flexible Scheduling: Offer PD sessions at various times (e.g., evenings, online) to accommodate diverse work schedules.
 - Differentiated Delivery: Consider alternative formats for PD content, such as online modules or condensed training sessions.
 - Targeted Support: Provide specific PD opportunities focused on meeting the needs of underrepresented student populations.
- Prominent Display of Vision: Increase visibility of the district's vision statement by prominently displaying it on the school website and in other communication materials.

By implementing these recommendations, the School District of Holmen can bridge the gap between stated values and staff development practices. This will ensure all staff have the tools and knowledge they need to create a truly inclusive and thriving learning environment for all students.

9.06(1)(h) School District Technology, including Electronic Communications by School District Staff

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

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

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participation in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the I-1198 Assurance has been provided to the Department of Public Instruction.

Data Examined

Findings

- Diversity Represented: Participants reflected the school's diversity in gender and disability status.
- Racial Representation Gaps: Not all racial groups present in the school and community were represented among evaluation participants.
- No Student Involvement: Students were not directly involved in the evaluation process.

Analysis & Supporting Information

- The evaluation team interviewed a variety of stakeholders, including administrators, teachers, counselors, and community members. This approach aimed to capture diverse perspectives on the school's effectiveness.
- Following Board approval in May 2024, a written report will be published and disseminated to the entire school community.

Recommendations

- To strengthen the inclusivity of future evaluation processes, the school should consider:
 - Enhanced Outreach to Underrepresented Groups: Extend personal invitations to participate in the evaluation process to community members from racial backgrounds currently underrepresented in the data. This could involve targeted outreach through community organizations or cultural centers.
 - Student Voice Integration: Explore ways to involve students in future evaluations. This could include:
 - Surveys: Develop age-appropriate surveys to gather student feedback on their experiences.
 - Focus Groups: Organize focus groups with student representatives to gain deeper insights into their perspectives.
 - Student Committee Participation: Consider establishing a student committee to participate in evaluation planning and decision-making processes.

By taking these steps, the school can ensure future evaluations incorporate a wider range of voices and perspectives, leading to a more comprehensive understanding of its strengths and weaknesses. This will ultimately contribute to continuous improvement and a more inclusive learning environment for all students.

SECTION V: SUMMARY

PI 9.06 (1)(a) Evaluate board-approved policies and procedures.

Recommendations

- To ensure consistent and effective implementation of Title IX procedures, the district will train multiple administrators on:
 - Gender diversity considerations.
 - Managing potential conflicts of interest.
- The district will stay updated with the latest Title IX guidance and implement any required practices or procedures.
- For increased visibility, the district will prominently display the non-discrimination statement on the school website.

9.06(1)(b) Evaluate enrollment trends and patterns in classes and programs.

Recommendations

- To address these challenges and promote equitable access to advanced and dual enrollment programs:
 - Improved Data Collection:
 - Targeted Data Collection: Gather more comprehensive data on enrollment rates, particularly for underrepresented groups. This could involve targeted surveys or audits.
 - Staff Training: Train staff responsible for student information system entries on proper coding procedures to ensure accurate and consistent data collection.
 - Equity Initiatives: Investigate potential reasons for enrollment disparities and develop strategies to increase participation among underrepresented groups. This may involve:
 - Individualized Support: Provide targeted assistance and guidance to these student populations concerning AP and dual enrollment options.
 - Review Course Selection Process: Examine and refine the process to ensure all students are aware of available options and have equal access to resources needed for successful participation.

9.06(1)(c) Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

Recommendations

- To ensure program alignment, effectiveness, and accessibility for all students, the following recommendations are offered:

- Curriculum Review and Update: Conduct a comprehensive review and update of the K-12 School Counseling curriculum. This will ensure alignment across grade levels and create a logical progression for student development.
- ASCA Model Training: Train all school counselors on the ASCA model to promote consistent implementation and enhance program effectiveness.
- Communication and Access: Improve communication and access to school counseling services for families and students. This could involve strategies such as website updates, parent information sessions, and student support group promotion.
- Onboarding and Professional Development: Develop an onboarding process for new counselors and educators to familiarize them with school counseling programs, resources, and the ASCA model. Ongoing professional development opportunities should also be provided to ensure continuous improvement and best practices implementation.

9.06(1)(d) Evaluate trends and patterns in discipline actions, including suspensions, expulsions, and handling of pupil harassment

Recommendations

- To address underreporting and potential bias, the district should:
 - Promote Reporting: Increase awareness among students, staff, and parents regarding how to file harassment complaints through various channels.
 - Website Update: Ensure the district website provides information on all forms of harassment to foster an inclusive environment.
 - Continued Development: Remain committed to developing a comprehensive code of rights, responsibilities, and guidelines.
- Additional Recommendations:
 - Bystander Intervention Training: Train students and staff on bystander intervention to encourage reporting of observed harassment.
 - Hate-Bias Response Team: Establish a Hate-Bias response team to address and repair harm from discriminatory incidents.
 - Restorative Justice Practices: Implement restorative justice practices to promote accountability and healing in conflict resolution.

9.06(1)(e) Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.

Recommendations

- To continue fostering an inclusive environment in extracurricular activities and athletics, the district should:
 - Monitor and Promote Inclusivity: Maintain a focus on ensuring diverse student representation through ongoing efforts.
 - Girls' Lacrosse: Keep track of interest in girls' lacrosse and consider adding it as a WIAA sport when enrollment allows for a team.
 - Revenue Sourcing: Explore strategies for generating financial resources for clubs and activities that lack dedicated booster clubs. This could involve fundraising events, sponsorships, or grant applications.

9.06(1)(f) Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

Recommendations

- To ensure equitable distribution of scholarship resources and improve access for all students:
 - Data Collection: Implement a system to collect protected class status information for scholarship recipients. This will allow for analysis of distribution patterns and identification of potential disparities.
 - Outreach Strategies: Develop targeted outreach initiatives to raise awareness of scholarship opportunities among marginalized student families and communities.
 - Process Evaluation: Conduct a comprehensive review of the scholarship process to ensure accessibility for all students. This may involve addressing potential barriers, such as application deadlines or technological limitations.

9.06(1)(g) Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination

Recommendations

- To fully integrate DEI principles and ensure staff are equipped to meet the needs of all students, the district should:
 - Expand PD Accessibility: Explore and implement strategies to increase accessibility of professional development opportunities for all staff members, regardless of their schedules. This could involve:
 - Flexible Scheduling: Offer PD sessions at various times (e.g., evenings, online) to accommodate diverse work schedules.
 - Differentiated Delivery: Consider alternative formats for PD content, such as online modules or condensed training sessions.
 - Targeted Support: Provide specific PD opportunities focused on meeting the needs of underrepresented student populations.
- Prominent Display of Vision: Increase visibility of the district's vision statement by prominently displaying it on the school website and in other communication materials.

9.06(1)(h) School District Technology, including Electronic Communications by School District Staff

Recommendations

- To strengthen the inclusivity of future evaluation processes, the school should consider:
 - Enhanced Outreach to Underrepresented Groups: Extend personal invitations to participate in the evaluation process to community members from racial backgrounds currently underrepresented in the data. This could involve targeted outreach through community organizations or cultural centers.
 - Student Voice Integration: Explore ways to involve students in future evaluations. This could include:
 - Surveys: Develop age-appropriate surveys to gather student feedback on their experiences.
 - Focus Groups: Organize focus groups with student representatives to gain deeper insights into their perspectives.

- Student Committee Participation: Consider establishing a student committee to participate in evaluation planning and decision-making process

