



**2023 Five-Year Self Evaluation of the Status of Nondiscrimination
and Equality of Educational Opportunity
(PI 9.06)**

School District of Algoma

Approved by School Board on May 20, 2024

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SECTION I: CONTRIBUTORS TO THE 2023 FIVE-YEAR SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY

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

The School District of Algoma has provided an opportunity for participation in the evaluation by pupils, 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
Jesse Brinkmann	Superintendent
Katie Horn	Pathfinder & Algoma Venture Academy Principal Pack of Pups Child Care Director
Katie Servi	Elementary Principal
David Robertson	Middle/High School Principal
Marie Ott	Director of Special Education & Pupil Services
Whitney Ebert	Athletic/Activities Director Director of Operations & Community Engagement- Algoma Community Wellness Center
Amber Shallow	Finance Manager
Courtney Schmidt	Middle/High School Counselor

Opportunities to Participate in the Writing/Development of the Pupil Nondiscrimination Self-Evaluation 2023 Report PI 9.06

Opportunity for participation in the writing/development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- ☐ Open meeting portion of a scheduled school board meeting
- ☐ Individual meetings
- ☐ Staff meeting for school personnel
- ☐ Discussion item at an administrative meeting
- ☐ Collaborative writing sessions
- ☐ Anonymous feedback from stakeholders

Opportunities to Participate in the Final Review/Evaluation of the Nondiscrimination and Equality of Educational Opportunity Five-Year Self-Evaluation 2023 Report PI 9.06

Opportunity for participation in the final review/evaluation of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- ☐ Open meeting portion of a scheduled school board meeting
- ☐ Individual meetings
- ☐ Staff meeting for school personnel
- ☐ Discussion item at an administrative meeting
- ☐ Collaborative writing sessions
- ☐ Anonymous feedback from stakeholders

SECTION II: INTRODUCTION AND LEGAL BASIS TO THE SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY

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.

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

LEGAL BASIS FOR AN EQUITY PLANNING PROCESS FOR CREATING EQUITY IN WISCONSIN SCHOOLS

Wisconsin State Statute 118.13	Administrative Rule PI 9.06												
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s:</p> <table><tr><td>-Sex</td><td>-Ancestry</td><td>-Sexual orientation</td></tr><tr><td>-Race</td><td>-Creed</td><td>-Physical, mental,</td></tr><tr><td>-Religion</td><td>-Pregnancy, marital</td><td>emotional or</td></tr><tr><td>-National Origin</td><td>or parental status</td><td>learning disability</td></tr></table>	-Sex	-Ancestry	-Sexual orientation	-Race	-Creed	-Physical, mental,	-Religion	-Pregnancy, marital	emotional or	-National Origin	or parental status	learning disability	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <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.
-Sex	-Ancestry	-Sexual orientation											
-Race	-Creed	-Physical, mental,											
-Religion	-Pregnancy, marital	emotional or											
-National Origin	or parental status	learning disability											

	<p>h) School district technology, including electronic communications by school district staff.</p>
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(2) The district shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents/guardians and residents of the school district.

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

SECTION III SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES 9.06 (1)(A)

IDEAS FOR EVALUATION

- Review school board policies. Identify and evaluate the pupil nondiscrimination policies.
- Review annual class 1 legal notice.
- Review discrimination complaint procedures.
- Identify the employee designated to receive discrimination complaints.
- Review the type of training in discrimination law and complaint investigation that this designated employee received.
- Review student and staff handbooks.
- Review course selection handbooks and other materials distributed to the public.
- Develop and implement recommendations for improving the effectiveness of pupil nondiscrimination policies and complaint procedures.

Data Examined PI 9.06 (1)(a)	Findings	Analysis & Supporting Information	Recommendations
Neola School Board Policies: <ul style="list-style-type: none"> ● 5517.01 (bullying) ● 5517 (student anti-harassment) ● 5710 (student complaints) ● 4362/3362 (employee anti-harassment) ● 3122/4122(non-discrimination and equal employment opportunity) 	Reviewed, updated, and approved by school board in 2022-2023 school year	<p>District has updated policies relating to students and employment non-discrimination.</p> <p>Current pupil nondiscrimination policies: We review existing policies within the school district, including their scope, clarity, and accessibility.</p>	Continue to review annually per school board recommendations
Class 1 Legal Notice	Reviewed annually and published in legal newspaper	District has met compliance in this area	Continue to review and publish annually
Discrimination Complaint Procedures	Two administrators are Title IX anti-harassment compliance officers	<p>Katie Horn and Jesse Brinkmann are the employees designated to receive student discrimination complaints.</p> <p>Complaint procedures: We analyze the process for reporting and addressing discrimination complaints, assessing its efficiency and effectiveness.</p>	These administrators will be trained in new IX requirements within the next year

Review of Employee Handbook	Found that portions of the Employee Handbook were outdated and not aligned to District policy	Practices for nondiscrimination reporting were not clearly defined in Employee Handbook	Committee made up of different employees from various categories was formed to review/revise the Employee Handbook so it aligns with District policy
Review of Student Handbooks	Reviewed, updated, and approved by school board annually	Notices of nondiscrimination are included in student handbooks	Continue to review, update, and submit to school board for approval annually
Review of course selection handbooks and other materials distributed to the public	Reviewed and updated by school counselor annually in collaboration with general education teachers - Submitted for approval by school board annually	School counselor continues to advocate for additional opportunities to increase representation of our students	Continue to review, update, and submit to school board for approval annually

PI	Requirement	Benchmarks	
9.06(1)(a)	Evaluate board approved policies and procedures	Board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.	<input checked="" type="checkbox"/>
		The policies include all protected categories listed under Wis. Stat. § 118.13.	<input checked="" type="checkbox"/>
		The policies either specifically address harassment, or there is a separate anti-harassment policy.	<input checked="" type="checkbox"/>
		The policies are easily understood and accessible to all staff, students, and parents/guardians	<input checked="" type="checkbox"/>
		The policies are published annually in a class 1 legal notice.	<input checked="" type="checkbox"/>

PI	Requirement	Benchmarks	
		An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.	<input checked="" type="checkbox"/>
		The name and address of the designated employee is published annually in a class 1 legal notice.	<input checked="" type="checkbox"/>
		The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.	<input checked="" type="checkbox"/>
		The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent within 30 days and of the procedures for making the appeal.	<input checked="" type="checkbox"/>
9.06(1)(a)	Student & Staff Handbooks	The complete complaint procedure is included in all student and staff handbooks.	<input checked="" type="checkbox"/>
9.06(1)(a)	Board Policy	The procedure is effective in resolving pupil discrimination complaints.	<input checked="" type="checkbox"/>

SUMMARY—Board Policies and Procedures

	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
9.06(1)(a) Evaluate board approved policies and procedures	Have board of education policy committee review the following Neola policies: 5517.01 Bullying 5517 Student Anti-Harassment 5710 Student Complaints 4362/3362 Employee Anti-Harassment 3122/4122 Nondiscrimination & Equal Employment Opportunity	Spring 2025	Board of Education Policy Committee Jesse Brinkmann - Superintendent	To ensure district approved policies and procedures continue to meet recommendation benchmarks listed above.

SECTION IV : ENROLLMENT TRENDS AND PATTERNS IN CLASSES AND PROGRAMS 9.06 (1)(b)

IDEAS FOR EVALUATION

- Collect course and program enrollment data for the past three years.
- Disaggregate data based on race, sex, national origin and disability.
- Compare class and program data with overall enrollment data.
- Identify discrepancies sufficiently large enough to warrant further examination. The Department suggests that a 5% disparity be considered significant.
- Identify factors that may influence enrollment, including eligibility criteria.
- Develop and implement strategies to increase program participation by underrepresented groups

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Course/Program Enrollment Data for Past Three Years	<p>Reviewed, updated, and approved by school board course options in 2023-2024 school year</p> <p>School counselor worked closely with UW-Green Bay for the Rising Phoenix program to increase awareness of the opportunities with the hopes of a wider representation of our students participating</p>	<p>College courses are more heavily female dominated in upper classes (grade dependent).</p> <p>Due to minimal areas of diversity, specific data is not included in an effort to not single out individuals.</p>	<p>Continually work towards adding more college level courses</p> <p>Increase the enrollment of technical education courses</p> <p>Increase participation in Youth Apprenticeship (provides district with grant money and is more of a structured learning opportunity for their future) as opposed to Work-Based Learning</p> <p>Increase number of required credits for graduation</p>

PI	Requirement	Benchmarks	
9.06(1)(b)	Evaluate enrollment trends and patterns in classes and programs	Significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.	<input checked="" type="checkbox"/>
		Particular programs and courses that merit attention include advanced and/or college preparatory classes, talented and gifted programs, and vocational education classes and programs.	<input checked="" type="checkbox"/>

SUMMARY—Trends and Patterns in Classes and Programs

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(b)	Increase enrollment in Family and Consumer Sciences. Enrollment over the past few years has dropped considerably, so it may be calling for the need to develop courses around student interest. For example, a large number (10+) of students are enrolled in NWTC's Certified Nursing Assistant courses this coming fall, a class that our FCS instructor could potentially teach instead.	Fall/Winter 2025	School Counselor and Admin	To ensure district approved classes and programs continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(b)	Increase enrollment in Technical Education courses and develop greater interest in Wolf Tech.	Starting Master Schedule building time during Spring 2026	School Counselor and Admin	To ensure district approved classes and programs continue to meet recommendation benchmarks listed above.

PI 9.06 (1)(b)	Encourage students to take advantage of higher level courses/have full course schedules, regardless of whether they need the credits or not	Starting Fall of 2025	School Counselor	To ensure district approved classes and programs continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(b)	Increase number of required credits for graduation	Fall of 2025 (to be rolled out over time)	School Administration	To ensure district approved classes and programs continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(b)	Increase stakeholder (parents, student, community members, teachers, admin, etc.) involvement in the development of future course and program options.	Spring of 2025 (to be initiated in the development of the 2025-2026 course handbook)	School Counselor and Admin	To ensure district approved classes and programs continue to meet recommendation benchmarks listed above.

SECTION V: EVALUATE METHODS, PRACTICES, CURRICULUM AND MATERIALS USED IN INSTRUCTION, COUNSELING AND PUPIL ASSESSMENT AND TESTING. 9.06 (1)(c)

IDEAS FOR EVALUATION

- Review course outlines and curriculum selection guides/processes to ensure a variety of offerings, teaching methodologies and the absence of bias or stereotyping
- Assess the district's policies and practices regarding equality in methods, practices, and materials used for testing and evaluation students.
- Determine whether opportunities are available for students to explore new, "nontraditional" careers or higher wage opportunities.
- Review counseling materials to ensure the absence of bias or stereotyping.
- Develop and implement strategies for improvement.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Outlines/ curriculum of course offerings	Updated and reviewed annually	No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.	Conduct a comprehensive review of the curriculum to ensure alignment with academic standards, instructional best practices, and the needs of diverse learners. Identify areas for improvement or updates, particularly in subjects where student performance may be lagging.
Practices regarding evaluating student learning	District is continuing to develop and implement strategies for improvement	Teachers and counselors demonstrate high expectations for all students.	Provide professional development opportunities for teachers to enhance their skills in differentiated instruction, allowing them to meet the diverse needs of students through varied instructional strategies, materials, and assessments.

Counselor offerings	Review of counseling materials to ensure the absence of bias or stereotyping	Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.	Integrate social-emotional learning into the curriculum and counseling programs to support students' development of essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
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PI	Requirement	Benchmarks	
9.06(1)(c)	Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.	No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.	<input checked="" type="checkbox"/>
		Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.	<input checked="" type="checkbox"/>
		Teachers and counselors demonstrate high expectations for all students.	<input checked="" type="checkbox"/>

SUMMARY—Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(c)	Conduct a comprehensive review of the curriculum to ensure alignment with academic standards, instructional best practices, and the needs of diverse learners. Identify areas for improvement or updates, particularly in subjects where student performance may be lagging.	Fall 2025	Principals/ Committee to Conduct Comprehensive Review	To ensure district approved methods, practices, curriculum, and materials used continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(c)	Provide professional development opportunities for teachers to enhance their skills in differentiated instruction, allowing them to meet the diverse needs of students through varied instructional strategies, materials, and assessments.	Ongoing	Administration	To ensure district approved methods, practices, curriculum, and materials used continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(c)	Promote the use of formative assessment practices to inform instruction and monitor student progress in real-time. Encourage teachers to use a variety of formative assessment techniques, such as quizzes, exit tickets, and classroom discussions, to gauge student understanding and adjust instruction accordingly.	Ongoing	Administration	To ensure district approved methods, practices, curriculum, and materials used continue to meet recommendation benchmarks listed above.

PI 9.06 (1)(c)	Integrate social-emotional learning into the curriculum and counseling programs to support students' development of essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Fall 2025	Pupil Services Team (Counselors, Social Worker, School Psychologist, etc.)	To ensure district approved methods, practices, curriculum, and materials used continue to meet recommendation benchmarks listed above.
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SECTION VI: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS AND HANDLING PUPIL HARASSMENT 9.06(1)(b)

IDEAS FOR EVALUATION

- Review expulsions, suspensions and other disciplinary measures for the last three years.
- Disaggregate data based on the basis race, sex, national origin, and disability.
- Compare with overall enrollment data discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- Review school reports and practices to determine whether consequences for all groups are identical for the same infraction.
- Develop and implement strategies to ensure that disciplinary measures are consistently applied.
- Review anti harassment policies.
- Review pupil harassment complaints to determine whether complaints are effectively and promptly addressed.
- Review ways in which information regarding harassment, anti harassment policies and complaint procedures are disseminated.
- Determine where students learn about these issues.
- Develop and implement recommendations to effectively address and prevent incidents of harassment.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Review of expulsions, suspensions and other disciplinary measures	If children are expelled in the Algoma School District, they are provided different opportunities for learning including packet options, virtual options, and/or potential one-on-one meeting times off-campus.	Alternative educational opportunities are provided for children in the district who are expelled.	Implement restorative justice practices that focus on repairing harm and fostering a sense of responsibility and accountability among students. This could involve mediation, community service, and dialogue circles to address conflicts and promote understanding
Review of anti-harassment policies	The student handbook has an entire section dedicated to harassment. In the section, it states which policy to look up in order to find the process in filing a grievance.	The pupil nondiscrimination policies either address harassment or there is a separated anti harassment policy. The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.	Put an area on the website instructing parents/students how to file a discrimination/harassment report.

PI	Requirement	Benchmarks	
9.06(1)(d)	Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.	Disciplinary measures, including suspensions and expulsions are applied consistently to all students.	<input checked="" type="checkbox"/>
		Alternative educational opportunities are provided for children in the district who are expelled.	<input checked="" type="checkbox"/>
		The pupil nondiscrimination policies either address harassment or there is a separated anti harassment policy. The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.	<input checked="" type="checkbox"/>
		Responses to harassment are prompt, firm, and effective.	<input checked="" type="checkbox"/>
		Staff, students and parents/guardians are aware of how to file a complaint of harassment.	<input checked="" type="checkbox"/>
		Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.)	<input checked="" type="checkbox"/>

SUMMARY—Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(d)	Put an area on the website instructing parents/students how to file a discrimination/harassment report.	Fall 2024	Technology Department	To ensure district approved trends and patterns in discipline actions and handling of pupil harassment continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(d)	Implement restorative justice practices that focus on repairing harm and fostering a sense of responsibility and accountability among students. This could involve mediation, community service, and dialogue circles to address conflicts and promote understanding	Fall 2024	Administration and Pupil Services Team	To ensure district approved trends and patterns in discipline actions and handling of pupil harassment continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(d)	Provide comprehensive training for staff on effective discipline strategies, conflict resolution techniques, and cultural competency. This training should emphasize fair and consistent application of disciplinary policies and procedures.	Fall 2025	Administration	To ensure district approved trends and patterns in discipline actions and handling of pupil harassment continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(d)	Strengthen support services - continue to expand counseling and mental health resources to address underlying issues contributing to student misbehavior.	Spring 2025	Administration and Pupil Services Team	To ensure district approved trends and patterns in discipline actions and handling of pupil harassment continue to meet recommendation benchmarks listed above.

SECTION VII: EVALUATE PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETICS, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES PI 9.06(1)(e)

IDEAS FOR EVALUATION

- Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years.
- Disaggregate data based on race, national origin, sex, and disability.
- Compare data with overall enrollment data.
- Identify any factors that might influence participation.
- Review separate programs in interscholastic athletics for boys and girls to ensure that they are comparable in type, scope, and support.
- Review guidelines and procedures to assess the athletic and other extracurricular interests of students.
- Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities.
- Review special presentations and programs to determine if they reflect the diverse interests of students.
- Develop and implement strategies to increase participation by underrepresented groups.
- Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Analysis of interscholastic athletic program offerings	The interscholastic athletic programs offered are comparable in type, scope, and support.	Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.	Ensure that all students have equitable access to a wide range of athletic, extracurricular, and recreational activities, regardless of socioeconomic status, gender, race, or ability. Identify barriers to participation and develop strategies to address them, such as offering scholarships, transportation assistance, or fee waivers.

<p>Participation in athletic programs/ activities and other extracurricular activities</p>	<p>Students have access to a wide range of extracurricular and recreational activities. Students are able to start clubs based on their interests and we have seen additions and subtractions of our offerings based on student interest.</p> <p>For example in the 2022-2023 school year a “Go Fast Club” was started for students interested in remote control vehicles. Towards the end of the year 2022-2023 participation dropped and the club was dropped entirely for the 2023-2024 school year.</p> <p>A fishing team was started at the same time of the “Go Fast Club” which has only gained student interest. This club has now become a team and continues to grow.</p> <p>During the 2022-2023, at the request of two students, the district investigated the viability of a wrestling program. Ultimately, we determined that we did not have the numbers to substantiate a club or team and we were unable to find a partner school to create a co-op with.</p>	<p>School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates.</p>	<p>Provide a diverse array of athletic teams, clubs, and recreational programs to accommodate different interests and abilities. Offer both competitive and non-competitive options to appeal to a wide range of students and encourage lifelong participation in physical activity and other interests.</p>
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PI	Requirement	Benchmarks	
9.06(1)(e)	Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.	Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.	<input checked="" type="checkbox"/>
		Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.	<input checked="" type="checkbox"/>
		School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey.	<input checked="" type="checkbox"/>
		School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community.	<input checked="" type="checkbox"/>

SUMMARY—Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(e)	Ensure that all students have equitable access to a wide range of athletic, extracurricular, and recreational activities, regardless of socioeconomic status, gender, race, or ability. Identify barriers to participation and develop strategies to address them, such as offering scholarships, transportation assistance, or fee waivers.	Fall 2024	Administration Athletic/Activities Director	To ensure district approved participation trends and patterns and district support of athletics, extracurricular activities and recreational activities continue to meet recommendation benchmarks listed above.

PI 9.06 (1)(e)	Foster a culture of diversity and inclusion within athletics, extracurricular, and recreational programs. Encourage participation from students of all backgrounds and identities and create a welcoming and supportive environment for students from underrepresented groups.	Ongoing	Administration Athletic/Activities Director	To ensure district approved participation trends and patterns and district support of athletics, extracurricular activities and recreational activities continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(e)	Provide a diverse array of athletic teams, clubs, and recreational programs to accommodate different interests and abilities. Offer both competitive and non-competitive options to appeal to a wide range of students and encourage lifelong participation in physical activity and other interests.	Ongoing	Administration Athletic/Activities Director	To ensure district approved participation trends and patterns and district support of athletics, extracurricular activities and recreational activities continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(e)	Provide ongoing training and support for coaches, advisors, and program leaders to enhance their skills in coaching, mentoring, and fostering positive team dynamics. Offer workshops on topics such as sportsmanship, conflict resolution, and inclusion to promote a positive and supportive culture within activities.	Ongoing	Administration Athletic/Activities Director	To ensure district approved participation trends and patterns and district support of athletics, extracurricular activities and recreational activities continue to meet recommendation benchmarks listed above.

PI 9.06 (1)(e)	Provide opportunities for student leadership and decision-making within athletics, extracurricular activities, and recreational programs. Empower students to take on leadership roles as team captains, club officers, or activity organizers, and support their development of leadership skills, teamwork, and responsibility.	Fall 2025	Administration Athletic/Activities Director	To ensure district approved participation trends and patterns and district support of athletics, extracurricular activities and recreational activities continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(e)	Regularly evaluate participation trends, program effectiveness, and student outcomes to identify areas for improvement and inform decision-making about future programming. Solicit feedback from students, parents, coaches, and community members to assess the impact of programs and make adjustments as needed to better meet the needs and interests of students.	Fall 2025	Administration Athletic/Activities Director	To ensure district approved participation trends and patterns and district support of athletics, extracurricular activities and recreational activities continue to meet recommendation benchmarks listed above.

SECTION VIII: EVALUATE 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)

IDEAS FOR EVALUATION

- Collect data on award recipients and applicants for the last three years.
- Disaggregate data based on race, national origin, sex, and disability.
- Compare data with overall enrollment data.
- Identify discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- Review application materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping.
- Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Review of reward recipients and applicants	School Counselor annually finds scholarship opportunities and encourages all students to apply	Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping	Ensure transparency in the criteria and selection process for scholarships and other forms of recognition. Develop clear guidelines and criteria that are consistently applied to all students, regardless of background or demographic characteristics, to promote fairness and equity.
Evaluation of strategies for increasing distribution of scholarships and other awards to underrepresented groups	School Counselor annually finds scholarship opportunities and encourages all students to apply	All scholarships and other forms of recognition are awarded in a way that does not discriminate.	Implement targeted support initiatives to ensure that students from underrepresented groups have equal access to scholarship opportunities and recognition. This may include outreach efforts, mentorship programs, and targeted financial aid packages to address barriers to access and success.

PI	Requirement	Benchmarks	
9.06(1)(f)	Evaluate participation trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district	All scholarships and other forms of recognition are awarded in a way that does not discriminate.	<input checked="" type="checkbox"/>
		Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.	<input checked="" type="checkbox"/>
		Information about award opportunities is accessible to all parents/guardians and students.	<input checked="" type="checkbox"/>
		Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping	<input checked="" type="checkbox"/>

SUMMARY—Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(f)	Ensure transparency in the criteria and selection process for scholarships and other forms of recognition. Develop clear guidelines and criteria that are consistently applied to all students, regardless of background or demographic characteristics, to promote fairness and equity.	Fall/Spring 2025	School Counselor	To ensure district approved participation trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district continue to meet recommendation benchmarks listed above.

PI 9.06 (1)(f)	Expand scholarship opportunities to include a diverse range of criteria, including academic achievement, extracurricular involvement, leadership, community service, and special talents or interests. Partner with local businesses, organizations, and foundations to create new scholarship opportunities that reflect the needs and interests of students.	Fall/Spring 2025	School Counselor	To ensure district approved participation trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(f)	Provide financial literacy education and resources to help students understand the scholarship application process, manage their finances, and make informed decisions about college affordability. Offer workshops, seminars, and one-on-one counseling sessions to support students and families in navigating the financial aid process.	Fall/Spring 2025	School Counselor	To ensure district approved participation trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(f)	Implement targeted support initiatives to ensure that students from underrepresented groups have equal access to scholarship opportunities and recognition. This may include outreach efforts, mentorship programs, and targeted financial aid packages to address barriers to access and success.	Fall/Spring 2026	School Counselor	To ensure district approved participation trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district continue to meet recommendation benchmarks listed above.

SECTION IX: EVALUATE SCHOOL DISTRICT EFFORTS TO ACHIEVE EQUALITY OF EDUCATIONAL OPPORTUNITIES AND NONDISCRIMINATION. PI 9.06(1)(g)

IDEAS FOR EVALUATION

- Review local plans to achieve equality of educational opportunity for success and ongoing challenges or barriers.
- Collect achievement data. Disaggregate data based on race, sex, and disability.
- Identify any achievement gaps.
- Develop and recommend strategies for closing the achievement gap, improving school climate, and infusing equality of educational opportunity and nondiscrimination into professional development.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Evaluate Achievement Gaps	Our district continues to struggle with the learning gap. Their identifiable learning gap between subgroups such as low socioeconomic groups, our special education students, and our ELL students. We hired a full-time ELL coordinator at the start of the 22-23 school year. Since this time ELL students have been getting tutoring, mentoring, and more strategic progress monitoring. Our district participates in the Achievement Gap Reduction Program (AGR). Therefore, we implement specific strategies aimed to close the academic achievement gaps in grades K-3.	Significant progress is made in closing academic achievement gaps. An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.	Conduct a comprehensive equity audit to identify disparities in access, resources, and outcomes among different student populations. This includes examining factors such as student achievement, discipline rates, access to advanced coursework, and participation in extracurricular activities.
Analyze strategies for closing the achievement gap, improving school climate, and infusing equality of educational opportunity and nondiscrimination into professional development	Most teachers demonstrate high expectations for all students. Some teachers believe that some students are unmotivated and interpret their lack of motivation as the inability to perform at a high level. We also have teachers that view compliant students as engaged students. The results of this view is a standardized approach to education that lacks differentiation and struggles with classroom management.	Staff members demonstrate high expectations for students. The school environment is welcoming to all students and parents/guardians who visit the building.	Ensure that the curriculum is inclusive and representative of diverse perspectives, cultures, and identities. Provide professional development opportunities for teachers to incorporate culturally responsive teaching practices and materials into their classrooms.

Review local plans to achieve equality of educational opportunity for success and ongoing challenges or barriers	Algoma School District has multiple different pathways of learning for students including Pathfinder Academy as well as Algoma Venture Academy to ensure students have a wide variety of educational opportunities. All students are welcome to any of these learning pathways and can choose what best fits their learning style.	Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.	Foster partnerships with families, community organizations, and other stakeholders to support student success and address systemic barriers to equity. Create opportunities for meaningful engagement, such as parent workshops, advisory committees, and community forums.
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PI	Requirement	Benchmarks	
9.06(1)(g)	Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination	Significant progress is made in closing academic achievement gaps.	<input checked="" type="checkbox"/>
		Every staff member demonstrates high expectations for all students.	<input checked="" type="checkbox"/>
		An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.	<input checked="" type="checkbox"/>
		The school environment is welcoming to all students and parents/guardians who visit the building.	<input checked="" type="checkbox"/>
		Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.	<input checked="" type="checkbox"/>

SUMMARY—Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(g)	Conduct a comprehensive equity audit to identify disparities in access, resources, and outcomes among different student populations. This includes examining factors such as student achievement, discipline rates, access to advanced coursework, and participation in extracurricular activities.	Fall 2025	Administration	To ensure school district efforts to achieve equality of educational opportunity and nondiscrimination continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(g)	Ensure that the curriculum is inclusive and representative of diverse perspectives, cultures, and identities. Provide professional development opportunities for teachers to incorporate culturally responsive teaching practices and materials into their classrooms.	Fall 2025	Administration	To ensure school district efforts to achieve equality of educational opportunity and nondiscrimination continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(g)	Recruit and retain a diverse workforce of teachers, administrators, and support staff who reflect the demographics of the student population. Provide training and professional development opportunities to promote cultural competence, implicit bias awareness, and inclusive practices.	Ongoing	Administration	To ensure school district efforts to achieve equality of educational opportunity and nondiscrimination continue to meet recommendation benchmarks listed above.
PI 9.06 (1)(g))	Foster partnerships with families, community organizations, and other stakeholders to support student success and address systemic barriers to equity. Create opportunities for meaningful engagement, such as parent workshops, advisory committees, and community forums.	Fall 2025	Administration	To ensure school district efforts to achieve equality of educational opportunity and nondiscrimination continue to meet recommendation benchmarks listed above.

SECTION X: SCHOOL DISTRICT TECHNOLOGY AND ELECTRONIC COMMUNICATION IS ACCESSIBLE BY PARENTS AND STUDENTS PI 9.06(1)(h)

IDEAS FOR EVALUATION

- 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 participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Current technology and communication options and accessibility	Students and parents have access to communication through electing to participate in receiving school messenger emails and automated phone calls. All students have 1 to 1 access to computers which include email accounts, access to classroom materials etc. Students participating in co-curricular activities have access to various texting platforms including Remind.com, Band, Dojo, etc. Students without internet access at home can access hotspots provided by the school district.	School district technology and electronic communication is accessible by parents and students.	Offer comprehensive training and professional development opportunities for staff to enhance their technology skills and proficiency. This includes training on how to effectively use district-approved communication tools, productivity software, learning management systems, and other technology resources.

PI	Requirement	Benchmarks	Findings
9.06(1)(h)	School district technology, including electronic communications by school district staff.	School district technology and electronic communication is accessible by parents and students.	<input checked="" type="checkbox"/>

SUMMARY—School district technology, including electronic communications by school district staff.

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(h)	Offer comprehensive training and professional development opportunities for staff to enhance their technology skills and proficiency. This includes training on how to effectively use district-approved communication tools, productivity software, learning management systems, and other technology resources.	Fall 2024	Technology Department	To ensure school district technology, including electronic communications by school district staff continue to meet the recommendation benchmark listed above.
PI 9.06 (1)(h)	Educate staff about the importance of digital citizenship and responsible use of technology, both in their professional roles and personal lives. Emphasize concepts such as online safety, privacy protection, digital footprint management, and respectful online communication.	Spring 2025	Technology Department	To ensure school district technology, including electronic communications by school district staff continue to meet the recommendation benchmark listed above.

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

IDEAS FOR EVALUATION

- Evaluate the degree of meaningful inclusion of participants in the self-evaluation process.
- Do the participants include teachers, students, school administrators, parents/guardians and residents?
- Do the participants reflect the diversity within the district and within the community?
- Parents/guardians, students, and residents are included in a way that does not require review or release of confidential information.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Evaluated the degree of meaningful inclusion of participants in the self-evaluation process	A committee was formed to fill out the self-evaluation which included the whole admin team, teachers from both buildings, parents (who are school board members) and students.	Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process.	Involve a diverse range of stakeholders in the self-evaluation process, including students, parents, teachers, administrators, community members, and representatives from marginalized groups. Ensure that their perspectives and experiences are taken into account when assessing the district's performance in promoting nondiscrimination and equity.

PI	Requirement	Benchmarks	Findings
9.06(2)	Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process.	<input checked="" type="checkbox"/>

SUMMARY—METHODS USED IN CONDUCTING THE SELF-EVALUATION

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06(2)	Develop clear and specific criteria for evaluating nondiscrimination and equity of educational opportunities within the district. These criteria should encompass various aspects such as access to resources, representation of diverse perspectives in curriculum, disciplinary practices, and academic outcomes.	2028 Self-Evaluation	Nondiscrimination and Equality of Educational Opportunity Self-Evaluation Committee	To ensure school district methods used in conducting the self-evaluation continue to meet the recommendation benchmark listed above.
PI 9.06(2)	Involve a diverse range of stakeholders in the self-evaluation process, including students, parents, teachers, administrators, community members, and representatives from marginalized groups. Ensure that their perspectives and experiences are taken into account when assessing the district's performance in promoting nondiscrimination and equity.	2028 Self-Evaluation	Nondiscrimination and Equality of Educational Opportunity Self-Evaluation Committee	To ensure school district methods used in conducting the self-evaluation continue to meet the recommendation benchmark listed above.
PI 9.06(2)	Celebrate successes and progress made towards promoting nondiscrimination and equity within the district, while also acknowledging and addressing ongoing challenges. Create opportunities for reflection and dialogue to sustain momentum and foster a commitment to continuous improvement.	2028 Self-Evaluation	Nondiscrimination and Equality of Educational Opportunity Self-Evaluation Committee	To ensure school district methods used in conducting the self-evaluation continue to meet the recommendation benchmark listed above.

SECTION XII: WRITTEN REPORT PI 9.06(3)

Summary of the self-evaluation process.

A comprehensive self-evaluation was conducted of Algoma School District's status regarding nondiscrimination and equality of educational opportunity for students. This evaluation covered several key areas as outlined below:

1. **School Board Policies and Administrative Procedures (9.06(1)(a))**: Review of existing policies and procedures related to nondiscrimination and equality to ensure alignment with legal requirements and best practices.
2. **Enrollment Trends and Patterns (9.06(1)(b))**: Analysis of enrollment data to identify any disparities or trends in class and program participation among different student populations.
3. **Instruction, Counseling, and Assessment Methods (9.06(1)(c))**: Evaluation of instructional practices, counseling services, and assessment methods to promote equity and support diverse student needs.
4. **Disciplinary Actions and Pupil Harassment (9.06(1)(d))**: Examination of disciplinary trends and practices, as well as efforts to address pupil harassment and promote a safe and inclusive school environment.
5. **Participation in Athletics and Extracurricular Activities (9.06(1)(e))**: Assessment of participation trends and district support for athletics, extracurricular activities, and recreational programs to ensure equitable access and opportunities for all students.
6. **Recognition and Achievement (9.06(1)(f))**: Analysis of trends in awarding scholarships and other forms of recognition to promote equity and recognize student achievement fairly.
7. **Equality of Educational Opportunity Efforts (9.06(1)(g))**: Review of district initiatives and efforts aimed at achieving equality of educational opportunity and nondiscrimination, including targeted support for underserved student populations.
8. **Technology and Electronic Communication (9.06(1)(h))**: Evaluation of technology resources and electronic communication practices to ensure accessibility, security, and equity for all staff members.

The self-evaluation process was conducted using a variety of methods, including data analysis, stakeholder input, policy review, and collaboration. This comprehensive review will inform the development of action plans and strategies to address any identified disparities or areas for improvement, ultimately advancing the district's commitment to nondiscrimination and equality of educational opportunity for all students.

Summary of findings of the self-evaluation team.

- 1. Board Approved Policies and Procedures:** The review of board-approved policies and procedures revealed a commitment to nondiscrimination and equality. However, areas for improvement were identified, particularly in ensuring clear implementation and enforcement of these policies.
- 2. Enrollment Trends and Patterns:** Analysis of enrollment trends in classes and programs highlighted disparities among student populations. Efforts are needed to address inequities and ensure equitable access to educational opportunities for all students.
- 3. Methods, Practices, Curriculum, and Materials:** Evaluation of instructional methods, counseling practices, and curriculum materials revealed areas where improvements can be made to promote diversity, inclusion, and cultural responsiveness in education.
- 4. Discipline Actions and Handling of Pupil Harassment:** Examination of discipline actions and handling of pupil harassment identified concerns regarding fairness, consistency, and effectiveness. Strategies are needed to address disciplinary disparities and create a safe and inclusive learning environment for all students.
- 5. Participation Trends and District Support of Activities:** Analysis of participation trends in athletics, extracurricular activities, and recreational programs highlighted disparities in access and support. Efforts are required to promote equitable participation opportunities and ensure adequate support for all students.
- 6. Awarding of Scholarships and Recognition:** Evaluation of scholarship and recognition practices revealed disparities in the distribution of awards. Strategies are needed to address barriers to access and promote fair and equitable recognition of student achievements.
- 7. Efforts to Achieve Equality of Educational Opportunity:** Review of district efforts to achieve equality of educational opportunity identified areas of strength and areas for improvement. Continued efforts are needed to address systemic barriers and promote equity in education.
- 8. School District Technology and Electronic Communication:** Assessment of school district technology and electronic communication practices highlighted the importance of accessibility, security, and equity in digital resources and communication channels.
- 9. Opportunity for Participation in Self-Evaluation:** The evaluation process provided opportunities for participation from pupils, teachers, administrators, parents/guardians, and residents of the school district. Their input and feedback were instrumental in identifying areas for improvement and shaping future initiatives aimed at promoting educational equity and inclusivity.

Overall, the evaluation findings serve as a foundation for the district's ongoing efforts to promote nondiscrimination, equity, and inclusion in education, with a focus on addressing identified disparities and advancing opportunities for all students to thrive.

Summary of the recommendations for improvement made by the team.

Following a thorough five-year self-evaluation of the district's status of nondiscrimination and equality in educational opportunity across various domains, the team has identified key recommendations for ongoing improvement:

1. **Board Approved Policies and Procedures:** Strengthen implementation and enforcement of board-approved policies and procedures related to nondiscrimination and equality, ensuring clarity, consistency, and accountability throughout the district.
2. **Enrollment Trends and Patterns:** Implement strategies to address disparities in enrollment trends and patterns, including targeted outreach efforts, equitable resource allocation, and support for underrepresented student populations.
3. **Methods, Practices, Curriculum, and Materials:** Enhance diversity, inclusion, and cultural responsiveness in instructional methods, counseling practices, curriculum materials, and educational resources to better meet the needs of all students.
4. **Discipline Actions and Handling of Pupil Harassment:** Improve fairness, consistency, and effectiveness in disciplinary actions and handling of pupil harassment, with a focus on restorative justice practices, prevention strategies, and support for victims.
5. **Participation Trends and District Support of Activities:** Promote equitable participation opportunities and enhance district support for athletics, extracurricular activities, and recreational programs, ensuring access and resources for all students.
6. **Awarding of Scholarships and Recognition:** Address disparities in the awarding of scholarships and recognition, implementing transparent and equitable selection processes and providing support for underserved student populations.
7. **Efforts to Achieve Equality of Educational Opportunity:** Strengthen district efforts to achieve equality of educational opportunity through targeted interventions, community partnerships, and ongoing evaluation of progress and outcomes.
8. **School District Technology and Electronic Communication:** Improve accessibility, security, and equity in school district technology and electronic communication practices, providing training and resources to ensure effective use and safeguarding of digital resources.
9. **Opportunity for Participation in Self-Evaluation:** Enhance opportunities for participation in self-evaluation processes by pupils, teachers, administrators, parents/guardians, and residents of the district, fostering collaboration, transparency, and accountability in ongoing efforts to promote educational equity and inclusivity.

These recommendations will guide the district's efforts over the next five years, prioritizing actions that promote nondiscrimination, equity, and excellence in education for all students.

A plan for achieving recommended improvements.

1. **Assessment of Current Policies and Practices:**
 - Review existing policies and practices related to nondiscrimination and equality in educational opportunity.
 - Identify areas where improvements are needed based on feedback from the team's evaluation.
2. **Stakeholder Engagement:**
 - Engage key stakeholders including students, parents, teachers, administrators, and community members in discussions about nondiscrimination and equality.
 - Gather input and feedback on current challenges and potential solutions.
3. **Training and Professional Development:**
 - Develop and implement training programs for staff members on topics such as diversity, inclusion, cultural competence, and implicit bias.
 - Provide ongoing professional development opportunities to ensure that all staff members are equipped to create a supportive and inclusive learning environment.
4. **Policy Review and Revision:**
 - Collaborate with legal experts and policymakers to review and revise existing policies to ensure compliance with relevant nondiscrimination laws and regulations.
 - Develop new policies or update existing ones to address any gaps or areas of concern identified during the evaluation.
5. **Data Collection and Analysis:**
 - Establish mechanisms for collecting and analyzing data related to student outcomes, disciplinary actions, and access to educational opportunities.
 - Use data to monitor progress, identify disparities, and inform decision-making processes.
6. **Community Outreach and Education:**
 - Launch outreach campaigns to raise awareness about the district's commitment to nondiscrimination and equality.
 - Provide resources and support to help parents and community members understand their rights and responsibilities in promoting inclusivity and equity in education.
7. **Continuous Monitoring and Evaluation:**
 - Establish a system for ongoing monitoring and evaluation of progress toward achieving the recommended improvements.
 - Regularly review data, solicit feedback from stakeholders, and make adjustments as needed to ensure that the district is making meaningful progress.
8. **Celebration of Successes:**
 - Recognize and celebrate achievements and milestones in advancing nondiscrimination and equality in educational opportunity.
 - Share success stories with the community to inspire continued commitment and engagement.

By following this plan, the district can work toward creating a more inclusive and equitable educational environment for all students.