

Hartford Union High School District

Pupil Nondiscrimination Self-Evaluation

2016-2017

Approved By the Board of Education
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PI-9 District Designee

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Section I

General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source: DPI website)

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.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III were much different than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate the following three elements, create an evaluation report, and assure the department of their work:

- Methods, practices, curriculum, and materials used in counseling
- 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 school district

Cycle IV: In 2011-2012, districts were once again required to complete Cycle IV of the self-evaluation. Cycle IV required districts to evaluate the same three elements as in Cycle III, create an evaluation report, and assure the department of their work.

Cycle V: In 2016-2017, districts were again required to repeat the previous two cycles as described above. The following report has been constructed to meet this requirement.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited.</p> <p>(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> <ul style="list-style-type: none"> • Sex • Ancestry • Sexual orientation • Race • Religion • National Origin • Creed • Pregnancy, marital or parental status • Physical, mental, emotional or learning disability 	<p>PI 9.06 Evaluation.</p> <p>(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 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>

Section II

Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle IV Report

The following individuals were responsible for the development, writing and/or review of this Pupil Nondiscrimination Self Evaluation Report:

Chad Ellefson, District Research Analyst
Scott Helms, Director of Athletics and Activities
Holly Oleshko, School Counselor
Elizabeth Figarsky, School Counselor
John Lorenz, School Counselor
Michael Schmidt, School Counselor

Opportunities to Participate in the Writing and/or Development of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report

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

- Individual and group meetings with staff
- Discussion item at an administrative meeting
- Open meeting of the Board of Education

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

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

- Discussion item at an administrative meeting
- Open meeting of the Board of Education
- Published for review on the district website

Section III

Methods, Practices, Curriculum, and Materials used in School Counseling

The purpose of this section is for the Hartford Union High School District to examine the method, practices, curriculum and materials used in 9-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, the district 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.

School Counseling

The Hartford Union High School District conducted a self-evaluation of its school counseling program. The table below identifies the components examined in the self-evaluation process, the guiding questions utilized for analysis, and a summary of district findings.

Evaluation Components	Analysis/Findings
<p>Methods & Practices</p>	<p><i>1. How are accommodations and support services provided to students? (Students with disabilities, ELL, etc...)</i></p> <p>School counselors, in collaboration with other district/school personnel, work to ensure that accommodations and support services are provided to students with identified needs, as well as students experiencing academic and/or social, emotional, behavior barriers to learning. A problem solving process is utilized to define the student need, analyze causes, develop a plan which identifies accommodations/supports, and evaluate outcomes.</p> <p>Accommodations and support services are delivered to each student based on their individualized needs. These supports include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Special education services identified in the Individualized Education Program • 504 plan for qualifying students • English language learner services • Alternative education options, including homebound services • Homeless services • Crisis services • Referrals for mental health, alcohol, and other drugs treatment services <p>Accommodations and support services are designed to improve student outcomes and prevent the student from falling behind their peers academically.</p> <p><i>2. How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability?</i></p> <p>School counselors use the Wisconsin Comprehensive School Counseling Model. One primary component of this model is student conferencing. Student conferences occur at the freshman level. During these conferences, school counselors emphasize that course</p>

	<p>offerings, programs, athletic/co-curricular opportunities, and career choices are available to all students.</p> <p>Another consistent practice is the inclusion of the notice of the nondiscrimination in printed and electronic publications as required by Board of Education policy. A review of district/school publications is completed on an annual basis.</p> <p><i>3. The following questions pertain to the type of training counselors have received:</i></p> <p><i>How have counselors been trained to recognize bias or stereotypes?</i> Each counselor received training to recognize bias or stereotype within their graduate program studies.</p> <p><i>How have counselors been trained to recognize and present multiple perspectives in and through counseling? How often has the above training occurred? Was the training optional or required?</i> All training has been self-directed on an as needed basis determined by individual counselors.</p> <p><i>How effective was the training in improving counseling?</i> No data was gathered to measure the effectiveness.</p> <p><i>4. Does the district provide culturally and linguistically accessible support services to students and families?</i></p> <p>Yes, upon request.</p>
Curriculum	<p><i>1. Do academic planning and support services assist students in closing the achievement gap?</i></p> <p>Yes. All students are involved in both academic and career planning. Upon enrolling in the district all students are assigned to a counselor. The counselor serves as an advisor, facilitator, and coach in the academic and career planning process. Support services available to students include: Math Extension, Math Flex, English Extension, English Flex, English 9 Reading, and Learning Support.</p> <p><i>2. How are counseling or students services aligned with mainstream curriculum, instruction and assessment?</i></p> <p>A needs assessment has been delivered to students, parents, and faculty to determine how best to align student services with mainstream curriculum and instruction.</p>

<p>Materials</p>	<p><i>1. Are materials and resources published and/or available in languages other than English?</i></p> <p>The district and school counseling department is beginning to work with an external translator to publish materials and resources in Spanish, the primary language of our ELL population.</p>
<p>Summary Report Data</p>	<p><u>Findings</u></p> <ul style="list-style-type: none"> • School counselors work collaboratively with other school personnel to initiate and arrange accommodations and support services for students based on individual needs • The Board of Education’s policy on nondiscrimination is diligently followed • Training surrounding bias and stereotypes is self-directed • Materials are available in Spanish upon request <p><u>Methods of Analysis</u></p> <ul style="list-style-type: none"> • Document review (IEPs, 504 plans, career map, counseling materials) • Review of pupil nondiscrimination board of education policy and administrative guidelines <p><u>Recommendations for Improvement</u></p> <ul style="list-style-type: none"> • Determine what barriers to accessing information exist for families whose primary language is not English • Review findings of needs assessment to determine next steps in developing curriculum/programming for the Student Services Office • Engage in intentional and consistent professional development surrounding bias and stereotypes <p><u>Implementation Strategies</u></p> <ul style="list-style-type: none"> • Needs assessment will be completed by June 2017 • Collaborate over the results of needs assessment during the 2017-2018 school year

Section IV
**Trends and Patterns of School District Support of Athletic, Extracurricular,
and Recreational Activities**

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.

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

1. Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
2. Determine whether current practices might deter some students from participating in these activities.
3. Identify and develop ways to increase participation of underrepresented groups.
4. Identify and formulate ways for students to develop and act on knowledge and skills for fairness, equity, inclusiveness, and human relations and diversity.

Athletic Programs

The Hartford Union High School District conducted a self-evaluation of its athletic programs. The table below identifies the components examined in the self-evaluation process, the guiding questions utilized for analysis, and a summary of district findings.

Evaluation Components	Analysis/Findings
Participation Trends and Patterns	<p><i>1. Over the past 3 years, what are the athletic participation rates for students, based on the PI-9 protected categories? (Focus reporting on sex, race, national origin, and disability?)</i></p> <p>Data is only readily available for the 2015-2016 school year, which can be found in Appendix A.</p> <p><i>2. Is the athletic participant ratio comparable to enrollment ratios in sex, race, national origin and disability?</i></p> <p>There are disparities in participation for students with disabilities and students not identified as “white.”</p> <p>The overall student enrollment for students with disabilities in 2015-2016 was 14.3%, with 6% participating in athletics.</p> <p>The overall student enrollment for students whose race is non-white or Hispanic in 2015-2016 was 10.8%, with 6% participating in athletics.</p>
District Support & Equitable Access	<p><i>1. Are school mascots, team names and logos free from bias and stereotyping?</i></p> <p>The high school mascot is an oriole, which is a bird. The logo used is an oriole head. Therefore, the team name and all logos are free from bias and stereotyping.</p> <p><i>2. Are accommodations available for students with disabilities who participate in athletics?</i></p> <p>The district provides accommodations for students with disabilities in accordance with each student’s IEP. We have not had any students with disabilities, who are participating in athletic programs, require accommodations over the past five years. In addition, the district has not received any requests for accommodations to support athletic participation.</p>

	<p>It should also be noted that in the 2009-2010 school year, wheelchair athletes were part of the WIAA track and field tournament series. To date, the district has not had any wheelchair athletes participate in this event.</p>
<p>Publications and Notice</p>	<p><i>1. How often and in what forums are the district's nondiscrimination policies and practices regarding athletic activities communicated to students and parents?</i></p> <p>The district communicates its nondiscrimination policies and practices for athletics on a regular basis. The nondiscrimination policy is available in the following forms:</p> <ul style="list-style-type: none"> • Co-Curricular Handbook • District Website <p><i>2. Are the qualifications for athletic program participation published and made available to all students and parents?</i></p> <p>Qualifications for athletic participation are readily available to all students and parents through the following methods:</p> <ul style="list-style-type: none"> • Co-Curricular Handbook • District website • District social media • WIAA Rules of Eligibility • Parent and athlete meetings
<p>Summary Report Data</p>	<p><u>Findings</u></p> <ul style="list-style-type: none"> • Student participation data is analyzed informally • Some factors that could ultimately contribute to participation disparities cannot be directly influenced by local policy and procedures • The co-curricular office utilizes a variety of strategies to disseminate programming information to all students and families • Board of education policy, 2431 Interscholastic Athletics and administrative guidelines 2431A Playing Time for Athletes, identifies participation as a top priority and standards for eligibility in accordance with the WIAA constitution <p><u>Methods of Analysis</u></p> <ul style="list-style-type: none"> • Review of district athletic materials Review of board of education policy • Review of WIAA handbook and season regulations Informal analysis of student involvement data

Recommendations for Improvement

- Athletic participation data needs to be collected in a manner that allows for ease of access to data and efficiency of its use
- Athletic participation data analysis needs to include disaggregation of data by sub-group (i.e. gender, race, English proficiency, disability) when appropriate
- Increase dissemination of athletic information to students and families

Implementation Strategies

- Investigate methods to most effectively collect, analyze, and share co-curricular participation data
- Explore additional avenues to disseminate co-curricular information to students and families

Extracurricular, Recreational and Other School-Sponsored Activities

The Hartford Union High School District conducted a self-evaluation of its extracurricular, recreational, and other school sponsored activities. The table below identifies the components examined in the self-evaluation process, the guiding questions utilized for analysis, and a summary of district findings.

Evaluation Components	Analysis/Findings
Participation Trends and Patterns	<p><i>1. Is there a procedure in place to annually record participation in extracurricular activities by student group?</i></p> <p>The district records student involvement in co-curricular activities, athletic and non-athletic, through DPI and WIAA participation reporting.</p> <p><i>2. Are there any unique factors that might influence student participation in school activities?</i></p> <p>A unique feature of Hartford Union High School is the fact that we are a Union High School District. There are five public school districts and a number of private schools that feed into our high school district. This could impact participation due to the fact that the geographic region covers 181 square miles. As a result, student and parents may experience transportation issues when activities occur outside of the school day.</p>
District Support & Equitable Access	<p><i>1. Is there a process by which students can request school-approved status for the development of a new activity?</i></p> <p>The district has a proposal process for students and other stakeholders to request approval for the development of a new activity. The steps in this process are as follows:</p> <ol style="list-style-type: none"> a. Proposed activity is submitted in writing to the Principal. b. Proposal is brought to the administrative team for consideration and/or approval c. Decision is communicated to the proposer <p><i>2. Are special accommodations available for children with disabilities who participate in extracurricular and other recreational activities?</i></p> <p>The district provides accommodations for students with disabilities in accordance with each student's IEP. One example of this practice is providing a wheelchair accessible bus/vehicle for events.</p>

<p>Publications and Notice</p>	<p><i>1. Are the qualifications for extracurricular, recreational and other program activity participation published and made available to all students and parents?</i></p> <p>The district communicates its criteria for participation in extracurricular activities on a regular basis. The qualifications are available in the following locations:</p> <ul style="list-style-type: none"> • Co-Curricular Handbook • District website <p><i>2. How often and in what forums are the district’s nondiscrimination policies and practices regarding extracurricular, recreational and other activities communicated to students and parents?</i></p> <p>The district communicates its nondiscrimination policies and practices for extracurricular activities on a regular basis. The nondiscrimination policy is available in the following locations:</p> <ul style="list-style-type: none"> • Co-Curricular Handbook • District website
<p>Summary Report Data</p>	<p><u>Findings</u></p> <ul style="list-style-type: none"> • Student participation data is analyzed informally • Some factors that could ultimately contribute to participation disparities cannot be directly influenced by local policy and procedures • The co-curricular office utilizes a variety of strategies to disseminate programming information to all students and families • Board of Education policy, 2430 District Sponsored Clubs and Activities identifies participation as a priority <p><u>Methods of Analysis</u></p> <ul style="list-style-type: none"> • Review of district co-curricular materials • Review of Board of Education policy • Review of co-curricular handbook • Analysis of student involvement data <p><u>Recommendations for Improvement</u></p> <ul style="list-style-type: none"> • Co-curricular participation data needs to be collected in a manner that allows for ease of access to data and efficiency of its use

- Co-curricular participation data analysis needs to include disaggregation of data by sub-group (i.e. gender, race, English proficiency, disability) when appropriate
- Increase dissemination of co-curricular information to students and families
- Consideration of a board policy or operational procedures for student qualifications for participation in co-curricular activities

Implementation Strategies

- Investigate methods to most effectively collect, analyze, and share co-curricular participation data
- Explore additional avenues to disseminate co-curricular information to students and families
- Compare co-curricular board of education policies from other districts

Section V

Trends and Patterns in Awarding Scholarships and Other Forms of Recognition

The purpose of this section is to evaluate the trends and patterns in awarding scholarships, other forms of recognition and achievement and to 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.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is nondiscretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Scholarships and Awards

The Hartford Union High School District conducted a self-evaluation of its scholarships and awards. The table below identifies the components examined in the self-evaluation process, the guiding questions utilized for analysis, and a summary of district findings.

Evaluation Components	Analysis/Findings
Award Trends and Patterns	<p><i>1. Are some student groups awarded greater numbers of scholarships or greater amounts of money than other groups?</i></p> <p>Yes. Data for 2015-2016 shows that less than 1% of students with disabilities reported receiving any scholarship, and 1.4% of non-white and Hispanic students earned scholarships. The total populations as a percent among these student groups are 14.3% and 20.8%, respectively. The female to male distribution of scholarships was almost 7 to 3, while the overall population is evenly split.</p> <p>When looking at scholarships distributed by a foundation of the district, the disparities were even greater for students with disabilities and non-white and Hispanic students.</p> <p>Distribution data for scholarships awarded in 2015-2016 can be found in Appendix B.</p> <p><i>2. What factors contributing to possible disparities should be identified?</i></p> <p>Factors contributing to the possible disparities are:</p> <ul style="list-style-type: none"> • Criteria for scholarships which may intentionally or unintentionally favor certain student groups • Post-secondary plans of students • Parent involvement • Students' awareness of available scholarships
Publication and Notice	<p><i>1. 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?</i></p> <p>The district does not involve parents and community members in deciding how to publicize available awards. The methods of communication are described in the following paragraphs.</p>

	<p>An expert from the field presents an evening program to discuss grants, loans, work study, awards, and scholarships. Parents and students are provided with information regarding how to pursue these opportunities. A question and answer session follows the program.</p> <p>The Student Services Office maintains a scholarship database on the school website. While it does not include every possible link for scholarship opportunities, it does provide a wealth of information to help students pursue scholarships. Each scholarship link includes information about the application process. Some of the scholarship applications are provided in an online manner while others utilize a paper copy students are able to pick up in Student Services.</p> <p>Emails are sent to students and parents as reminders to log on to the scholarship database and check on any newly uploaded scholarships.</p> <p>Scholarships that require certain post-secondary career/major options are forwarded to certain departments/classes that align with these options (e.g., healthcare scholarships emailed to teachers of PLTW, Medical Terminology, Intro to Sports Medicine, AP Bio, etc.).</p> <p><i>2. 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?</i></p> <p>The Student Services Office maintains a scholarship database on the school website. While it does not include every possible link for scholarship opportunities, it does provide a wealth of information to help students pursue scholarships. Each scholarship link includes information about the application process.</p> <p>In addition, the Student Services Office posts scholarship and other financial aid information through a variety of medias including, but not limited to, Skyward Message Center, the parent newsletter Involve, mass e-mails to parents and students, and the financial aid presentation.</p>
<p>Policy and/or Operational Procedures</p>	<p><i>1. Are there policies and procedures in place for accepting and awarding scholarships from groups both within and outside of the school?</i></p> <p>Two Board of Education Policies, 5451.01 and 5451.02 specifically address criteria and distribution of the Technical Excellence Higher Education Scholarships and Wisconsin Academic Excellence Scholarships.</p>

	<p>Policy 9700 addresses procedures for handling scholarships from outside agencies and clearly states that “the District shall not unlawfully discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.” It also states that outside agencies will be notified of the District’s nondiscrimination policy.</p>
<p>Summary Report Data</p>	<p><u>Findings</u></p> <ul style="list-style-type: none"> • Other than gathering student names and scholarships awarded, there is not a process in place to collect or analyze the distribution of scholarships based on student demographics • Disparities in distribution of scholarships exist for some student groups • Scholarships have criteria that may be advantageous to certain student groups over others • Disparities in distribution may be the result of disparities in post-secondary plans among students in certain groups • The Student Services Office utilizes a variety of strategies to disseminate scholarship and award information to all students and families <p><u>Methods of Analysis</u></p> <ul style="list-style-type: none"> • Analysis of scholarship distributions • Review of Board of Education policy and Administrative Guidelines. <p><u>Recommendations for Improvement</u></p> <ul style="list-style-type: none"> • Scholarship and award data needs to be collected in a manner that allows for ease of access to data and efficiency of its use • Scholarship and award data analysis needs to include disaggregation of data by subgroup (i.e. gender, race, English proficiency, disability) • Determine the root cause(s) for disparities in scholarship distribution <p><u>Implementation Strategies</u></p> <ul style="list-style-type: none"> • Investigate methods to most effectively collect, analyze, and share scholarship and award data • Collect and analyze data directly and indirectly related to scholarships and scholarship criteria, including post-secondary plans disaggregated by gender, race, disability, etc.

Other Forms of Recognition and Achievement

The Hartford Union High School District conducted a self-evaluation of its other forms of recognition and achievement. The table below identifies the components examined in the self- evaluation process, the guiding questions utilized for analysis, and a summary of district findings.

Evaluation Components	Analysis/Findings
Award Trends and Patterns	<p><i>1. Are there opportunities for students from all representative groups to receive other forms of recognition and achievement?</i></p> <p>The District recognizes students in a variety of ways, including but not limited to:</p> <ul style="list-style-type: none"> • Honor Roll and other awards for attaining certain GPAs • Students of the Month • Awards related to athletics and activities, including clubs, music, art, and theatrical performance <p>These awards and recognitions are accessible to all students.</p> <p><i>2. Does the district collect and review recognition and achievement data in order to identify patterns and trends? Is this data disaggregated by sex, race, national origin and disability?</i></p> <p>The district currently does not collect and analyze recognition and achievement data in order to identify patterns and trends.</p>
Publication and Notice	<p><i>1. Do students receive information on how to pursue these opportunities?</i></p> <p>Students are made aware of these opportunities through the <i>Course Planning Guide</i>, <i>Co-Curricular Handbook</i>, and other publications.</p>
Policy and/or Operational Procedures	<p><i>1. Are there policies and procedures in place for accepting and awarding other forms of recognition and achievement from groups both within and outside of the school?</i></p> <p>Board of Education policy 5451 Student Recognition authorizes the recognition of outstanding accomplishment in the curricular, co-curricular, and extra-curricular areas. Administrative Guidelines 5451A Recognition of Student Achievement details the establishment of a school honor roll.</p>

	<p>2. <i>What is the process for distributing recognition and achievement information to students?</i></p> <p>Students are recognized in a variety of formats and venues, including:</p> <ul style="list-style-type: none"> • Board of Education reports • Student announcements • Staff and parent newsletters • District website • Local newspaper • <i>Student Recognition Program</i> held annually during the school day
<p>Summary Report Data</p>	<p><u>Findings</u></p> <ul style="list-style-type: none"> • Other forms of recognition and achievement exist and are available to all students • Data collection and analysis currently does not occur • Not all students and parents may know the criteria needed to be eligible for these opportunities • There is a process for distributing recognition and achievement information to students. <p><u>Methods of Analysis</u></p> <ul style="list-style-type: none"> • Documents review • Review of Board of Education policies and Administrative Guidelines. <p><u>Recommendations for Improvement</u></p> <ul style="list-style-type: none"> • Recognition and achievement data needs to be collected in a manner that allows for ease of access to data and efficiency of its use • Recognition and achievement data analysis needs to include disaggregation of data by subgroup (i.e. gender, race, English proficiency, disability) <p><u>Implementation Strategies</u></p> <ul style="list-style-type: none"> • Investigate methods to most effectively collect, analyze, and share achievement award data, including disaggregation by student demographics • Continue to evaluate and identify more effective strategies for distributing recognition and achievement award opportunities and criteria to students and families

Section VI

Methods Used in Conducting the Self-Evaluation

The purpose of this section is to assess how the district provided residents, students, teachers, administrators, and parents with an opportunity to participate in the self-evaluation. Active and meaningful participation of each of these groups is essential to achieving a comprehensive and informative evaluation.

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

The Hartford Union High School District conducted a review of its methods for conducting this self-evaluation. The table below identifies the components examined in the self-evaluation process, the guiding questions utilized for analysis, and a summary of district findings.

Evaluation Components	Analysis/Findings
Methods	<p><i>1. What were the methods used in conducting the self-evaluation?</i></p> <p>The district designees engaged stakeholders in the self-evaluation process through individual and group meetings with staff and discussions of evaluation elements at administrative meetings.</p> <p>The methods of evaluation included the following:</p> <ul style="list-style-type: none"> • Document review (IEPs, 504 plans, career map, counseling materials) • Review of board of education policies and administrative guidelines • Collection and analysis of student data • Review of scholarship, award, and other forms of recognition and achievement recipient data <p><i>1. How were people notified of the opportunity to participate in the self-evaluation process?</i></p> <p>The district designees organized meetings and solicited input from stakeholders.</p>
Diversity	<p><i>1. How were participants of the self-evaluation selected?</i></p> <p>Participants were selected based on their knowledge and experience with the subject matter.</p>
Outcomes	<p><i>1. How will staff and others learn about the Pupil Nondiscrimination Self-Evaluation findings completed for the report?</i></p> <p>Stakeholders will learn about the findings at the district’s March Board of Education meeting, the staff newsletter, and the parent newsletter.</p> <p><i>2. Where will the Pupil Nondiscrimination Self-Evaluation Report be a filed so that it</i></p>

remains available for review by residents of the district?

The *Pupil Nondiscrimination Self-Evaluation Report* will be published on the district website for efficient access and review by all stakeholders.

3. Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the district?

The district PI-9 designees will be responsible for monitoring progress towards addressing recommendations for improvement and implementation strategies.

Section VII Recommendations for Improvement

- Based on the review of several data sources, on the following chart, identify the “Recommendations for Improvement” that your PI-9 team has identified.
- Establish a timeframe/target date for developing a new process, revising a practice, or implementing a new procedure based on the recommendations identified.
- After reviewing each “recommendation for improvement”, determine who will be responsible for monitoring the recommendation.
- Assess the outcome of the development, revision and/or implementation of the recommendation when it is completed.

School Counseling	
Target Date for Completion:	June 2018
Person(s) Responsible for Completion:	School Counselors; Principal
Recommendations for Improvement:	
<ul style="list-style-type: none"> • Determine what barriers to accessing information exist for families whose primary language is not English • Review findings of needs assessment to determine next steps in developing curriculum/programming for the Student Services Office • Engage in intentional and consistent professional development surrounding bias and stereotypes 	
Outcomes:	

Athletics and Other School-Sponsored Activities	
Target Date for Completion:	June 2018
Person(s) Responsible for Completion:	Athletics and Activities Director
Recommendations for Improvement:	
<ul style="list-style-type: none"> • Co-curricular participation data needs to be collected in a manner that allows for ease of access to data and efficiency of its use • Co-curricular participation data analysis needs to include disaggregation of data by sub-group (i.e. gender, race, English proficiency, disability) when appropriate • Increase dissemination of co-curricular information to students and families • Consideration of a board policy or operational procedures for student qualifications for participation in co-curricular activities 	
Outcomes:	

Scholarships, Awards, and Other Forms of Recognition

Target Date for Completion: June 2018

Person(s) Responsible for Completion: Principal; School Counselors; Athletics and Activities Director

Recommendations for Improvement:

- Scholarship and award data needs to be collected in a manner that allows for ease of access to data and efficiency of its use
- Scholarship and award data analysis needs to include disaggregation of data by subgroup (i.e. gender, race, English proficiency, disability)
- Determine the root cause(s) for disparities in scholarship distribution

Outcomes:

Appendix A

Athletic and Other Activities Participation Rates for 2015-2016

Chart A shows student participation rates in athletics by student subgroups. Columns 1 and 2 provide participation data. Column 3 provides the percent of enrollment for the entire 2015-2016 student body at HUHS.

Chart B shows similar information to Chart, but specifically for other school-sponsored activities and clubs.

Chart A

	Student Count	Percent of Roster Total	Total HUHS Enrollment %
Roster Total	869		
Female	378	43%	49.9%
Male	491	57%	50.1%
Students w/out Disabilities	820	94%	85.7%
Students w/ Disabilities	49	6%	14.3%
White	815	94%	89.2%
Non-White/Hispanic	54	6%	10.8%

Chart B

	Student Count	Percent of Roster Total	Total HUHS Enrollment %
Roster Total	706		
Female	449	64%	49.9%
Male	257	36%	50.1%
Students w/out Disabilities	674	95%	85.7%
Students w/ Disabilities	32	5%	14.3%
White	665	94%	89.2%
Non-White/Hispanic	41	6%	10.8%

Appendix B

Scholarship Distributions for 2015-2016

Chart C shows the number of students (column 1), by total and subgroups, who received scholarships in 2015-2016, both internally and externally awarded. It also provides a percent breakdown of distributions by subgroup (column 2) and a comparison to the overall student body at HUHS (column 3).

Chart D shows similar information but is specific to scholarships awarded by the HUHS Scholarship Foundation.

Chart C

	Student Count	Percent of Total Scholarships	Total HUHS Enrollment %
Total Scholarships	143		
Individuals	58		
Female	98	68.5%	49.9%
Male	45	31.5%	50.1%
Students w/out Disabilities	142	99.3%	85.7%
Students w/ Disabilities	1	0.7%	14.3%
White	141	98.6%	89.2%
Non-White/Hispanic	2	1.4%	10.8%

Chart D

	Student Count	Percent of Total Scholarships	Total HUHS Enrollment %
Total Scholarships	38		
Individuals	33		
Female	24	63.2%	49.9%
Male	14	36.8%	50.1%
Students w/out Disabilities	38	100.0%	85.7%
Students w/ Disabilities	0	0.0%	14.3%
White	38	100.0%	89.2%
Non-White/Hispanic	0	0.0%	10.8%