



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

**Tomah Area School District
Approved by School Board on:
Date May 20, 2024**

Table of Contents

- I. [Contributors to the Plan](#)
- II. [Introduction to 2023 Five-Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity and Wisconsin State Statute 118.13 & Administrative Rule PI 9.06](#)
- III. [School Board Policies and Administrative Procedures 9.06 \(1\)\(a\)](#)
- IV. [Enrollment trends and patterns in classes and programs 9.06 \(1\)\(b\)](#)
- V. [Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing 9.06 \(1\)\(c\)](#)
- VI. [Trends and patterns of disciplinary actions and handling pupil harassment 9.06 \(1\)\(d\)](#)
- VII. [Participation trends and patterns, and school district support of athletics, extracurricular activities and recreational activities 9.06 \(1\)\(e\)](#)
- VIII. [Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district 9.06\(1\)\(f\)](#)
- IX. [School district efforts to achieve equality of educational opportunity and nondiscrimination 9.06\(1\)\(g\)](#)
- X. [School district technology, including electronic communication by school district staff 9.06\(1\)\(h\)](#)
- XI. [Methods Used in Conducting the Self-Evaluation PI 9.06\(2\)](#)
- XII. [Written Report PI 9.06\(3\)](#)

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 Tomah Area School District 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
Mike Hanson	District Administrator
Angela Plueger	Director of Curriculum and Instruction
Paul Skofronick	Director of Pupil Services
Brad Plueger	Activities Director
Robert Joyce	Tomah High School Principal
Jeff Adams	Tomah High School Assistant Principal
Tim Gnewikow	Warrens/Wyeville Elementary Principal
Sheila Butzler	District Administrative Assistant
Dawn Pierce	Tomah High School FACS Teacher
Deb Reid	Activities Administrative Assistant
Paul Potter	Director of Information and Technology
Bridgette Kimpel	Tomah High School Guidance Secretary
Amy Langner	Tomah Middle School Principal
Kameron Duncan	Tomah Middle School Counseling Secretary
Dan Korson	Tomah High School Counselor
Katie Gerke	Miller Elementary School Counselor
Lisa King	Tomah Middle School Counselor
Michelle Clark	Business Manager
Lisa Culpitt	TAMS/Camp Douglas/Oakdale Principal
Tyra Crenshaw	THS Teacher
Bonnie Bird	THS Teacher
Jamie Schmitz	THS Teacher
Nathan Jungmeyer	THS Teacher
Duncan Peterson	THS Teacher

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 meetings held during the School Year
- ☐ Focus groups for students and THS Teachers
- ☐ Notice of Public Comment Meeting
- ☐ Public Notice on Website
- ☐ Discussions with counselors, administrative support staff
- ☐ Discussion at administrative meetings
- ☐ Report available to parent/guardian and Community for Feedback

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 meetings held during the School Year
- ☐ Focus groups for students and THS Faculty
- ☐ Discussion item at administrative meetings
- ☐ District Newsletter article/announcement
- ☐ Email notice to employees, parents/guardians
- ☐ Notice of Meeting for Public Comment
- ☐ Posted on website

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												
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: <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	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: - School board policies and administrative procedures. - Enrollment trends in classes and programs. - Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. - Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. - Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. - Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
-Sex	-Ancestry	-Sexual orientation											
-Race	-Creed	-Physical, mental,											
-Religion	-Pregnancy, marital	emotional or											
-National Origin	or parental status	learning disability											

- | | |
|--|---|
| | <ul style="list-style-type: none">g) School district efforts to achieve quality of education opportunity and nondiscrimination.h) School district technology, including electronic communications by school district staff. <p>(2) The district shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents/guardians and residents of the school district.</p> <p>(3) The district shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p> |
|--|---|

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

AREAS 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 student and staff handbooks to ensure non-discrimination policies included

Data Examined	Findings	Analysis & Supporting Information	Recommendations
School Board Policies	Board policies and procedures related to discrimination are updated when NEOLA or district legal counsel recommends adoption of new policies, rescinding outdated policies, or revisions to existing policies	<u>Active Policies - BoardDocs PL BoardDocs® PL.</u>	Continue ongoing review of non-discrimination policies with school district attorney ensuring policy/administrative guideline compliance with federal and state statutes.
Student and Employee Handbook	Student and Employee Handbooks should contain the full narrative of complaint procedure noted in the nondiscrimination policy. The policy is referenced in the documents but does not contain the entire complaint process language.	Student Handbooks and Employee Handbook	Before the new academic year starts, student and employee handbooks will contain full policy narrative related to the complaint procedure.
Board Policy Forms	Forms associated with board policies have revision dates not aligned with possible policy revisions.	NEOLA Forms	Before the start of the new academic year, review the Forms associated with the policies related to harassment and make the required edits to ensure policy revision is reflected in the Forms. Determine if IC has an option to create form for policy. Delete outdated forms.

PI	Requirement	Benchmarks	Findings
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.	The board of education adopted/updated policies as recommended by NEOLA. Dates of revisions and adoption of new policies and procedures are available on the district website. Active Policies - BoardDocs PL BoardDocs® PL. A search for all The policies include all protected categories listed under Wis. Stat. § 118.13.
		The policies include all protected categories listed under Wis. Stat. § 118.13.	The board of education adopted/updated policies as recommended by NEOLA. Dates of revisions and adoption of new policies and procedures are available on the district website. Active Policies - BoardDocs PL BoardDocs® PL. A search for all The policies include all protected categories listed under Wis. Stat. § 118.13.
		The policies either specifically address harassment, or there is a separate anti-harassment policy.	The board of education enlisted the professional guidance of district legal counsel to review proposed new or revised policies to ensure state and federal compliance related to protected categories. The policies either specifically address harassment, or there is a separate anti-harassment policy.
		The policies are easily understood and accessible to all staff, students, and parents/guardians	Policies related to Pupil Harassment include: Policy and Administrative Guideline 5516 Hazing; Policy and Administrative Guideline 5517 Harassment; Policy and Administrative Guideline 5517.01 Bullying

	The policies are easily understood and accessible to all staff, students, and parents/guardians Policies are accessible via the school district website and also Student Handbooks. NEOLA creates the narratives associated with the policies.
The policies are published annually in a class 1 legal notice.	The Class 1 Legal notice is available on the district website. Required Notices Tomah ASD Tomah Area School District Pupil Non-Discrimination and Harassment policies are also noted in the student handbooks. Review to ensure all policies are reflected in the Class 1 legal notice and amend annually by July 15th.
An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.	Policy 2260 Names Compliance Officers; Policy 2260.01 Names Compliance Officers; Policy 5516 Refers Complainant to Contact Compliance Officers named in Policy 5517; Policy 5517 Names Compliance Officers
The name and address of the designated employee is published annually in a class 1 legal notice.	Add both compliance officer names to Class 1 Notice (Required Notices)
The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.	Policy 5517 includes language referencing (45) days to acknowledge and (90) days for a resolution.
The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative	Policy 5517 outlines the appeal process. There is no reference to appeal within 30 days. Not required by statute.

		determination to the state superintendent within 30 days and of the procedures for making the appeal.	
		The complete complaint procedure is included in all student and staff handbooks.	The complaint procedure's full narrative was not currently included in the student or employee handbooks. The procedure is effective in resolving pupil discrimination complaints.
		The procedure is effective in resolving pupil discrimination complaints.	The procedure is followed as outlined in policy/administrative guidelines and effective in resolving pupil discrimination complaints.

SUMMARY—Board Policies and Procedures

PI 9 Code	Recommendations for Improvement	Target Date for Development/Revision or Implementation	Person/Committee Monitoring Recommendations	Outcome
PI 9.06 (1)(a)	District administration will ensure compliance with legal notices by reviewing and updating district handbooks, websites, etc.	Annually on or about July 15 th .	District Administrator TASD Board of Education	Up to date handbooks reflecting any revisions to policies/procedures made through federal/state statutes.
PI 9.06 (1)(a)	Policies and procedures related to pupil nondiscrimination up for revision or adoption shall be reviewed by district legal counsel.	Annually as needed when NEOLA sends recommended revisions to pupil nondiscrimination policies.	District Administrator TASD Board of Education	Ensures application of regulations applied appropriately.
PI 9.06 (1)(a)	Student and Employee Handbooks require the full version of the procedure to file a discrimination complaint – not	Handbooks will be updated June 17, 2024	District Administrator Building Principals	Promotes clarity and understanding. Ensures students and faculty have

	just the reference to the policy or reduced form of the policy.			information to make a report if needed.
--	---	--	--	---

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

AREAS FOR EVALUATION

- Course and program enrollment data for the past three years.
- Disaggregated data based on race, sex, national origin and disability.
- Compare class and program data with overall enrollment data.
- 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
AP Enrollment Data	Student overall enrollment in AP courses continue to rise since the 20/21 school year. More girls are taking AP than boys. Most students taking AP classes are white. We do not have any students with IEPs enrolled in AP classes.	19/20 -154 AP exams taken 20/21-114 AP exams taken 21/22 137 AP exams taken 22/23-181 AP exams taken 22/23-170 female students took AP classes-144 White, 13 two or more races, 12 other races including American Indian/Black/Hispanic/Pacific Isle 138 male students took AP classes-111 white, 22 other races including two or more/Hispanic/black/Asian/American Indian 100% of student were proficient in English, 100 % of students are students without disabilities	Collect data to see why students chose to enroll in AP classes and ask why students don't enroll in AP. Continue to track and disaggregate data to ensure equitable participation.
Data Examined	Findings	Analysis & Supporting Information	Recommendations
TMS Advanced classes	The number of TMS students participating in advanced courses continued to rise from the 20-21 to 22-23 school year. Findings showed that there is a very close comparison between boys and girls taking these courses. Also, the number of students with IEP has also increased.	Number of Students Enrolled: 20-21: 16 total 21-22: 28 total 22-23: 91 students (48 male, 43 female) Other data sets were too small to report.	Continue opening opportunities to our students with disabilities, review the criteria for students to qualify for advanced classes.

PI	Requirement	Benchmarks	Findings
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.	There is an opportunity to improve progress toward increasing enrollment in courses and programs during registration window. Continue working with building level counseling offices implementing communication practices aligned to increasing underrepresented student enrollment in advanced courses.
		Particular programs and courses that merit attention include advanced and/or college preparatory classes.	THS: Students self-enroll in AP classes if they have met the pre-requisites for the AP course, typically passing pre-requisite classes. In addition to passing the courses, a student could enroll in an AP course with a teacher recommendation. It is unclear what constitutes a teacher recommendation. As students progressed to higher level AP classes, it was found that the diversity of students enrolling was declining, with fewer students with entitlements enrolling in the AP courses. TMS: Diversity of students has increased the past three years. Gap of males and females is closing. Increase in the amount of students with IEP's in our advanced classes. A third of our criteria for advanced math courses are based on our classroom assessments. In the past, these assessments did not match the standard level and are creating an inflation of students who appear to be at the proficient level through two of the criteria, but their diagnostic is stating something differently. We may be missing a group of students or adding in a group of students based on inaccurate data. Students self-enroll into our AP Art and Foreign Language classes. 7th grade students are encouraged to take these courses as 8th graders from classroom teachers.

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)	Review the criteria for math advancement at TMS.	April of 2024 – September 2024	TMS Administration and TMS Counseling Office	Increases opportunities for enrollment and removes barriers.
PI 9.06 (1)(b)	Teacher Recommendation is subjective. Review process and improve moving toward more objective lens.	April of 2024 – September 2024. Follow up annually during registration window.	TMS/THS Administration with AP teachers	Increases opportunities for enrollment and removes barriers.
PI 9.06 (1)(b)	Work on ensuring classroom assessments match the rigor of the standard to ensure we can identify our advanced students. Utilize Guiding Coalition/Collaborative Team agendas and Common Formative Assessments (CFA) practices through Professional Learning Community (PLC) Framework	In-Process Ongoing Summer 2024-Spring 2026	All TASD Administration Building Level Collaborative Teams and Guiding Coalitions	Aligned to District Strategic Priority (PLC). Improves reliability and relevancy of assessment data.
PI 9.06 (1)(b)	Counseling Departments take an active role ensuring all students are educated on the Advanced Placement track, including available courses and how to access the classes.	May of 2024 – September 2024. Follow up annually during registration window.	TMS/THS Administration and Counselors	Increases opportunities for enrollment and removes barriers.

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

AREAS 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
Policy 5460 Course Registration Handbook Pathways Booklet	The philosophy of TASD is for all students to achieve optimal learning based on high expectations and considerations of their abilities and needs. We require 26.5 credits to earn a high school diploma. Students must also successfully complete a civics assessment and participate in a financial literacy course. Students with disabilities shall receive a THS diploma if they have properly completed the requirements of their IEP or receive the recommendation of the IEP team. 4-year pathways assist students with a 4-year high school plan. Many opportunities across several types of industries for student apprenticeships.	Student applications for Start College Now and Early College Credit programs. THS Registration Guide THS Apprenticeship program data UW LaCrosse/Western Technical College Course Agreements	Annually review Course Registration and Pathways Booklet to ensure absence of bias/stereotyping. Continue developing new partnerships with area businesses and non-profits from many industries and services to promote exploration of non-traditional and high wage opportunities. Continue developing post-secondary credit opportunities with UW LaCrosse and Western Technical College

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Curriculum documents, school counseling lesson plans, counseling schedules	At each grade level, various school counseling services are provided. Elementary Counselors provide Second Step lessons in the classroom at every grade level, ASCA mind sets and behaviors and career exploration. School Counselors seek to promote and support the well-being of every student in their academic, career, and personal/social goals. THS students participate in ACP in all grade levels. 11th grade students participate in Reality Check.	Professional Development and cooperative work with CESA 4 service providers in area of Counseling Services to Students.	Ensure counselors and counseling administrative assistants have access to professional development opportunities aligned to WI DPI assessment and reporting requirements. Maximize use of Infinite Campus capabilities associated with counseling office workflow
Data Examined	Findings	Analysis & Supporting Information	Recommendations
Assessments	District utilizes “Really Great Reading” for 4K-kindergarten iReady Math and ELA benchmark assessments for grades K-8 conducted (3) times a year (including the Montessori school). The district implements STAR for Math and ELA benchmark assessments for 9-11 grade conducted (3) times a year. Benchmark and State testing required for all students. All state testing includes accommodations for students who need additional support.	WI DPI Assessment procedures and requirements. Annual work with CESA 4 service providers.	Monitor and implement any updates to WI DPI Assessment Regulations Continue providing resources for technology infrastructure upgrades across the district that supports WI DPI online assessment platforms and TASD platforms.

PI	Requirement	Benchmarks	Findings
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.	We select instructional materials with a variety of supports including researching Ed Reports, partnering with CESA to engage a team in understanding shifts in content area. We look for resources that expose students to diverse experiences. Assessment practices require all students to participate but we discovered that students with IEPs were opting out of the Forward 3%ACT and Pre-ACT secure exam 8%. We found our self-contained EBD classes and RVA students' parents are selecting to opt students out of the test. TASD reaches out to each family and strongly encourages all students to participate. We find on average we have a very small percentage of our Virtual school students participating.
		Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.	Our counselors send out course description booklets and provide High school students with multiple pathway opportunities regardless of gender, race, national origin or disability. TMS has a grade level meeting prior to course registration. THS used to have counselors meet with students prior to course registration. Now students register on their own and counselors are available to help if needed.
		Teachers and counselors demonstrate high expectations for all students.	Our graduation requirements are 26.5 credits which is higher than the state average of 24 credits. Teachers and counselors have high expectations for all students. We began a push-in model for our Special education students at the middle school and high school in 2022-2023 school year. We have seen major growth in our special education students thus far. The district is

			committed to the PLC learning process and is providing training to ensure teachers hold students to high levels within each collaborative team.
--	--	--	---

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)	Review counseling procedures regarding course selection opportunities to improve diversity in enrollment in Advanced Placement courses and rigorous Pathways.	Summer 2024	THS Principal, Director of Curriculum and Instruction, Pupil Services Director	Remove barriers and increase enrollments.
PI 9.06 (1)(c)	Build teacher efficacy by providing ongoing professional development through the PLC process. Improves delivery of Guaranteed Viable Curriculum (GVC) and implementation of Common Formative Assessments (CFA) measuring student progress.	July 2024 – Fall 2026	Director of Curriculum and Instruction	Aligns to district Strategic Priority (PLC). Improvement of instructional delivery through GC and Collab Teams District Wide
PI 9.06 (1)(c)	Provide customized professional development for new users of Panorama platform – EMLSS Committee members	Fall 2024 – Spring 2025	District Administrator	Provides realtime academic/SEL data sets with targeted and timely supports and interventions
PI 9.06 (1)(c)	Continue implementing Solution Tree professional development opportunities. Targeted PD opportunities for Counselors through CESA 4	In process Continue Fall 2024- Summer 2026	Director of Curriculum and Instruction	Aligned to district strategic priorities (1) PLC Academics and (2) PLC SEL. Builds Counselor Capacity

SECTION VI: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS AND HANDLING PUPIL HARASSMENT 9.06(1)(D)

AREAS FOR EVALUATION

- Review expulsions, suspensions for the last three years.
- 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.
- Develop and implement recommendations to effectively address and prevent incidents of harassment.

Data Examined	Findings	Analysis & Supporting Information	Recommendations																
Infinity and Infinite Campus Suspension and Expulsion data for years evaluated	Males students are more likely to receive a suspension than female students. Expulsion Data size too small for report Suspension Data size for student subgroups too small for reporting. Aggregate Out of School Suspension Data for Years Evaluated: Number of Students w/ Minimum (1) OSS Resolution <table border="1"> <thead> <tr> <th></th><th>ELEM (All Bldgs)</th><th>TMS</th><th>THS</th></tr> </thead> <tbody> <tr> <td>20-21</td><td><20</td><td><20</td><td><20</td></tr> <tr> <td>21-22</td><td>30</td><td>26</td><td>22</td></tr> <tr> <td>22-23</td><td>22</td><td>68</td><td>47</td></tr> </tbody> </table>		ELEM (All Bldgs)	TMS	THS	20-21	<20	<20	<20	21-22	30	26	22	22-23	22	68	47	CRDC Reports WISEdash Data Review Infinity Discipline Data Review Infinite Campus Discipline Data Review Annual Pupil Non-Discrimination Report to WI DPI Annual Employee Engagement Survey data	Transition current PBIS Committee to the EMLSS System and form District Level EMLSS Committee aligned to Strategic Priority – Professional Learning Community (SEL). Continue ongoing work with CESA 4 specialists (EMLSS trainings.) Continue MOU's with Mental Health Service Providers Incorporate the new Stronger Connections Grant Opportunities that support district PLC (SEL) Strategic Priority 2024-2027 Ongoing Solution Tree Professional Development (RTI)
	ELEM (All Bldgs)	TMS	THS																
20-21	<20	<20	<20																
21-22	30	26	22																
22-23	22	68	47																

Data Examined		Findings	Analysis & Supporting Information
Harassment Policies		Policies are updated when NEOLA sends updates. Administrative guidelines are updated with policies to ensure practices and procedures align with policies.	5517: Basic Harassment Policy 5517.01: Bullying 5516: Anti-Hazing 1662: Employee Anti-Harassment 3362: Employee Anti-Harassment 4362: Employee Anti-Harassment
		Recommendations	
		Add entire content of Policy 5517 into 24-25	
PI	Requirement	Benchmarks	Findings
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.	Suspension and Expulsion data (N) size for some student populations too small to accurately extrapolate any meaningful information. In student populations that have large enough cell sizes the data shows that males are more likely to receive a suspension than females.
		Alternative educational opportunities are provided for children in the district who are expelled.	All expelled students were given an alternative educational placement/pathway. Reduced expulsions over time and encourages new pathways for supports/interventions leading to graduation.
		The pupil nondiscrimination policies either address harassment or there is a separate anti-harassment policy. The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.	The TASD district has multiple policies that include harassment. One policy is specifically dedicated to harassment; however, many include it. 5517: Basic Harassment Policy 5517.01: Bullying 5516: Anti-Hazing 1662: Employee Anti-Harassment 3362: Employee Anti-Harassment 4362: Employee Anti-Harassment
		Responses to harassment are prompt, firm, and	All complaints are followed through within the

		effective.	necessary time frame as outlined in the policies.
		Staff, students and parents/guardians are aware of how to file a complaint of harassment.	This information is in our Student/Parent handbooks at all levels. We did not have the full policy available, but how to file a complaint was available. This information is also available in the staff handbook for each year.
		Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.)	The discussion of harassment is defined and discussed at the beginning of the school year presentations. There is a unit in our Tier 1 SEL curriculum that addresses bullying and harassment.

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)	Utilize Panorama platform to collect both behavioral and academic data for use with EMLSS committee. Use interventions and supports with new EMLSS framework.	August 2024-2025	EMLSS Committee	Reduce antecedent behaviors through EMLSS intervention system.
PI 9.06 (1)(d)	Focus on our Tiered System of Social Emotional Learning and the range of services we provide our students. Coordinate activities through EMLSS District Level Committee	August of 2024 - 2025	TASD Administration and Staff EMLSS Committee	Aligned to District Strategic Priority (PLC) SEL. Targeted and timely behavioral interventions through SEL system
PI 9.06 (1)(d)	Transition from Current PBIS Committee to Equitable Multi-Level System of Supports (EMLSS) Committee	August 2024-2025	District Administration Director of Curriculum and Instruction	Updated systems-based approach for student academic and SEL success

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

AREAS 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.
 - Review guidelines and procedures to assess the athletic and other extracurricular interests of students.
 - Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support.
1. Review participation data in athletics/activities for the past 3 years. Disaggregate data by race, national origin, sex and disability. Identify trends or patterns. Compare data with overall enrollment (Are some groups underrepresented in athletics and/or activities? Identify factors that might influence enrollment and develop and implement strategies to increase participation by underrepresented groups.

Data Examined	Findings	Analysis & Supporting Information	Recommendations																								
Athletic/Activity participation 2020-21, 2021-22, 2022-23	Hispanic and students with disabilities participates less than any other group. All other groups have very low discrepancy. <table><tr><th>Group</th><th>Enr. %</th><th>Part. %</th></tr><tr><td>Females</td><td>48.50%</td><td>43.50%</td></tr><tr><td>Males</td><td>51.50%</td><td>56.50%</td></tr><tr><td>Asian</td><td>2.00%</td><td>1.50%</td></tr><tr><td>Black</td><td>5.00%</td><td>2.00%</td></tr><tr><td>Hispanic</td><td>4.00%</td><td>0.90%</td></tr><tr><td>Native American</td><td>5.00%</td><td>2.80%</td></tr><tr><td>Disabilites</td><td>17%</td><td>5.90%</td></tr></table>	Group	Enr. %	Part. %	Females	48.50%	43.50%	Males	51.50%	56.50%	Asian	2.00%	1.50%	Black	5.00%	2.00%	Hispanic	4.00%	0.90%	Native American	5.00%	2.80%	Disabilites	17%	5.90%	The Activities Director, on a yearly basis, analyzes the participation rates and looks for trends and patterns and reports this information to the BOE. 2020-21 data wasn’t accurate due to the pandemic (offered athletics/activities), so that year's data wasn’t used for analysis.	Strategies will be developed to encourage greater participation for all groups but especially focused on our Hispanic and students with disabilities groups. Use Infinite Campus yearly to help gain information faster, more in-depth and accurately. Continue our current practices and on a yearly summer cycle devote administrative time to review and discuss all district non-discrimination data. Include participation in co-curricular activities as part of SIS.
Group	Enr. %	Part. %																									
Females	48.50%	43.50%																									
Males	51.50%	56.50%																									
Asian	2.00%	1.50%																									
Black	5.00%	2.00%																									
Hispanic	4.00%	0.90%																									
Native American	5.00%	2.80%																									
Disabilites	17%	5.90%																									

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
2020-21, 2021-22, 2022-23 Participation Data	We currently utilize excel spreadsheets and Pupil Nondiscrimination yearly paper forms to track data.	The activities office analyzes the participation rates and looks for trends and patterns. Data reported annually at Board Meeting	Use Infinite Campus yearly to help gain information faster, more in-depth and accurately. Continue our current practices and on a yearly summer cycle devote administrative time to review and discuss all district non-discrimination data. Include participation in co-curricular activities as part of SIS. Communication (email, social media, website) with parents/guardians stating the multiple ways to gain information regarding registration/start dates for athletics/activities.

PI	Requirement	Benchmarks	Findings
9.06(1)(e)	Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and	Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.	MS Athletics – 11 Girls sports, 9 Boys sports MS Activities – 18 Clubs/Activities HS – Athletics –20 Girls sports, 19 Boys sports HS – Activities – 30 Clubs/Activities
		Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.	MS – Team sports offered to 7 th – 8 th grade boys and girls. Individual sports are offered to 6 th –8 th grade boys and girls. This follows our 3 Rivers Conference bylaws. HS – All THS sports are offered to 9 th – 12 grade boys

PI	Requirement	Benchmarks	Findings
	recreational activities.		and girls with the same scope and following WIAA policy. Coaching compensations/contracts for all MS/HS were updated in 2023-24.
		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.	Elementary - Safety Patrol, Art Club, Student Council, Mississippi Valley Gifted and Talented Programs (Quiz Bowl, Math 24, Spelling Bee, Invention Fair, Heritage Fair, Performing Arts Fair)
		School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community. Principals Elem/TMS/THS	Terrence Talley (23-24), Native American Powwow (23-24), Elementary Musical (21-22, 22-23, 23-24), Elementary Music Program (21-22, 22-23, 23-24), MVC Student-Athlete Leadership Summit (20-21, 21-22, 22-23) TMS Mental Health Day (22-23) 8 th grade Drug and Human Trafficking presentation (22-23)

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)	Utilize Infinite Campus as the main platform to ensure 100% of Pupil Nondiscrimination Data collection	End of summer of 2024	Activities Director Activities Director Assistant	Changes based on documentation of findings from data
PI 9.06 (1)(e)	Activities Director includes additional information regarding activities/athletics for students with disabilities for the current season.	End of summer of 2024	Activities Director	Update resources and materials

PI 9.06 (1)(e)	Develop an athletic/activities questionnaire and administer it every 3 years.	End of summer of 2027	Activities Director	Recommendations from the questionnaire go to the Activities Director to help with participation data.

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)

AREAS FOR EVALUATION

- Disaggregate data based on race, national origin, sex, and disability.
- Compare data with overall enrollment data.
- 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
THS and TMS award, recognition, and scholarship information collected through counseling offices for years of evaluation.	Scholarships are reviewed at the building level to ensure appropriateness and absence of bias, discrimination, or stereotyping. THS Scholarship Online portal for students to use does not collect race, national origin, and gender	Annual review by administration and counseling department. Scholarship applicant data is provided to committee members in non-biased or discriminatory manner. Information does not include race, national origin, or disability.	Committee members will look at recipients to ensure scholarships are awarded to as many different qualified students as possible. Infinite Campus data can be used to disaggregate data based on race, national origin, gender, disability – THS Administration
Data Examined	Findings	Analysis & Supporting Information	Recommendations
Communications activities providing scholarship announcement information to students/parents/guardians.	Announcements of scholarships with contact information and due dates are provided through various electronic means. Information is provided to all students.	Website/social media platforms Counseling Office notifications Scholarship notification posted at the building.	Communications Coordinator work cooperatively with building level counselors and administration to maximize impact of notifications to parents/guardians and students through Infinite Campus emails, Social Media platforms, HOWL, PAWS, websites

PI	Requirement	Benchmarks	Findings
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.	Scholarships are available from both outside agencies/groups and the district. Scholarships from outside agencies/groups select the recipients based on their criteria with no district input. Recipients of scholarships from the district are selected by a committee of high school staff. Student applications are provided to the committee without student names, identified by their student ID number only. Depending on the individual scholarship's requirements, a student's gender and family's income and family status may also be included. Based on the criteria of the scholarship, the high school committee reviews the scholarship requirements and selects the recipient(s) based on the criteria.
		Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.	Data used to identify a student as an underrepresented group member is not collected on application materials. Selection of recipients is based on the scholarship's criteria and individual student applications.
		Information about award opportunities is accessible to all parents/guardians and students.	Information is provided to parents/guardians through Infinite Campus email, notifications posted on THS campus, and websites.
		Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping	The scholarship eligibility criteria are set by the agency/group that has established and offers the scholarship. Materials used to determine student eligibility only contain the student ID and possibly gender and family income (based on the specific scholarship criteria).

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)	Determine if collection of student demographics can be made to the scholarship application. Data may assist with ensuring and encouraging a diverse population of students are applying for applications.	Update application by the end of Summer 2024, with an implementation date of January 1, 2025.	THS Administration and Counseling Department	Encourage more students to submit scholarship applications
PI 9.06 (1)(f)	Increase promotion of available scholarships and the application process to ensure more students and families are aware of and applying for scholarships.	The application process opens Feb. 1, 2024. Parent and student emails can be sent out regularly after the application is available.	Counseling Department, District Communications	Encourage more students to submit scholarship applications
PI 9.06 (1)(f)	Provide students with resources to assist with the application process to ensure more students are applying for qualifying scholarships.	Feb. 1, 2024	THS Administration and Counseling Department	Assists with reducing barriers with applications process

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

AREAS 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
Wisconsin FORWARD, ACT, DLM Exam Data for Years Evaluated TSI Identification (Tomah Middle School) and CSI Identification (District Special Education)		ELA and Math proficiency rates among students assessed trended below state benchmarks in some student categories. ACHIEVEMENT FINDINGS Over the past 3 years of reported data (2020-2021 to 2022-2023), The ELA proficiency rates in the TASD based on the ACT, DLM, and Forward exams increased from 29.7% to 34.5%. (4.8% increase) Over the past 3 years of reported data (2020-2021 to 2022-2023), the math proficiency rates in the TASD based on the ACT, DLM, and Forward exams dropped from 28.1% to 27.9%. (0.2% decrease) TMS no longer TSI identified.	ACT, DLM, and FORWARD Assessment Data presentations annually at School Board Meetings District CSI (Continuous School Improvement) Team review of achievement data. Building level review of academic achievement data. Curriculum Team Meetings	Utilize Panorama platform data alongside WI DPI data to build academic and SEL supports and interventions to improve student achievement. Ongoing Alignment of systems-based interventions and supports through District Strategic Priority – PLC Academics - to improve student achievement.
PI	Requirement	Benchmarks	Findings	
9.06(1)(g)	Evaluate school district efforts to	Significant progress is made in closing academic achievement gaps.	ACHIEVEMENT FINDINGS Over the past 3 years of reported data (2020-2021 to 2022-2023), The ELA proficiency rates in the TASD based on the ACT, DLM, and Forward exams increased from 29.7% to 34.5%. (4.8% increase) Over the past 3 years of reported data (2020-2021 to 2022-2023), the math proficiency rates in the TASD based on the ACT, DLM, and Forward exams dropped from 28.1% to 27.9%. (0.2% decrease)	

	achieve equality of educational opportunity and nondiscrimination	Every staff member demonstrates high expectations for all students.	Through the PLC process, collaborative teams hold one another accountable. Ongoing job embedded coaching and Solution Tree professional development provided by the district 2022-2025.
		An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.	Guiding Coalitions and Collaborative Team structures are implemented district wide. PLC Framework - Focus on Learning, Collaborative Culture and Collective Commitment, Focus on Results
		The school environment is welcoming to all students and parents/guardians who visit the building.	TMS measuring school climate through surveys and interviews with parents/guardians from TSI identification.
		Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.	Gaps identified in equality of educational opportunity for special education population. Professional development has been tailored to improve educational opportunity and inclusion.

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)	Guaranteed and Viable Curriculum developed and implemented for all students district wide through PLC Framework/Strategy Implementation Guide	Fall 2024 - Spring 2026	District Administrator, Director Curriculum and Instruction, Building Principals	ALL students provided guaranteed and viable curriculum (GVC) at all levels. Pull Out models (title/special education) change to Push In. Close achievement gaps.

PI 9.06 (1)(g)	District EMLSS Committee utilizes Panorama data to develop and implement supports and interventions that reduce barriers, close achievement gaps, and to achieve equality of educational opportunity for success.	Fall 2024 - Spring 2025	EMLSS Coach, EMLSS Committee Members, District and Building Level Administrators	Identify and remove any barriers to equality of educational opportunities.
PI 9.06 (1)(g)	Building and District Level Guiding Coalitions utilize Collaborative Team Common Formative Assessment Data (CFA), Panorama Data, and other Assessment data to ensure results-oriented culture addresses evidence of achievement gaps.	Fall 2024 - Summer 2025 Ongoing through PLC Implementation Calendar Fall 2026	District/Building Level Guiding Coalition Leaders; District Administrator, Director Curriculum and Instruction, Building Principals	Aligns to District Strategic Priority (PLC) academics and guaranteed viable curriculum (GVC) for ALL students. Close achievement gaps.
PI 9.06 (1)(g))	Continued allocation of resources by District for attendance of faculty at Solution Tree institutes, workshops, and other professional development opportunities specifically designed to address educational barriers and equality of educational opportunities and nondiscrimination.	In Process Continue through Fall 2024 – Summer 2025	District Executive Team EMLSS Committee	Targeted and embedded professional development for teachers. Improves practice.

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

AREAS FOR EVALUATION

- Online registration accessibility
- Complete the Annual Digital Learning Survey
- Online Registration all schools

Data Examined	Findings	Analysis & Supporting Information	Recommendations
District Registrar Infinite Campus Verification Forms	District Registrar currently working with building administration toward 100% parent/guardian completion rate for Infinite Campus Verification. This will increase utilization rate of Infinite Campus platform. Online registration is available for all parents/guardians.	Verification Data Infinite Campus Data Review by District Registrar and Information sent to Building Principals	Utilize Communications Department methods ensuring multiple opportunities to message the importance for Parents/Guardians to Verify Enrollment Annually. Ensure Infinite Campus access available at open house events and other events beginning of school year.

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.	Parents/Guardians have access to communicate electronically. Infinity and Infinite Campus student management systems have been utilized. Infinite Campus continues to serve as the current student management system. At the elementary school level Class DoJo is also used as a method for electronic communication. Parents/Guardians can utilize the district website for school newsletters as well as staff contact information. Most information is only in English. Title III services for additional translation.

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)	Meet 100% utilization rate of Infinite Campus by all Parents/Guardians for Online Registration • Provide Chromebook Kiosks at all Fall Back to School Activities • Leverage Infinite Campus Suite Updates – Current update requires Verification before Log in to Student Data	Beginning of 2024-2025 School Year	District Administrator, Director IT, Building Principals	Improve parent/guardian use of Infinite Campus Portal for real time academic/attendance data.
PI 9.06 (1)(h)	Complete Digital Equity Survey with Families	Fall 2024 – Winter 2025	District Administrator, Director of IT	Research and possibly develop and implement solutions to potentially address any inequity.
	Ensure all families have access to important information by having communication translated in Spanish.	Summer of 2024	TASD Administration and Teachers	Removes barriers builds relationships

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

AREAS FOR EVALUATION

- Evaluate the degree of meaningful inclusion of participants in the self-evaluation process.
- 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
Pupil Non Discrimination Reports for Years Evaluated District Data Reported to WI DPI and Discussed at TASD Board Meeting Annually	District presentations to review these reports occur during the academic year at board meetings. Annual administrative report of WI DPI Student achievement data Winter each year. Building Level Reports by Principals at Board Meetings No student identifiable data was reported out in the Self Evaluation Report	Summary Placed on School Board Agendas for Review Student and Faculty Review Team Meeting Messaging on Social Media Platform, Website, and PAWS Newsletter	Develop and Implement a Parent/Guardian Feedback Survey through School Perceptions Utilize Panorama Platform Survey to collect Student Data used for Review Q and A with students to get feedback on participation in activities, scholarships and academics. Create Longitudinal Feedback system for our Community Members

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.	THS Student/THS Faculty Meeting was held to review information and receive feedback for continued improvement. Public Notice and Meeting for patron review of Draft Report May 2024 Board meetings held May 2024 for patron review

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 and Implement a Parent/Guardian Feedback Survey through School Perceptions. Align to self-evaluation areas.	Spring 2025	District Administrator	Opportunity to build longitudinal parent/guardian feedback
PI 9.06(2)	Create New Opportunities and Pathways for Community Member Feedback – through possible School Perceptions Survey. Align to self-evaluation areas.	Spring 2025	District Administrator	Opportunity to build longitudinal community member feedback.

SECTION XII: WRITTEN REPORT PI 9.06(3)

Summary of the self-evaluation process and Plan for Achieving Recommendations

Methods used in conducting the self-evaluation process included review of organizational data by a subgroup of administrators serving in the capacity as the self-evaluation team. Key employees across the district were also consulted with to ensure comprehensive data sources were available for the self-evaluation process. Data sets used in the self-evaluation report are provided annually to patrons of the district through board meeting presentation, faculty/staff meetings. Opportunities for input and feedback were provided to students, faculty, and community members through a variety of in-person and online opportunities. These opportunities to report data and create pathways for participation and feedback also occur annually at the board of education level, district and building level, and through community engagement activities. The data used in this updated 5-Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity is also provided on the district website and through district publications annually.

Findings associated with the data review and specific to each of the eight (8) sections for evaluation are provided in the respective sections of this report. The findings serve as a bridge forward toward improvement as the district implements recommendations tailored to each of the findings found in the 2023 Five Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity. Recommendations, noted in the body of the report, are data driven where supports, interventions, revised practices/policies, and allocation of various resources can be applied as the district engages in continuous improvement efforts associated with strengthening our commitment and efforts to foster equitable and successful educational opportunities for all students.

Each of the eight (8) areas of self-evaluation in the report includes a summary section outlining recommendations for improvement, the target date for development and/or implementation, persons responsible, and intended outcome. The Tomah Area School District continues deep integration of the Professional Learning Community (PLC) Framework where the principles of a focus on student learning, collaborative culture and collective commitment, and results orientation are embedded throughout our organization. The collaborative nature of the PLC process ensures the district plan for achieving outcomes tied to recommendations associated with each area for evaluation in this report are systemic in nature and focus on continuous improvement creating equitable opportunities for all students enrolled in the Tomah Area School District.

Additional recommendations for improvement include but are not limited to: continuous revisions and updates to applicable handbooks when board policies related to nondiscrimination are revised by NEOLA and board legal counsel; continue leveraging new software platforms maximizing product features to collect, analyze, and build data driven decisions related to pupil nondiscrimination; invest in targeted professional development opportunities focused on pupil nondiscrimination and embed learning across the district; develop and implement the Wisconsin DPI Framework for Equitable Multi Level Systems of Support (EMLSS) district wide; expand professional survey opportunities

annually to gather longitudinal quantitative and qualitative pupil nondiscrimination perception data from parents/guardians and community stakeholders; maximize district and building level communications to improve dissemination of information that may increase enrollment/participation rates and reduce any barriers to enrollment/participation in academic programming and co-curricular activities, inform and engage district stakeholders in equity based programs and district activities, and celebrate success. These activities are also reflected in district level strategic priorities.

Information in the 2023 Five Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity report gained through data analysis, determination of findings, development of recommendations for improvement, and projected outcomes after implementation of recommendations will continue to be reflected in the district's future strategic planning practices, improvement processes, plans, and programs aligned to ensuring equitable educational opportunities for all students.