Shawano School District

June 2017

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Pupil Nondiscrimination Self Evaluation Report

Part I – Background - Purpose

School districts are required legally by PI 9.06 Wis. Admin. Code to complete a self-evaluation of nondiscrimination practices. Three cycles were put in place by the department of public instruction. Cycle one was between the years of 1989 – 1994. Districts were to evaluate status of practices and report to the department of public instruction whether compliance was achieved. In cycle two (2000-2001) school districts assessed the effectiveness of their efforts towards nondiscrimination efforts and practices. School districts were to report again to the department of public instruction on progress towards achieving their goals. In 2006-07 and 2011-12, school districts were required to complete Cycle III of the self-evaluation focusing on three key elements: We are focusing on nondiscrimination practices in three key areas: counseling programs, athletic/extracurricular programs, the awarding of scholarships and other forms of recognition. Cycle III continues for 2016-17, requiring school districts to evaluate these elements, create an evaluation report, and assure the department of their work.

The requirements and specific purposes of this self-evaluation process are as follows:

- Counseling
  - Ensure the goals of equity and excellence for all students are demonstrated
  - How current methods, practice and materials influence student achievement
  - Identify and develop ways to ensure every student is provided with an optimal learning environment
- School district support of athletic, extracurricular, and recreational activities
  - Foster and promote the goals of equity and inclusiveness
  - Determine whether current practice might deter some students from participation
  - Identify and develop ways to increase participation of underrepresented groups
  - Identify and formulate ways for students to develop and act on knowledge and skills for fairness, equity, inclusiveness, human relations and diversity
- Trends and patterns in awarding scholarships and other forms of recognition
  - Ensure that all forms of recognition are awarded in a way that does not discriminate
  - Identify and develop ways to effectively publicize scholarships and award opportunities
  - Develop recommendations to ensure all forms of recognition are equitably distributed
- Opportunity for participation of evaluation by pupils, teachers, administrators, and parents/residents
- Written report of the evaluation
  - Approval of written report by school board
  - Made available for examination to residents of school district
  - Submitted to DPI

Although this self-evaluation is a legal requirement, valuable information has been obtained. The information will be used to assist with our improvement plans across the district. It is a "TOOL TO STRENGTHEN OUR COMMITMENT AND EFFORTS TO FOSTER EQUITABLE AND SUCCESSFUL SCHOOLS FOR ALL STUDENTS."

Part II – Methodology – Sources of Evidence

Interviews

The athletic director, Charmaine Schrieber was interviewed about our practices in athletics and extracurricular activities across the district. The district School Counselors were also interviewed in regards to the specific curriculum and practices of our counseling program across the district. The final interview conducted was with guidance counselor, Stacey Warnke. Stacey is currently in charge of coordinating the scholarship programs at Shawano Community High School. Ms. Warnke joined the district mid-way through the 16-17 school year.

Confidential Surveys

Surveys were conducted to obtain input from key stake holders in the following schools: Hillcrest Primary School which is a preK-2 elementary building; Olga Brener Intermediate School which houses grade 3 through 5; Shawano Middle School which is a 6 through 8 building, and Shawano High School which is a 9 through 12 building.

Hillcrest Primary School

School counselors at Hillcrest surveyed approximately 570 students in 4K through grade two. They asked students 4 developmentally appropriate questions regarding counseling services in the building. Questions dealt with school culture and supports. Their attached survey results also noted Implementation of Culturally Responsive Practices (CRP) within the school.

(Appendix A)

Findings: The first question assessed if Hillcrest School is a caring place. Ninety-eight percent of the students answered yes. The second question asked if students had a friendly relationship with the school counselor, with 99.7% of students answering yes. Students were also asked if they practiced the skills that they learned from Counselors in Life Skills class. Again 99.7% answered yes.

Olga Brener Intermediate School

School Counselors at Olga Brener Intermediate School surveyed 130 parents with regard to counseling services and non-discrimination practices. (Appendix B)

Findings: Olga Brener family information was obtained using Google Survey, with 130 families' responding. This represents 85.4% white families, 11.5% American Indian families with regards to ethnicity. Families report 34.6% of students use the counselors for social/school issues, while 30% use services for career exploration. Sixty-nine percent of the families felt counseling materials met the needs of their children.

Key Parent Comments:

Communicate w/ families more often.

Help kids who feel alone in fall. Beginning of the year is challenging, and difficult for many.

Better tracking to ensure conflict resolution.

As a parent it is reassuring that the district is evolving as fast as our children.

Shawano Community Middle School

The School Counselor at Shawano Community Middle School facilitated a parent survey with 52 families responding with regards to non-discrimination practices. (Appendix C)

Findings: Families from Shawano Community Middle School were surveyed using Google survey, with 52 families responding. Looking at ethnicity of the respondents, 70.6 were Caucasian, and 17.6 were American Indian/Alaska Native. Parents were asked about awards and recognition with 67.3% stating their children had received some sort of recognition. (Student of Month, Project Praise, etc.) Parents were also asked if they felt SCMS was a culturally sensitive environment with 71.7% answering yes. Sixty-eight percent of parents feel counseling services are culturally sensitive.

Key Parent Comments:

You have to watch every comment you make at school, some is going to take offense to it.

Kids are racist just like their parents and some of staff at SCMS.

The fact you're thinking about it is good.

We must be sensitive to minorities, but let's not forget about the majority at the same time.

A sizeable percent of our population is Native American, it would nice to see native artifacts and art when we enter the school.

Shawano Community High School

School Counselors at Shawano Community High School conducted two separate surveys. Survey one was sent out to families with 109 parents/guardians responding. (Appendix D) The second survey was conducted with students with 195 responding. (Appendix E)

Parent/Guardian Survey Results: High school parent results were obtained via Google Survey, with 109 families responding. Ethnicity break downs represent 84.9% parents being Caucasian and 14.2% being Native American. Sixty-eight percent of the parents noted their children had been recognized with some type of awards. Sixty-four percent of the families were made aware of the non-discrimination policies and practices. Fifty-three percent of families felt academic counseling had been helpful to their child, while 54% felt that counseling curriculum was free of bias and stereotyping. Parents felt that sports accommodated their child's interests with 72.5% agreeing. With regards to athletics and non-discrimination, 45.8% of the families said they were aware of the policies and practices. Parents were asked for input on how to improve our non-discrimination practices. Comments are below.

Key Parent Survey Comments:

QUIT OBSESSING OVER IT!!!

More assistance with mental health issues, what bullying is, what the Hawk Way is, and how students best take the next steps to infuse the Hawk Way into the rest of their lives in order to stay healthy.

Our school should offer Menominee Culture, history, and language as part of the curriculum every year. Studies of other neighboring cultures should also be included: German, Hmong, and Mohican.

Eliminate special activities and events that are limited to only Native Americans to participate in.

I feel the variety of clubs offered give students options to be involved without discrimination.

Student Results: High School students were surveyed using Google Survey with 195 responding. The gender make up was 56% female and 44% make responding. With regards to ethnicity, 64.9% were Caucasian, 13.6% were American Indian/Alaska Native: and 16.2% were Asian. Students reported that 31.4% used counseling services for Career Development, 33.7% for Social/School Issues, and 34. 9% for Future Educational Needs.(signing up for college, tech school, scholarships) Seventy-two percent felt their needs and interests were met with offerings of athletics, and 79.1 % with extracurricular and recreational activities. With regards to scholarships, 65.3% of students were aware scholarships were available, with 67.1% stating they had applied for scholarships.

Key Student Survey Responses:

Be open to both gender options on every event or project that is going on.

Don't give minorities extra privileges.

Discrimination is not an issue in Shawano high school athletics.

Clearly tell others diversity is encouraged.

Work together as a school to allow people who aren't the best to take to part.

Primary Documents Review

There were several documents reviewed in this evaluation. Documents were located to best help answer the questions required in this analysis. The following is a list of the documents reviewed:

- Club Form
- Activities Code
- Activities Schedules
- Scholarship Booklet
- Accountability Action Plan Handbook
- Individual Learning Plan
- School Counseling Brochures
- District nondiscrimination policy
- District and school websites
- Student handbooks

Electronic Data Collection

Currently the school district is using the Skyward data collection system. Student demographic information was obtained from this source. Also, the high school participation of athletics and extracurricular activities was tracked and obtained from Skyward. Some forms of recognition and rewards were tracked and found in Skyward.

Part III – Results

Counseling

The mission statement of the district's counseling program values and acknowledges multiple perspectives. The mission statement is as follows:

> The mission of the guidance and counseling program of the Shawano School District is to meet the individual needs of all students in the areas of learning, personal/social growth, and career/vocational development. Implementation of the Pre-K-12 guidance and

counseling program systematically and comprehensively addresses developmental stages which are experienced by the students, and aids in the communication among parents/guardians, students, school, and the community.

The district school counselors have primarily been trained through their undergraduate and graduate programs to recognize stereotypes or bias. However, our district has also made sure all of our counselors have been trained through the comprehensive counseling program, which is designed to meet the needs of ALL students. Counselors not only have been trained, but have also have implemented and sustained this program across the district.

The counseling program overall is set up and designed to support academic planning to assist students in closing the achievement gap. During the fifth grade year all students have Parent, student, counselor meetings to discuss their work in Career Cruising. All students create a learning/academic portfolio in eighth grade with our school counselor. Counselors also play a large role in analyzing student achievement data and then work with teams to implement action plans for closing achievement gaps. Individual tutoring and counseling is provided to any student in need. Fifty-three percent of parent surveyed stated they felt the academic planning support improved their child's achievement.

The district ensures that bias and stereotyping are absent from counseling materials and techniques in several ways. Materials for instruction are collaboratively collected and evaluated by all district counselors and the pupil service coordinator. Research based, ASCA-support materials are used as much as possible. Counselors use administrators and peers to observe practices and techniques in order to provide suggestions for improvement. Finally, counselors adhere to the following district policy: The district does not "discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability"

Students reported the main reasons they use counseling services are for career development, further educational needs, and social or other school issues. Student recommendations for the counseling program in regards to nondiscrimination practices were shared with School Counselors, Administration, and the School Board.

Students were also asked if they felt the counseling program and materials was free of bias, culturally and linguistically accessible, and if it met their needs as a student. Students responded:

Taught me what college requires.

Help set up plans for the future.

Provided one on one help filling out scholarships.

School counselors work with the ELL coordinator across the district to ensure the needs of all students and families are met. Materials will be provided in a family's preferred language as

needed. ELL services have also been used to assist with communication over the phone or in person. Finally, the ELL coordinator assists counselors with analyzing materials and techniques to assure they are culturally appropriate.

Most of the documents provided through the counseling program contained the mission and district vision on nondiscriminatory practices.

Trends and Patterns of School district support of athletic, extracurricular, and recreational activities

The majority of the students surveyed reported they felt the school provided athletic opportunities fairly for males and females, and all ethnicities. Students were also asked specifically about gender equality with areas such as supplies and resources. Students mostly reported a fair and equitable distribution. However, 37% of students stated they were never told of the district nondiscrimination policy as it relates to athletics. This percentage should be less since each athlete is required to attend a parent meeting with the Athletic Director and Coaches where this policy is highlighted. Forty-five percent of Parents stated they were aware of the nondiscrimination policy as it relates to athletics. The majority of these parents stated they were told approximately once a year at a parent athletic meeting.

Seventy-nine percent of the students as well as 72% of parents also reported they felt their needs were met with the school offerings of athletics. Similarly 79% of students felt their needs were met with the school offerings in extracurricular activities. If students feel needs are not being met by the current extracurricular activities, there is a form and a process for students to propose a new extracurricular activity. Students and parents also showed favorable nondiscriminatory views on the school mascot, name, and logo.

There were recommendations/comments for nondiscriminatory practices in athletics and extracurricular activities. There was a vast majority that expressed positive practices and the need and importance for athletics and extracurricular. These will be shared with the Athletic Director and High School Administration. Examples include:

- Nothing, discrimination is not an issue in Shawano High School athletics.
- If we had meetings w/ coaches and teachers to learn to be more culturally responsive I believe we would make progress. There are still too many jokes and comments that are being normalized through our sports and education system.
- Not focus as much on athletics. Express extracurricular and athletics equally.
- More publicity of for sports other than football and basketball
- Advertise sports more to get more people to join.
- "Post more on parent letters and school forms."
- "Gender sensitivity training for all teachers....not using the term 'ladies' or other gender specific terms as insults or taunts in coaching."

After carefully reviewing documents and interview notes, the following information was found on clubs offered at the Shawano Community high school. Skyward data system can be used to

track by race, sex, disability, and national origin. There are more than 19 clubs and activities offered to all students. There is a broad range of offerings falling in the categories of academic, performance, hobbies/interests, culture/ethnicity, professional and political. If a student's needs are not met in one of the offered clubs, there is a process and a form for students to create a club.

As with clubs, Skyward data system can be used to track by race, sex, disability, and national origin. There are 12 high school sponsored athletics for both males and females. All offerings are very comparable in scope and type. Salaries, uniforms, equipment, schedules, transportation, coaching experience and access to facilities are all equitable for both male and female athletes. There are 24 teams for males and 22 for females. As for participation in athletics, 194 males participated, while 171 females participated.

Trends and Patterns in Awarding of Scholarships and Other Forms of Recognition

Currently the Shawano district does not have a specific process to track forms of recognition across the district. The district has the ability to document and track recognition through Skyward, however there is not a systematic process established. There is also not a systematic process for how students are chosen across the district for any of the forms of recognition. Each building handles their own awards and develops a system of monitoring that best meets its needs.

Through parent surveys, it was determined approximately 68% of students have received some form of recognition at the high school level, and 67% at the middle school level. There are 53% of parents who state they are aware of nondiscrimination policy and procedures in the awarding of forms of recognition at the high school level.

Students also were specifically asked questions about the application process for scholarships. Sixty-five percent of students are aware what scholarships are available. Sixty-seven percent said they had applied for scholarships. Fifty-two percent felt directions were clearly explained. Twenty-two percent of students stated they were assisted by school officials in the application process.

Currently there is a scholarship committee consisting of faculty members and led by counselor, Ms. Stacey Warnke. All students applying for the "Dollars for Scholars" scholarship do receive a scholarship. The recipients of all other scholarship are chosen by either the scholarship committee or the individual scholarships' sponsors. Students' names are not included on the scholarship application during the selection process. Last year there were approximately 50 different scholarships for which to apply.

Information on scholarships and applications is provided is several ways. The copies of the local scholarship criteria and application forms can be downloaded from the school website or obtained from school counselors. Junior and senior individual meetings are held and available scholarships are discussed. Daily announcements are provided during the application window as well as mass e-mails, phone calls, newspaper advertisements, and school posters.

Information is also presented at the financial aid meetings, FAFSA application process night, and student assemblies. All of which are open to any student and family.

It was difficult to determine whether or not the overall applicants for scholarships reflect the overall student population. However, Dollars for Scholars awards every applicant.

Part IV – Recommendations

Counseling

- All counseling materials need to have the district's nondiscrimination policy included.
- Continue the counseling practices pre-K through grades 12. Include regular meetings of all district counselors to ensure continuity across the district.
- Develop and use common language across the district with regards to non-discrimination language.

Trends and Patterns of School district support of athletic, extracurricular, and recreational activities

- Continue practices for the equal distribution of participants in relation to gender and ethnicity.
- Continue to publicize athletic and extracurricular offerings using a variety of media sources.
- Communicate the district's nondiscrimination policy as it refers to athletics and activities on a more frequent basis. Explore alternative ways to communicate this message.
- Publicize the process and form for creating a club or activity to parents and students.
- Implement training for coaches in stereotyping or preventing hazing or harassment.

Trends and Patterns in Awarding of Scholarships and Other Forms of Recognition

- Track forms of recognition across the district.
- Verify that all forms and materials have the nondiscrimination clause included.
- Track the students who apply for scholarships. Look for underrepresented groups and explore ways to improve numbers.
- Offer information on scholarship for students as early as their freshmen year.
- Offer more parent/student work nights for assistance on the application process.
- Determine all forms of recognition across the school and assure the criteria for selection is established, publicized, and nondiscriminatory.

Section V – Improvement Plan

- On-going self-evaluation of School Counseling programs across the district annually.

- 2017-18 School Year
  - Share pupil nondiscrimination self-evaluation report with all stakeholders.
  - Ensure all primary documents have the nondiscrimination policy included.
  - Counselors will survey students as to what specific needs are need being met and possible reasons why. Create a plan of action.
  - Include the nondiscrimination policy on every athletic and activity roster and program. Continue to verbally inform parents and students during events and games.
  - Collaborate with Athletic/Activities director to investigate a training process for coaches in stereotyping or preventing hazing or harassment.
  - Publicize the process for forming a group or club on the school website and in the student handbook.
  - Create a section in each student handbook with forms of recognition and criteria for selection.
  - Training for coaches in stereotyping or preventing hazing or harassment.
  - Publish forms of recognition and criteria for selection in each school's handbook.

Appendix 1

Hillcrest Primary School

Student Survey

May 30, 2017

Here is compiled information from Hillcrest/LEADS for the Non-Discrimination Self Evaluation that the School Counselors gathered to work on:

Student Survey, 4K-2nd

Question 1. Is this school a caring place?

Yes: 98.3% (581 students surveyed)

Question 2. Do you have a friendly relationship with your school counselor?

Yes: 99.7% (579 students surveyed)

Question 3. Do you practice what you learn in Life Skills class?

Yes: 99.7% (574 students surveyed)

Question 4. Do you have friends at school?

Yes: 99.7% (579 students surveyed)

Implementation of Culturally Responsive Practices (CRP), 4K-2nd

- Cultural items displayed in the display cases throughout the hallways
- Music teacher taught *cultural* songs and students sang them during the *Showcase of Colors* family evening.
- Art teacher did a lesson about *cultural* art and displayed it throughout the school hallways
- Music teacher wrote a grant and brought a guest speaker to teach the students about the flute and Native American storytelling
- Menominee Indian PowWow Presentation
- Staff bus tour of the Menominee Indian Reservation and Site Visit
- Staff Inservices: How to infuse culture into instruction and school community; Historical Trauma
- Cultural imaging in the classroom (months of the year on the calendar, alphabet books to teach letters, background music, morning meeting activities, greetings in different languages, etc.)
- Guest speakers, cultural activities, and traveling museum for classes to participate in
- Native American math games during a family evening event
- Chef during student's lunch to provide food that is significant to other cultures
- Lunch menu regularly consists of cultural meal items
- Native American games and Cultural Dance Activity during gym class
- Cultural books read during Library
- Careers on Wheels- community guest from the Menominee reservation mill
- Students hobbies displayed throughout the building
- Organized recess games to teach cultural games
- Culture information in the monthly School Counselor Newsletter
- Classroom doors decorated with flags and significant information about different cultures

- Monthly PBIS Cool Tools to educate students about culture (scavenger hunt, egg activity, puzzle pieces- "We all fit together")
- Guest Stockbridge author during *Life Skills* class to read a story about the braid and conduct an interactive activity
- Cultural Presentations at the following conferences: PBIS in WI Dells, Principal Conference in Stevens Point, RtI Conference in Green Bay

Appendix 2

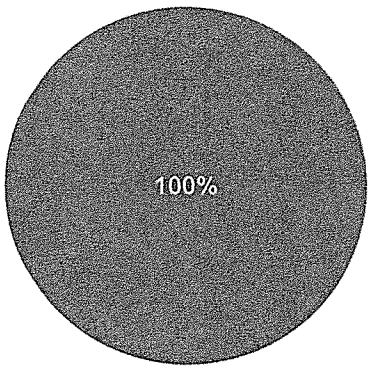
Olga Brener Intermediate School

Shawano School District Non-Discriminatory Survey

Shawano School District Non-Discriminatory survey

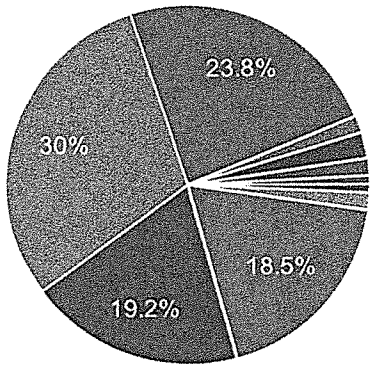
130 responses

34 responses



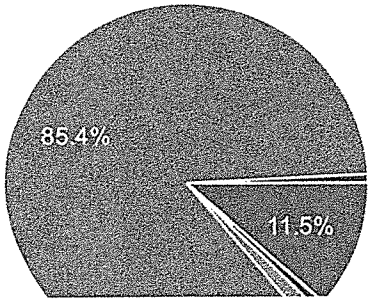
What grade is your child in?

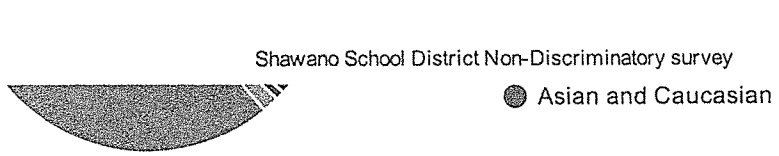
130 responses



How would you best describe your child's/children's ethnicity?

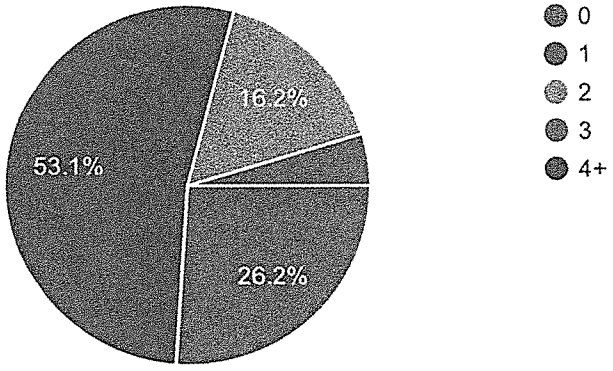
130 responses





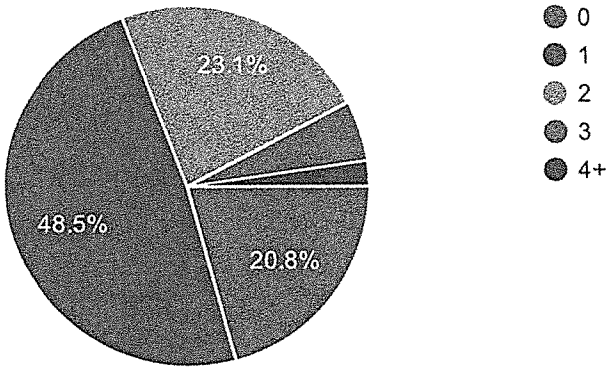
I have _____ girls enrolled in Shawano School District

130 responses



I have _____ boys enrolled in Shawano School District

130 responses



I feel the School Mascot, name and logo are free from bias or stereotyping

130 responses



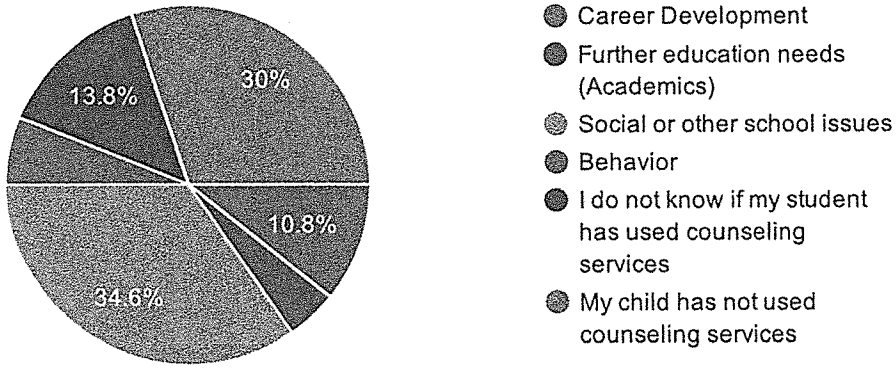
If you said other, please explain.

0 responses

No responses yet for this question.

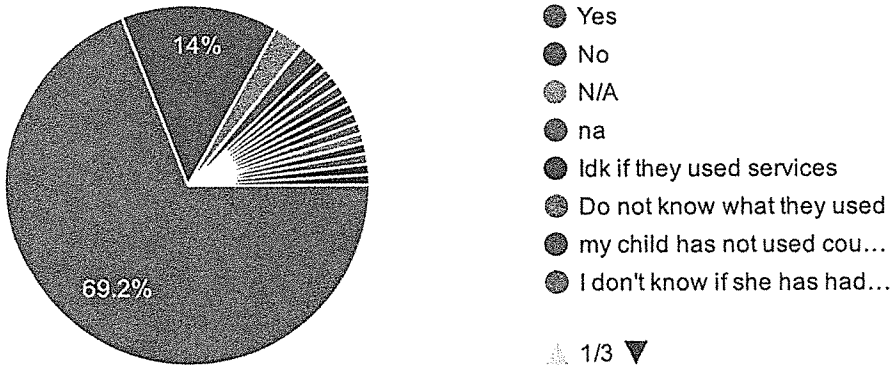
My child has used counseling services for:

130 responses



If your child has used counseling services do you feel the materials presented to them/you were free of bias and stereotyping

107 responses



If other, please explain.

7 responses

N/A (2)

I do not know if my child has used counseling services.

no services

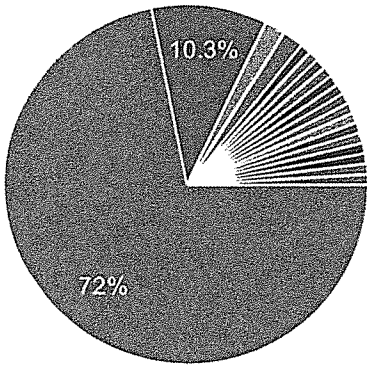
Just not applicable

na

My children have used counseling for a number of reasons and I could only select one...

If your child has used counseling services do you feel the materials presented to them/you were culturally and linguistically accessible

107 responses



- Yes
- No
- N/A
- na
- Idk
- Do not know what they used
- my child has not used cou...
- N/a

1/3

If other, please explain.

7 responses

N/A (2)

I believe the school staff needs to be more aware of historical trauma associated with Native American students and how they learn

I do not know if my child has used counseling services.

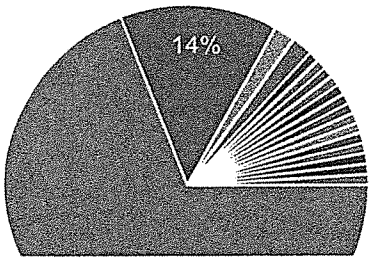
no services

Same as above

na

If your child has used counseling services do you feel the materials presented to them/you met the educational needs of your child

107 responses



- Yes
- No
- N/A
- na
- My child hasn't used couns...
- Do not know what they used
- my child has not used cou...

If other, Please explain.

8 responses

N/A (2)

We don't use school counseling services.

Services were not followed up on in an adequate manner

I do not know if my child has used counseling services.

no services

Same as above, not applicable

na

What changes would you recommend for counseling services.

24 responses

When a child is bullied the focus should be on getting the bully to change behaviors not the victim... For example our child was told to avoid the bully on the playground - to not play near the bully...when it should be the bully whose movements should be restricted. (2)

Communicate with the families more often

I have no recommendations for counseling services. I feel my children have had amazing opportunities free of bias. In addition, I feel that the teachers and counselors have worked really hard at becoming culturally responsive in their approach to working with kids.

Shawano school district does a nice job including the many backgrounds our children come from and I appreciate it.

Sticking with the kid and not stopping on going to see them!

Better tracking to ensure resolution of the issue/concern the student was referred to counseling for.

One for each grade level

Helping kids get involved when they feel alone. Beginning of the year is challenging for students and having new classmates each year is difficult for many.

n/a

Better communication with parent on how the child is doing.

N/A

Nothing

It's odd that questions that don't apply to those who didn't use services are mandatory to respond to on this survey.

none...thank you for your time.

I believe that the Shawano School District is very well rounded and they are always striving to be better. Therefore, any suggestions I have I can bring to them because that is the type of school they have become. As a parent its very reassuring to know that the school system is evolving as fast as our children. They evolve so they can teach better, reach every child and to try their best at giving an education that the children can flourish from.

To be more involved in needed areas & communicate with parents also? I simple email indroducing themself & the interaction that they had with the child. What was talked about? & maybe how parents can help to talk with their children to be more involved?

I feel that when my child did get in trouble for one incident how do I know that my child was the only that got in trouble? Also I think that it would have been nice to have a call or note sent for a follow up to let me know that she completed the tasks that were assigned to her for the incident that has occurred.

Thanks.

The Staff has been outstanding in every way. I wouldn't change a thing...

To include "Character Day" into the school system to encourage and enhance acceptance throughout the schools.

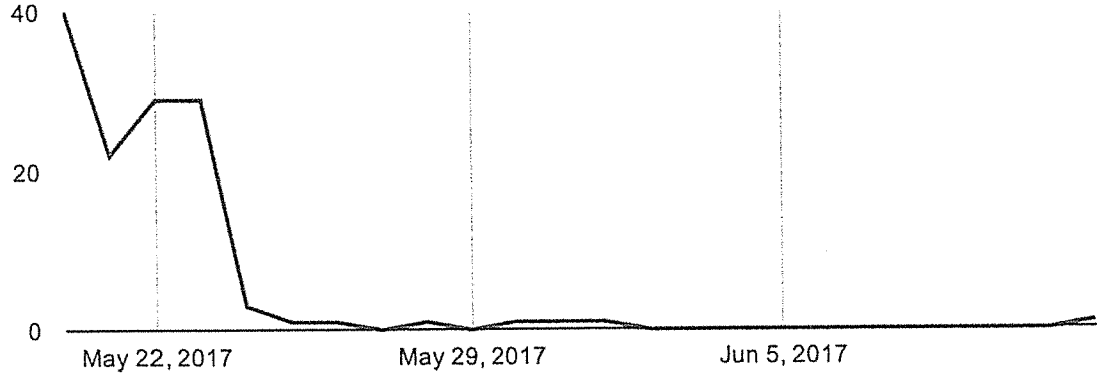
So this is a survey about counseling, not even sure what information will be gained from this survey, could have started with has your child used counseling services yes or no and most would have been done.

More concentration on Native American children as they have more traumatized backgrounds.

stop focusing on girls clothing and start teaching boys to respect females and their bodies. stop discriminating against student with special needs

I think Ms. Beyersdorf and Ms. Kuepp do a remarkable job with the large student population they address.

Number of daily responses



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Google Forms

Appendix 3

Shawano Community Middle School

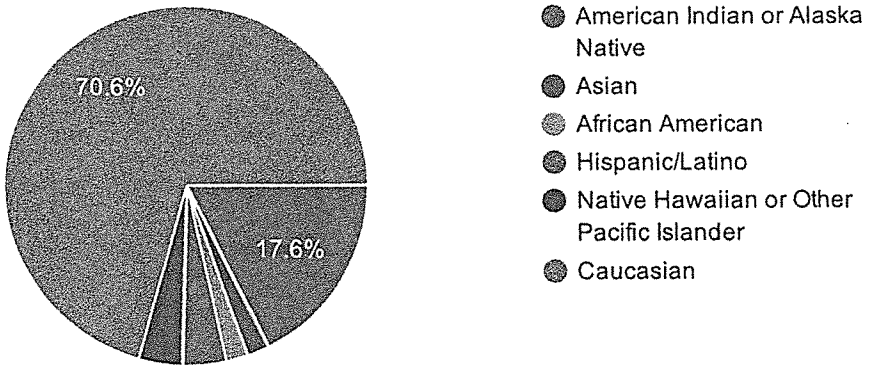
SCMS Non-Discriminatory Parent Survey

SCMS Non-Discrimination Parent Survey

52 responses

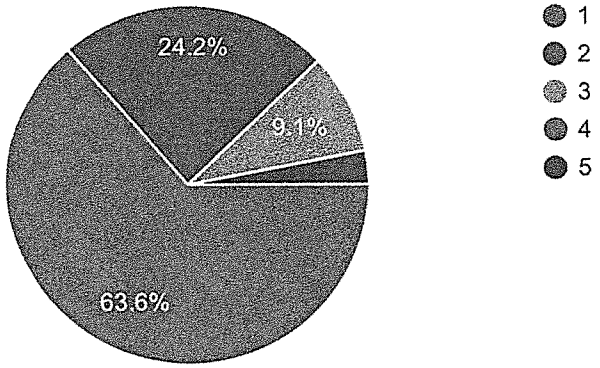
How would you best describe the ethnicity of your child(ren)?

51 responses



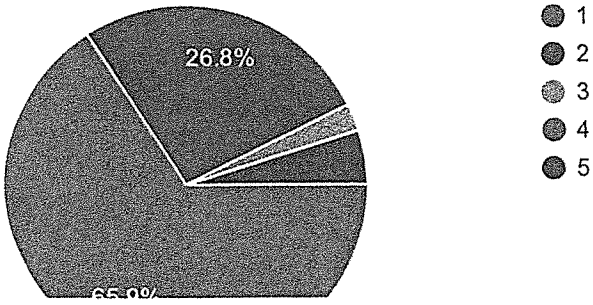
I have ____ girl(s) enrolled in the Shawano School District.

33 responses



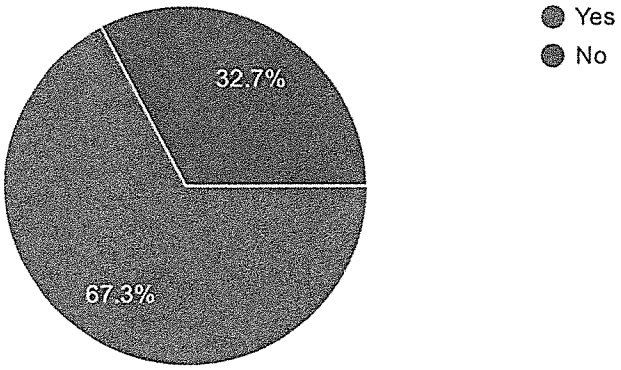
I have _____ boy(s) enrolled in the Shawano School District.

41 responses



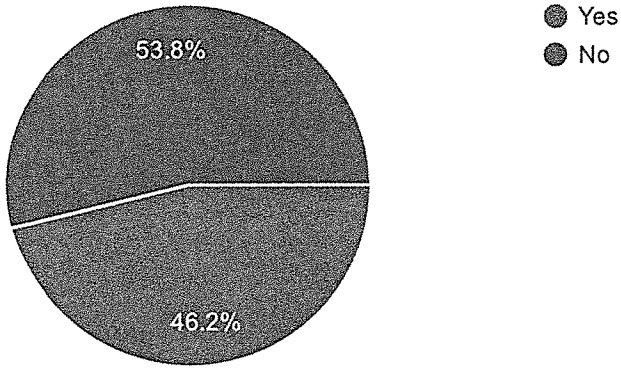
Has your child(ren) ever been awarded a form of recognition through school such as a Project Praise Award, Student of the Month, Citizen of the Month or other achievement awards?

52 responses



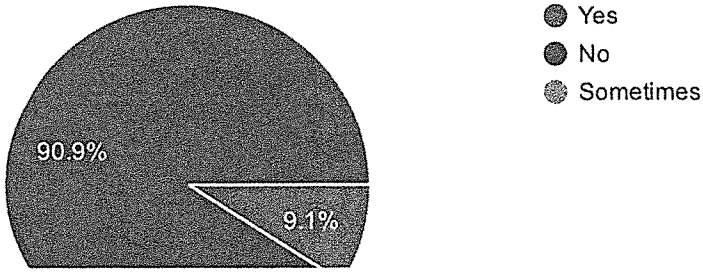
Are you familiar with the district's non-discrimination policies/practices for awarding these types of recognition?

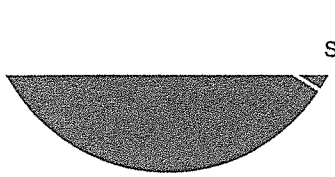
52 responses



Please answer the following question if you or your child speaks English as a Second Language: Has the district ever offered you or your child Document or Personal translation services?

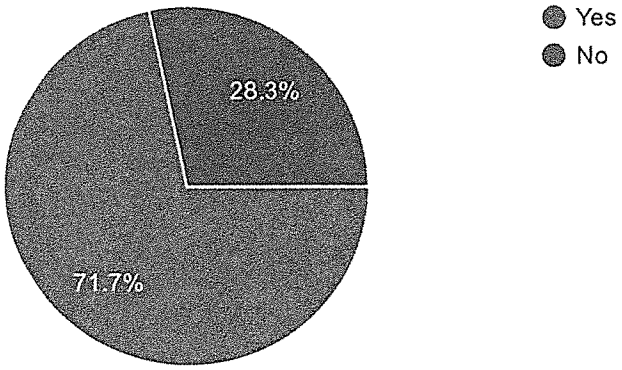
11 responses





Do you feel Shawano Community Middle School has a culturally sensitive environment?

46 responses



If sometimes, please explain:

9 responses

I think the district goes over the top with regards to being culturally sensitive. With the exception of anyone who doesn't agree with all the politically correct nonsense. If anyone mentions anything with regard to conservative thought, they are automatically someone who "hates" others. There are teachers who flaunt the fact that they do not support our current President. If something like this occurred during the previous President's tenure, that person would have been in trouble.

I'm not sure

I am not at the school to really know- my son has not complained or reported otherwise

You have to watch every comment you make when at the school, someone is going to take offense to it, My child is white and that makes him a bad guy,

They seem to teach cultures

No idea

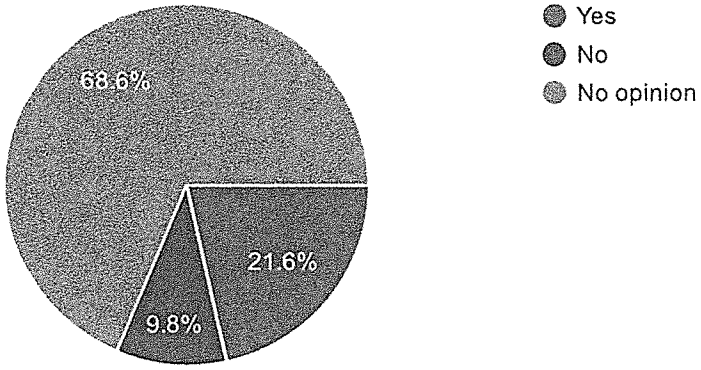
For Native Americans, yes, but sometimes actually encourages them NOT to integrate with other cultures, including white

They seem to allow much more latitude to natives

kids are racist just like their parents and some staff at SMC

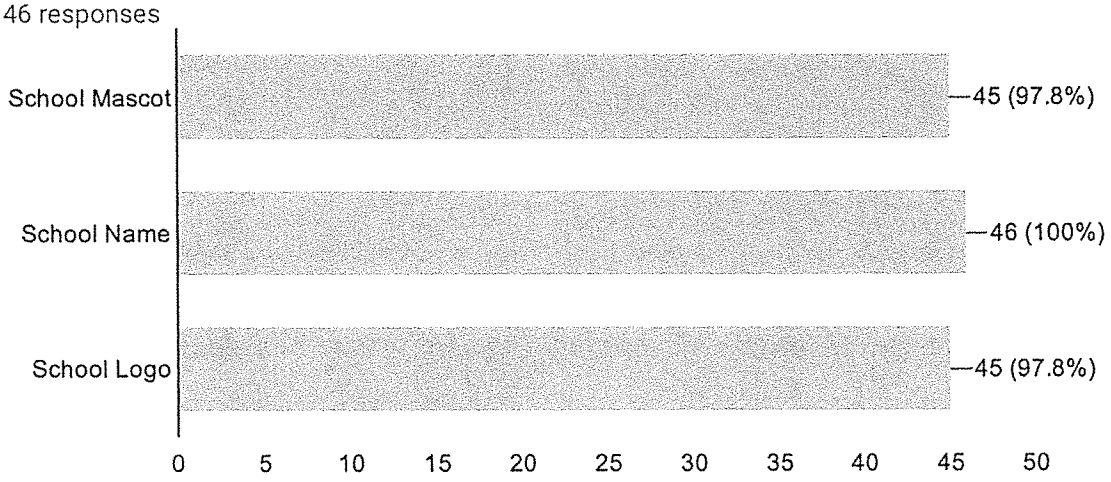
Do you feel the counseling services are culturally sensitive?

51 responses



Which of the following items do you feel are free from bias and stereotyping?

46 responses



Were you made aware of the district's non-discrimination policies and practices in regard to athletics?

52 responses



Please add any comments on how the district may be doing well with non-discriminatory practices.

5 responses

Overall the district I believe is fair in their policies on paper but in live situations I feel that many areas fall short. Staff comments as well as allowing student comments to go on with no recourse has its effects on a student in time.

It's a non-issue

I understand trying to be non-discriminatory, however it's turned around in us and we cater to the native populous st school. Many children are bullied by native students, and then are threatened with claiming racism if the student goes to an administrator.

The fact that you are thinking about it is good!

I believe Shawano School strives to be culturally responsive and culturally sensitive. I think the teachers and staff that my child comes into contact with on a daily basis do a wonderful job of encouraging him and helping him.

Please add any comments on how the district may improve on non-discriminatory practices.

13 responses

As with any policy there are those who abide and those who dont. If it is a zero tolerance policy then it truly needs to be zero tolerance. The excuse of things being taken out of context is getting old at this stage of the game

I had no idea until recently that my son is regularly picked on for being hispanic. He laughs it off, but I was shocked. I just had no idea. No fault on the district, just kids repeating what they hear I'm sure. I wondered going in how my son would be treated with a hispanic name of a family with a negative education history in the district. Over the course of the year I feel he was treated and graded fairly. Thanks for all you do to make SCMS great!

We place too much focus on the American Indian - we had to drop the Indian mascot yet we're forced to place them at the forefront. Strategize on taking ethnicity out of the equation. If they feel such a need to have their culture then they should consider attending school on the reservation.

We must be sensitive to everyone, however while being sensitive to minorities, let's not forget about the majority at the same time.

This district goes above and beyond in recognizing the American Indian culture; no other cultures get this type of recognition. There are no Irish or German dances held. There are MANY nationalities in this school district but none get the recognition that American Indians receive.

I think the district needs more Native American/American Indian culture in the curriculum. Shawano county boarders 2 American Indian Reservations and many from those communities attend schools in the district. Currently there is not enough being done to incorporate these cultures into the district.

I'm not sure that there isn't some bias regarding gender equity for both boys and girls. Are teachers aware of best practices in educating both boys and girls? Are certain behaviors/dispositions rewarded/punished disproportionately?

Same students elected for awards... once a student is nominated for Student of the Month or Citizen of the Month; should be pulled from pool.. not fair to other students. I'm sure this could be tracked through a spreadsheet each year. Also, for class "__" same students listed for more than one category for 8th grade class. If they are class clown for example, wouldnt also be awarded best dressed and/or most likely to

succeed. This should just be a given...

I feel that this survey is poorly designed in giving the district adequate information regarding non discriminatory policies and practices- this could easily be improved. We are a bi racial family and it did not give me the option to answer reflective of that status and it also did not allow me to differentiate my answers for different children.
I also feel more that there should be more discussions and trainings about culturally responsive curriculum and actions - both for students and teachers. Both my children and I have heard or experienced derisive remarks that are shrugged off or laughed at or even encouraged. This is not to say there is not good in the schools- there is!!! We are deeply grateful and inspired by many of the staff and students- but there is still work to do.

I have no suggestions!

The school has repeatedly (at least 3 times this school year) failed to inform or involve parents regarding our child's education. This has been attributed by school staff as being due the parent being listed as "Family 2" in Skyward. We have communicated our frustration with this type of discrimination with school authorities in writing at least three times, but no improvements have been made. The answer we are given is either that: school staff can not do anything to improve communication for families listed second since they are understaffed, new staff members were responsible for communicating information with "Family 2s," but were "unsuccessful" due to overwhelming work (such as sending summer school course information to 1000 families), or that the biological parent listed under "Family 1" is responsible for passing along school-distributed information to the other biological parent listed under "Family 2" (which is neither feasible nor fair). This discrimination has been very disappointing and frustrating to our family, and it also likely affects a large portion of the school's population of parents, as well. We have been unable to participate in decision-making for our child and still have not received information regarding summer school academic or bus schedules. After we brought this to school staff's attention, we were told that the school "tried, but was unsuccessful" at sending this to "Family 2" parents. After that discussion, we were promised this information would be sent. We still have not received this two weeks later, and summer school starts in 4 days. It is unacceptable to discriminate against children and their families, simply because their families are listed separately in the school's software system.

Treat others as you want to be treated. Everyone is human!

Since Shawano Schools has a sizeable percentage of Native American students it would be welcoming if the schools' commons or entry areas had some decoration of some sort that represented the Native American/Menominee culture. That way, students and parents could see right away that Native American families are very welcome in the school.

Number of daily responses



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Google Forms

Appendix 4

Shawano Community High School

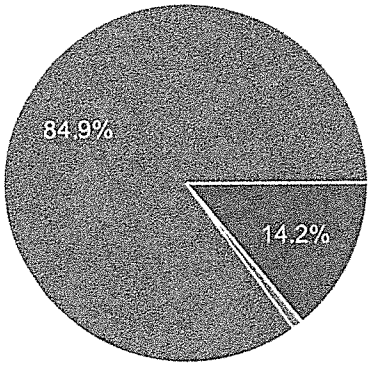
Parent/Community Survey

Parent Survey

109 responses

How would you best describe the ethnicity of your child(ren)?

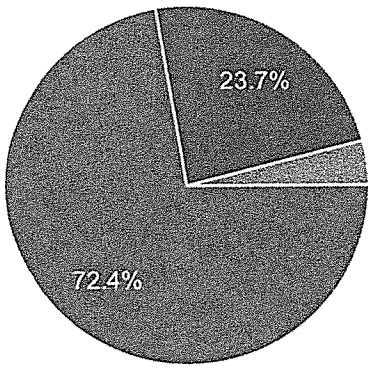
106 responses



- American Indian or Alaska Native
- Asian
- African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Caucasian

I have ____ girl(s) enrolled in the Shawano School District?

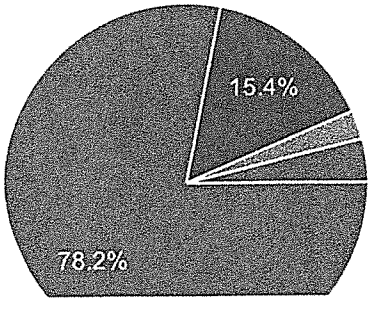
76 responses



- 1
- 2
- 3
- 4
- 5

I have _____ boy(s) enrolled in the Shawano School District?

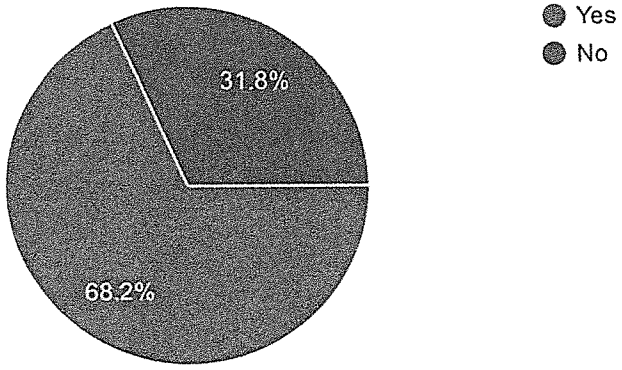
78 responses



- 1
- 2
- 3
- 4
- 5

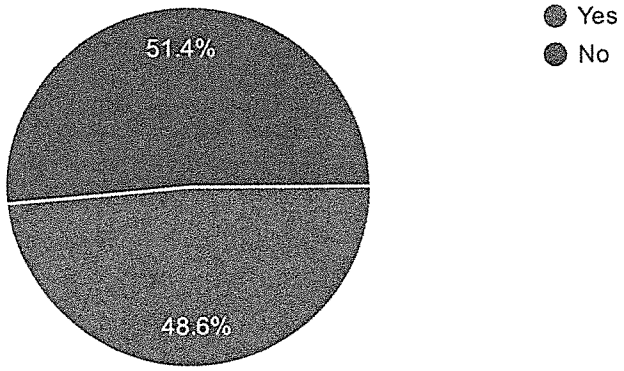
Has your child(ren) ever been awarded a form of recognition through school such as "project praise award" or other achievement awards

107 responses



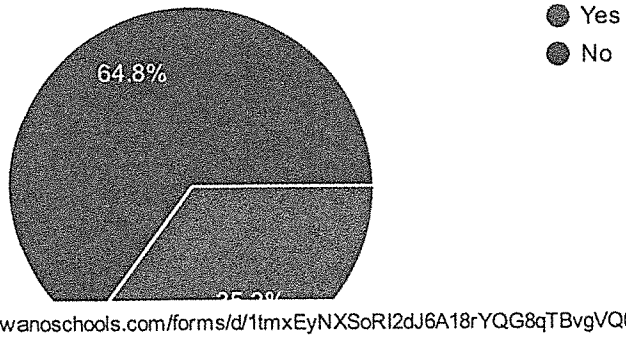
Are you familiar with the district's non-discrimination policies and practices in the awarding of these forms of recognition?

109 responses



Please answer the following question if your child attends Shawano Community High School--->Were you made aware of the district's nondiscrimination policies and practices in awarding of scholarships?

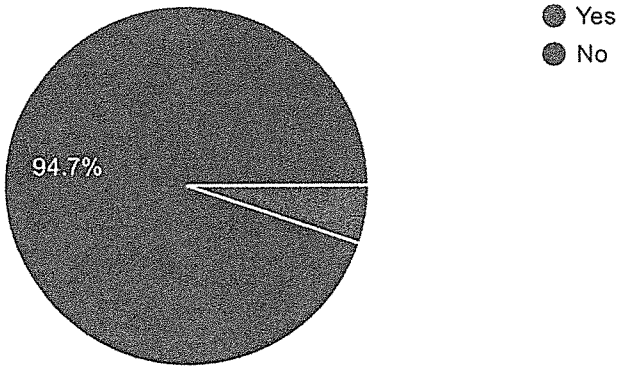
108 responses





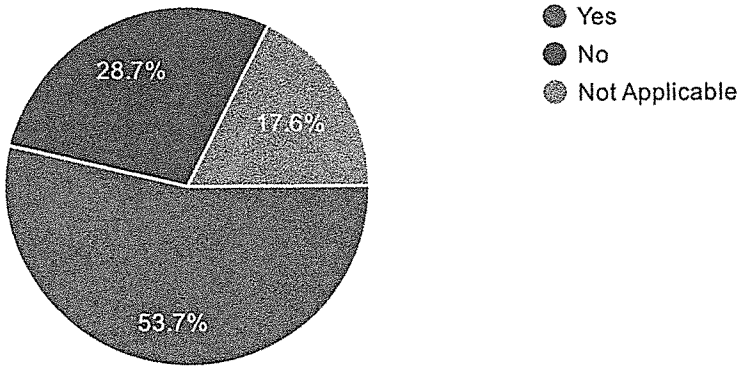
Please answer the following question if you and your child speaks English as a second language--->Has the district ever offered or actually provided culturally and linguistically accessible sport services to you or your student?

19 responses



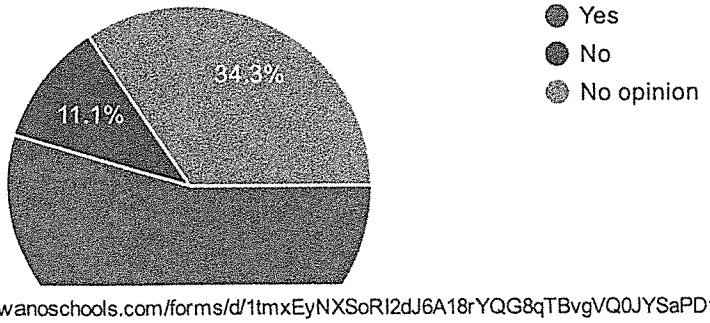
All 8th grade and high school students receive academic planning, as well as some select students at other grade levels. Has the academic planning helped your child(ren) to be more successful in school?

108 responses



Do you feel the counseling curriculum is free from bias and stereotyping?

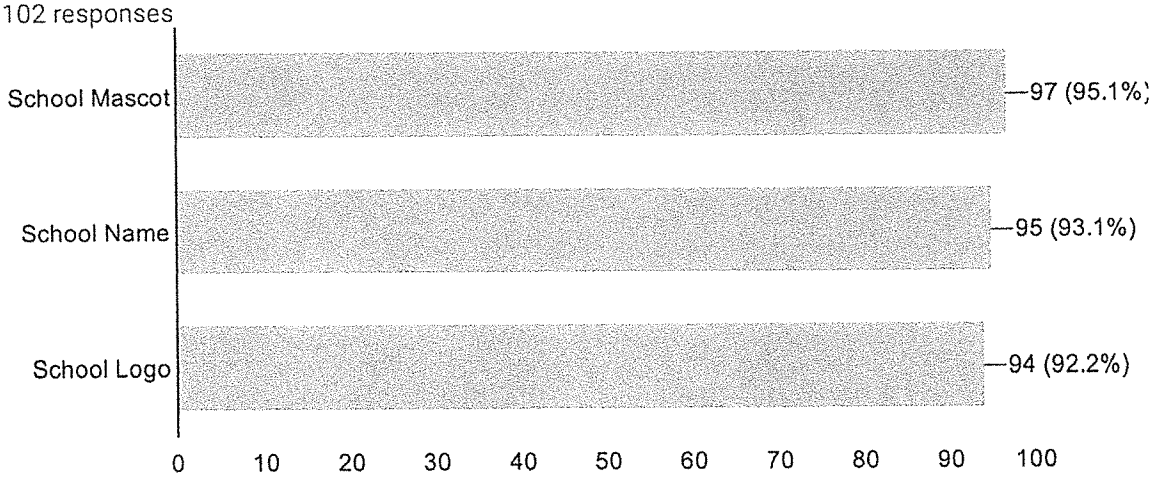
108 responses





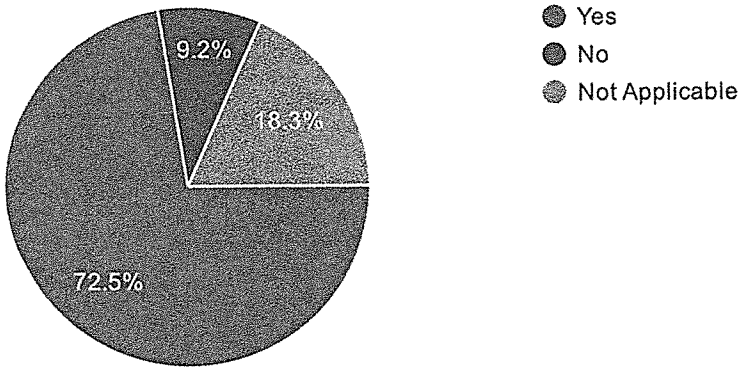
Which of the following items do you feel are free from bias and stereotyping?

102 responses



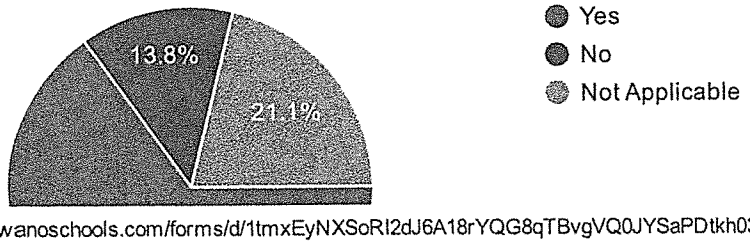
Does the selection of sports accommodate the interests and abilities of your child?

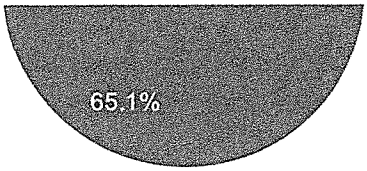
109 responses



Does the level of athletic competition accommodate the interests and abilities of your child?

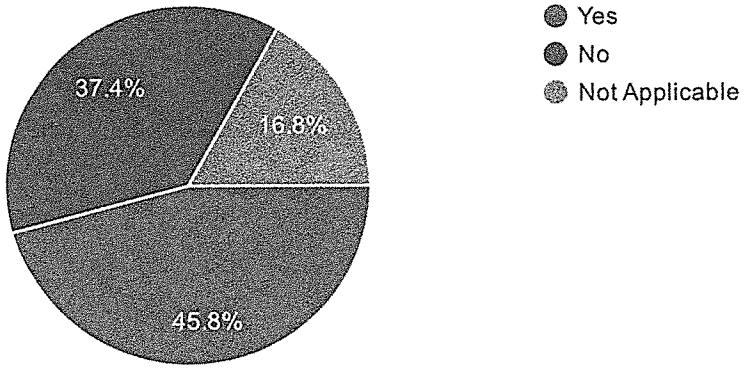
109 responses





Were you made aware of the district's non-discrimination policies and practices in regard to athletics?

107 responses



Please add any comments on how the district may improve on non-discriminatory practices.

27 responses

More assistance with mental health issues, what bullying is, what the Hawk Way is, and how students best take the next steps to infuse the Hawk way in to the rest of their lives in order to stay healthy both and mentally

It can hire teachers that are qualified to teach, regardless of race

I think the school district discriminates against males. The percentages of males that are in NHS, awarded Hawk Way awards is far too low. There are many young men and boys that are overlooked in the districts over-zealous attempt to accommodate young women and girls. The district also goes overboard so that it doesn't appear to discriminate against American Indians. There are many times that the HS announcements herald scholarships and outings for American Indians only, how is this not discriminatory?

You may have provided them, but if you would have offered a choice "Do not recall", I would have most likely chose that. Maybe a few reminders a year in principal notes pointing you in the right direction of where the policies can be found on the website.

QUIT OBSESSING OVER IT!! In your efforts to not discriminate, not offend anybody, not do this and not do that you create discrimination. EVERYBODY is a member of one or more special interest groups, and will try to get what they can. In today's America, there is no group more discriminated against than the white male, and no group more privileged than the American Indian. Playing the victim has become a profitable endeavor, and as long as society keeps rewarding the "victims" people will keep playing that game.

We have a lot of rights in this country, but there is no right to not be offended. My advice is to grow a spine, exhibit some leadership and run the district to provide the best education for the most kids with the resources you have. When you are presented with these asinine complaints politely tell the complainers that you have

you have. When you are presented with these actual complaints politely tell the complainers that you have considered their comments, but you do not agree with them. Any time you give special consideration to a group you give less consideration to another group. Here is a common example of that. "Company X is an equal opportunity employer. Women and minorities are encouraged to apply" Are you kidding? You see it all the time - they are saying that they are equal opportunity just before they say that they would REALLY like applicants from certain groups.

The funny thing is that the people who spend their time lecturing others that color, race, and this and that does not matter are always counting how many of this race, that color or this or that do this or that. They are looking to be outraged, they are obsessed, and they will never be satisfied. QUIT FEEDING THE BEAST!! Stop worrying about it and chasing down every silly complaint. If you treat people fairly things will take care of themselves. Remember that fair does not mean equal. Also, there is no progress made by replacing inequity with inequity.

Better coach selections, many play favorites.

make this survey easier to access. I shouldn't have to use Google to sign in!

Our schools can and should do much more work on culturally responsive practices in the classroom and through out other programs.

Our schools should offer Menominee culture, history, and language part of the curriculum every year. Studies of other neighboring cultures should also be included: German, Hmong, Latinx, Mohican, etc.

Non-discrimination should be a subject of conversation and instruction as well. If staff will address the reasons discrimination is unacceptable (ability, age, color, gender, origin, religion, sexuality, etc), they can model respectful behavior. If they do not address non-discrimination, bias is reinforced.

Please use the resources of the RTI center, PBIS, and DTAN. Paula Fernandez is a remarkable source of information for you. I hope each of our schools would build a Culturally Responsive Practices Team like Hillcrest has.

I feel that some of the coaches will state what policies for athletics are in regards to being non-discriminatory, but yet they are for that sport or sports in which they coach.

Isn't non-discrimination a given? I don't need to be told that there is a non-discrimination policy. What prompted this? My race has nothing to do with it. Race (ANY RACE) should not inhibit or PROMOTE awards.

Improve? Don't allow race-baiting apparel like 'Make America Native Again' hats - as worn at the MS PowWow. It is offensive. We are all Americans. Stop pitting us against each other - putting us in boxes. We are equal and should be judged only on our actions.

The High School could re-assess the Title funding it receives as part of the Native American population and how it chooses to provide assistance to these students. I don't feel the current situation (instructor) for this program is truly aiding the Native American student success in high school and beyond high school. I also see this as the school providing a program that is completely lacking in ensuring the Native American students are provided the assistance they need academically and socially. The current situation enhances discriminatory practices among other faculty and the student themselves by allowing for a segregation-type program.

Maybe actually follow them.

make them a part of skyward

I have no concerns.

It seems as though coaches already have in mind who they want on their teams and other students are left out of "fair" selection. I've seen this with my own child and other students, which has discouraged their decision to no longer participate in sports. Very disheartening!

Stop discriminating girls wearing certain clothing. If you can see your butt, belly, or boobs, then don't allow it. All other clothing should not be an issue!!

the Shawano School District needs to improve in all areas, and at all levels from support staff to teachers to principles to administrator to school board to county board and even police, social services, the courts, and any other agency that may be involved with the school in any way, even indirectly. This is a historically racist town. The Posse Commitatus hate group is affiliated with the KKK. - the only way to make change in this rural, isolated area with a history of racial hatred is to bring in Affirmative Action through the federal programs that fund the school, social services, the police, etc. The long-standing state & condition of racial discrimination in this county has never stopped, it has been a problem since the 1950's and even beyond. Race Discrimination and Race Hate has just become more hidden and hard to detect or prove because there are laws that these racist people have to worry about. -But others know that the race haters in Shawano know how to avoid accountability, how to hide what they do. Basically they just have to offer a different explanation for their actions...they can use anything as a justification for their choices/actions in scholarships, sports, awards, hiring, grading, etc. And there isn't a way to prove what is actually occurring. -This doesn't mean it is not occurring.

You need more options in your survey -- many are not yes/no answers. The district may supply non-discrimination material to people but I am not sure if I have read it. One thing that may hinder students from achieving their potential is the cost of equipment for sports/band/etc. I have only heard stories of some kids in hoops not being able to afford basketball shoes. Just a thought.

It's very discriminatory to see every day a page of scholarships for Native American students and never Asian, Caucasian or Black. I don't feel race should ever be involved in athletics, scholarships or any special advancement or awards. It should all be based on the students academics and abilities.

If non discrimination policies exist (and I am certain they do) I am simply not recalling that I read them.

Allow girls to play football

Eliminate special activities and events that are limited to only native americans (i.e. those of a certain color) to participate in. This is racist and unfair to students of other colors and races. Special events for "caucasians" only would be met with an outcry from the natives in this community. If it can't be done for one race then don't allow it for another race...plain and simple. Anything else is racism and is permitting discrimination. Allowing natives who graduate to wear special feathers, but not allowing other students to wear something special that may reflect their culture is discriminatory as well. Either allow them all to wear something they want or eliminate the option for everyone. Again, quit playing favorites for one race Shawano School District. And no, I'm not the only one observing this. It is much talked about and noticed by many students and parents in the community but few want to bring it up because doing so sounds "racist". So please, address the disparity you have created and continue to foster and encourage in our district as all you are doing is promoting racism and discrimination...the very thing you say you are discouraging. It's time to practice what you preach Shawano School District. Stop giving special privileges to a certain group of students because of their color/race.

For sports, it should be the kids who work hard and show up at practice everyday that should be the ones who get to play. Not the kids who are "entitled" cause of who they are or who their family is or how much a family donates to the school. That's not teaching the kids ANYTHING!!

When filling out the question about race/ethnicity, I am bothered that there is not an option for "multi-race" for any of my children. As all three of my children are mixed not just "white", so that is something that I think really needs to be worked out or changed. Also for students that are non-white, I think that it is important to have some type of education for the other students as to how to be sensitive to others differences in regards to race, sexual orientation, income levels, and so forth. I will offer one suggesstion, check out "Character Day" and see if that is something that the Shawano School District would be willing to offer all across the board. I think if this was offered bullying would decrease for sure, and individuals would be more accepting of others possibly and hopefully...Just a thought. http://www.letitripple.org/character-day/ heres a link with some info about it...Thanks for your time.

about it... Thanks for your time.

I believe that some people have preconceived ideas of what makes a family, particularly at the administrative level. Comments such as, "I can tell within the first five minutes of talking to a kid whether he /she has a father," are presumptive, at best and blatantly incorrect at worst. We have single parent, single-sex parents, multi-generational, and other non-traditional family structures that have produced highly successful and well-adjusted children. In addition, parents who are employed by this district are clearly one of the most discriminated against groups in this district. The children of teachers are often treated more harshly in discipline situations, receiving stricter punishments than even repeat offenders whose parents are not employed by SSD. Teacher to teacher, the above issues do not really come into play. The feeling of helplessness and being a "lesser parent" definitely comes from the top down. Couples often have to have the "non-employee" parent come in for any meeting that may not have a positive outcome or that involves a complaint. Teachers who are also parents could be a great resource for the district, but that is not how they are treated. I believe this is most common at the middle and high school levels as well as with central office.

My honest answer is that there is too much catering to BEING non-discriminatory and it should be just how people are... not how they have to be told to be. There is way too much worry about political correctness these days. For example.. ALL lives matter, not just black, white, red, orange, yellow, brown, etc. By putting so much light on all of this, people think they have to be treated like delicate flowers when they really just need to grow up and accept that there are people in the world that aren't going to treat them well.

To much emphasis is put on sports!

Please add any comments on how the district may be doing well with non-discriminatory practices.

19 responses

we have a diverse population of students

Pay more attention to the qualified students that excel in academics rather than just the students that participate in sports

You overcompensate in order to appear non-biased. The thing is average, everyday people see through this and it builds resentment.

As a parent of 3 children, I think the district is doing well regarding this.

No Comment

I have found some staff to be quite receptive to these conversations. Some have been fearless when confronting disinterested administrators or hostile parents. The very fact that you are doing this survey is an example of the school systems effort to do better. I very much hope that you will read these surveys for content rather than just counting them. It would be easy to say, 80% of parents believe we don't discriminate, therefore we must be doing a good job. Please listen to the parents of kids who have experienced discrimination from classmates, teachers, in the curriculum. Please hear their frustrations about not seeing themselves in textbooks, school artwork, or cultural representation. Please know that some of our kids

struggle across the gap between their culture and the dominant white culture.

Thanks for asking these questions!

Susan Phillips

I feel the variety of clubs offer give students options to be involved without discriminating.

The fact that I've never had to be told that we have a 'policy' tells me we are doing everything right.

I feel like SCHS does very well with non-discriminatory practices. If anything I feel like it goes above and beyond, at least with Native Americans. (one example, the drumming at graduation each year. There are not other ethnicity groups focused on at graduation)

Freshman boys athletics isn't doing so well with the players not as gifted as others. At this level it should be about play time not World Series performance.

staff must be aware... ?

I have no knowledge of direct practices that the school partakes in, however, I have no concerns about this issue at this time.

They are doing well at covering their tracks and making the appearance that they are doing something to improve, or that they are following the rules, or that there is not discrimination, racial hatred, and hate groups. Other than that, there is no change and no improvement. They're just more careful in their methods.

With all the phishing emails out there - you may want to give parents more information before sending them a one sentence email asking them to click on a survey. The more info the better for more responses.

You are not. Eliminate special events and activities designed only for the participation of native american students. If "white only" breakfast and parties were held it would be "racist" but not when "natives" do it. Really????

There have been some racial issues that my kids have had to deal with in the schools, and thankfully it was handled appropriately and rather quickly so thanks so much for that...Take care.

I think that many people feel like differentiation and individualized instruction is good for all kids, but it really doesn't usually happen for all kids. Teachers and staff tend to spend inordinate amounts of time trying to get kids who don't care to learn, don't try, can't behave, have serious learning or psychological issues etc. to be successful. You have behavioral "frequent fliers" who demand a large percentage of the discipline officer's time and energy just to get them to allow others to learn, much less themselves. Kids who are well behaved, for the most part or do want to learn get lost in the quagmire of unmotivated children from dysfunctional homes. Resources and time are finite and we all understand that. One of the things that is finally starting to be recognized is that a PBIS system of rewarding kids for being good does not work for middle and high school students. Kids who are already behaving don't want extrinsic rewards and I am glad to see administrators finally starting to recognize that and adjust the PBIS program to meet the needs of older students.

Let's stop focusing on race, but on education. Pushing EVERY child to succeed. I don't want my child given less of an opportunity because he is white.

See above.

Number of daily responses



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Appendix 5

Shawano Community High School

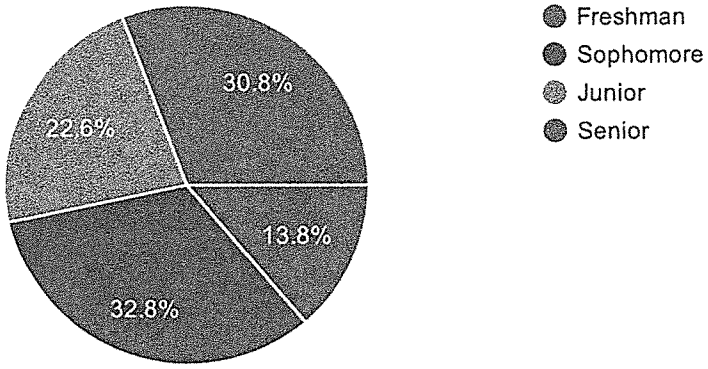
Student Survey

Student Survey

195 responses

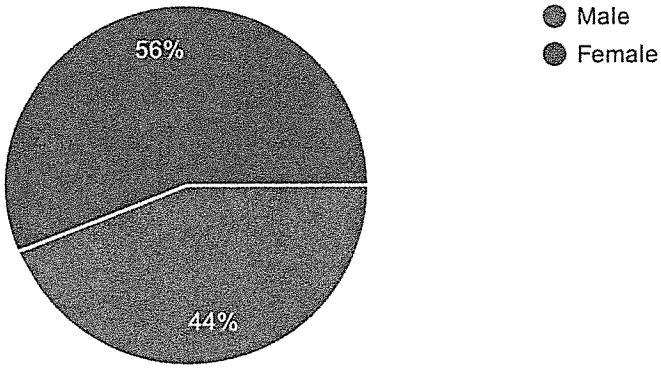
I am currently a:

195 responses



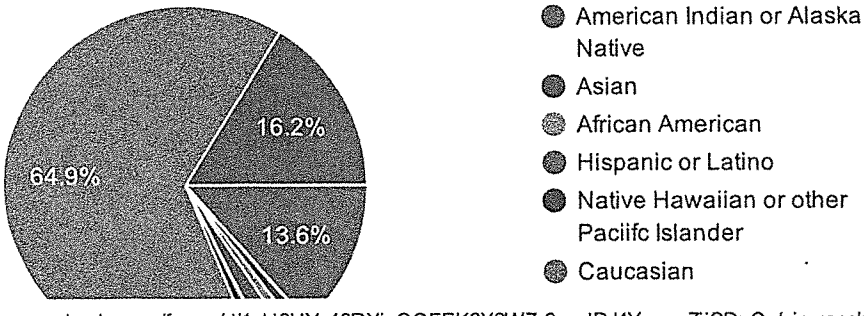
What gender do I identify with?

193 responses



How would you best describe your ethnicity?

191 responses

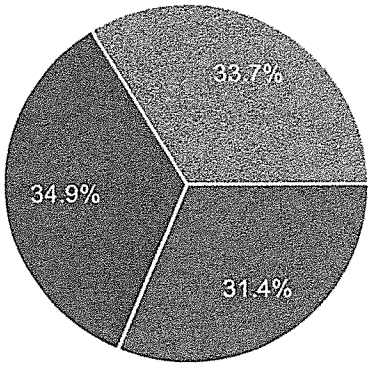




Other

Have you used counseling services for:

169 responses



Career Development

Further education needs (signing up for college and tech schools)

Social or other school issues

What did the school counseling program do well in regards to being culturally responsive to your needs as a student?

123 responses

N/A (6)

Nothing (4)

Yes (3)

? (2)

Helped

Taught me what colleges require

Help set up my plans for the future

Helped me with pre-college programs to apply.

for scheduling purpose

They help with alot of diffrent issues.

Provided one on one time to help me fill out scholarships

Na

they have helped me with a harrassment issue

helped me get stuff done

Dont need that stuff yet i am a jehovas witniss

I haven't needed them.

Helped answer all my quetions

Giving me paperwork I needed

Sure?

.

Nothing

I don't have any cultural needs

Did not offend me.

Gave me info on different colleges

Being able to take the ASVAB for free

Help me decide what classes to take for what I want to do in the future

let me know how to plan for my futur

Helped with what I needed quickly

Answered all questions

helped with my quesions

Staff was extremely helpful.

Register for ACT and SAT. Listen to me say what I have planned for my future.

They helped clarify a lot of questions for me regarding my future and schooling.

Answered clearly.

Not the best. If a student if reffered to student services because a peer is concerned for them, they ask a couple questions to which the student will deny and they stop. They should really investigate a little further and bring them back in a couple days later to check up on them again.

Acted like human beings

nothing

guiding and suggesting options and solutions to school problems

I have not taken a school counseling program.

Being nice

helped me figure out what classes I should take to better my future

they changed my schedule four times for me, even though it was probably annoying they did it anyway. Shout out to my boy Wachtel

Gave me options. Never told me I had to do something, go somewhere, or fill something out.

Got back to be in a decent amount of time

Help me think about colleges

Everyone is always super helpful! I get a response from my counselor right away, and he was always there when I needed help with concerns with teachers, and class changes.

I'm not sure

Helped plan a path

all questions answered

8th grade year learning

Fixing Schedule

I'm not familiar with the program or what it does

schedule change was good 10/10

always available for help

It is a good place to get advice and knowledge

Answered my questioned, made me aware of careers I didnt think exsisted, and showed me the path to take

Always had the answer, and if they didn't know the answer, they found it out in a timely manner.

dealing with the problem

They helped me out well with everything when I go in to talk to them.

Helped me to understand what I need to get into the college I want.

fast acting

Helped me raise my grades when i got sick

Set me up in programs in which bettered myself as a student and helped to get my feet off the ground when it came to ROTC.

Idk

they would always get me in to talk if I had a question. I would request to talk with someone and they would always get me in either that day yet or the next morning early.

Helped me through a tough time.

help me find what branch i want to serve

They helped me.

idk

it helped me open up to other people

Great

They helped

n/a

n0thin

Gave me resources to look into and advised me to come back in if I had any other questions or just needed help to look through colleges and applications.

Helping me know what I needed to do for college

I never really went to the councilors unless i need a class change on my schedule. their response to that was positive

idk

I feel that I am a member of the working class and a traditional four year university would fail to meet my financial situation, the school counselors opened my eyes to that possibility of a two year tech school.

they put me in core classes

how they cared and awesome they were

help as needed

It helped me figure out what im missing class wise and helped me get classes in order.

assign my classes somewhat

They helped me pick the best schedule for my needed credits

helping me with classes

Got me in contact with some colleges

Gave me information on different colleges I would be interested in and helped encourage me in my future college choice.

The counseling program was extremely beneficial to me and my success as a student. It provided easy access to student help and made a simple job of filling out and organizing scholarships.

Listened

Not exactly sure what this is asking..

They helped me to have a better understanding of how to apply and prepare for college

It has helped me by working with my learning disabilities and helping teachers understand that I have them.

horrible they did nothing culturally for me soooo

Helped me figure out my classes for next year.

i don't know, I never really remember this

It didnt really help because the problems werent solved

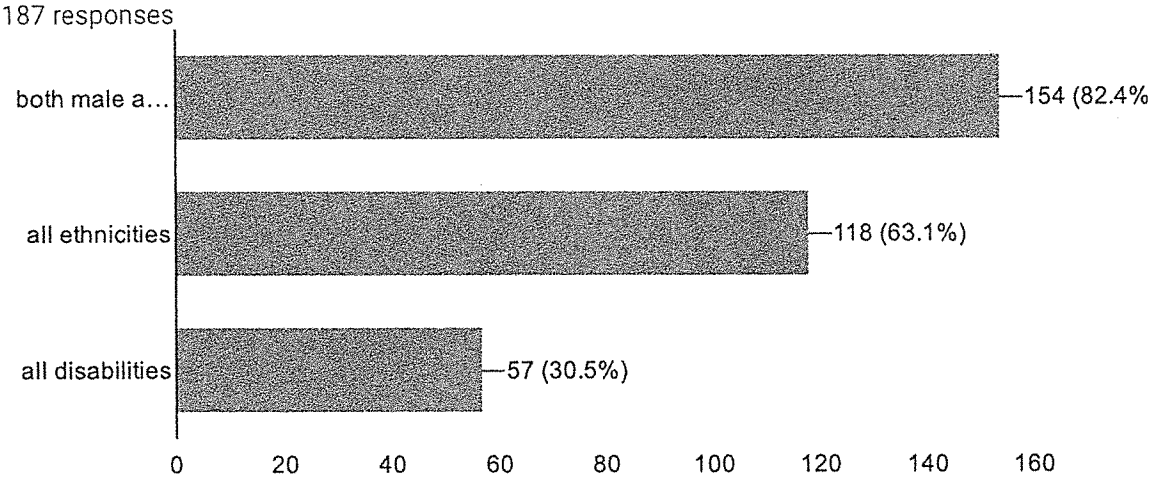
Helped with homework

Where a good listener

Other (12)

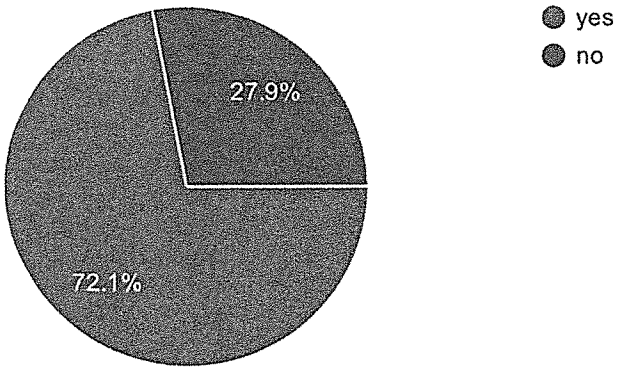
For which of the groups listed below do you feel athletic opportunities are provided fairly

187 responses



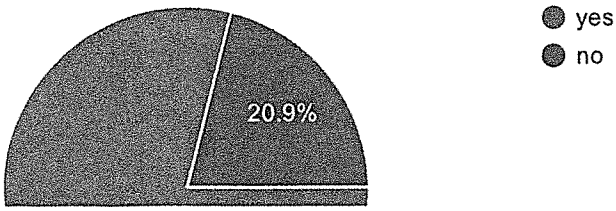
Are your needs/interests met with the offerings of athletics ?

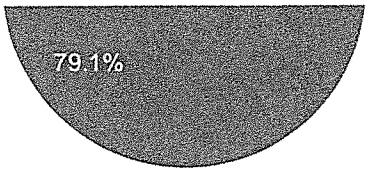
190 responses



Are your needs/interests met with the offerings of extracurricular and recreational activities ?

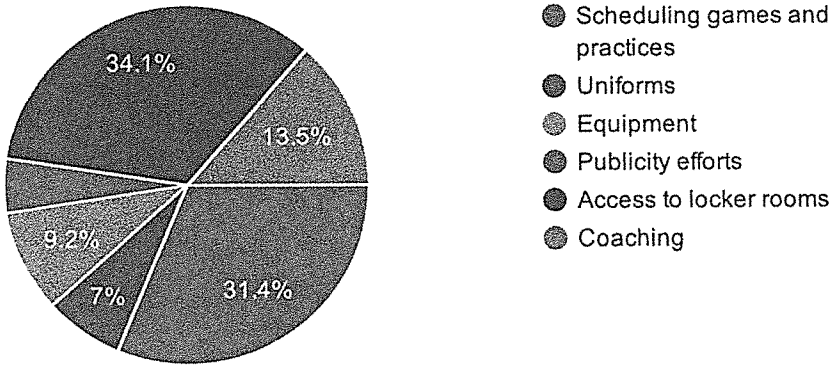
191 responses





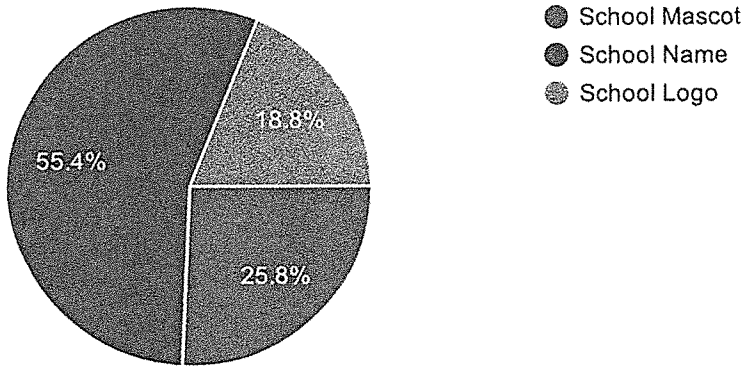
For which of the following do you feel girls and boys have equal treatment in athletics:

185 responses



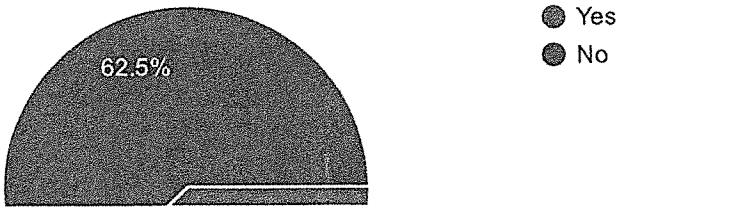
For which of the following do you feel the following items are free from bias or stereotyping?

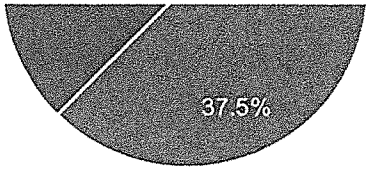
186 responses



Do you know the process you would need to complete in order to form a club or a group in school?

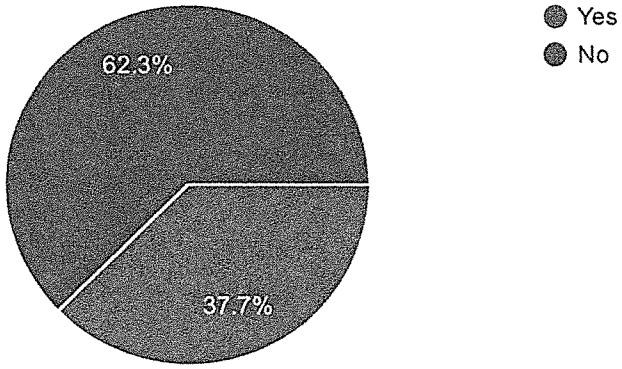
192 responses





Have you ever been told about the districts non-discriminatory practices as they relate to athletics and extracurricular activities?

191 responses



What changes would you recommend for athletics and extracurricular activities in regard to being culturally responsive to your needs as a student?

118 responses

None (6)

Nothing (6)

none (5)

nothing (3)

N/a (2)

N/A (2)

Stop wining about the rules

The crazy schedules and fair coaching.

I have no idea because they do there own thing.

Na

have longer shorts on girls

Dont yell at us

There are no issues

better coaches

Nothing, discrimination is not an issue in shawano highschool athletics

Give students more of a chance with plays and musicals concerning grades.

(Boys) Basketball and football are glorified while the other sports just kind of take a back seat.

Rugby & Lacrosse

do not give minorities extra privilege

Less hate, more love

Do not offend me please

Making more clubs so that there are more people interested in them

i don't know

to keep my grade up and stay out of trouble

If we had sessions of meeting for the coaches and teachers to learn how to be culturally responsive I believe we would make progress. There are still too many jokes and comments that are being normalized through our sports and education system.

Not focus as much on athletics. Express extra curricular and athletics equally.

Clearly tell others that diversity is encouraged.

I'm not in much and its my first year so I don't know much.

Let them try the activities and see if they like them or not.

A badminton team and a girl's hockey team should be formed. A tech club or something that more kids would be interested and can relate to for clubs.

I'm not in athletics so I'm not sure.

Less sports

I need an e-sports team at school, so that would have to be a need that would have to be met.

Everything should try to be the same. Giving one group extra is not fair to the others. Everyone should get the same treatment. There should be no varsity
locker rooms. Everyone should use the same locker room.

for athletics, watch which locker rooms you use. Girls locker rooms are always used for guys home games which is unfair to rush us out and take our bags with us when guys have a gym locker room.

When the guys have games, they use the girls locker room which forces the girls to rush out and this isn't fair to them or to Sally because then Sally's room is full of all the girls' bags.

Be open to both genders opinions on every event or project that is going on.

I think that practice times are sometimes unfair. Some teams get to practice right after school, while others

have to wait until 5 or 7.

Nothing, add more

n/a

Students should be able to apply to make new club or group

i dont know

Tell someone with authority,call them out,make people aware of what happened.

more publicity for sports other that football and basketball

Shawano does a great job at fulfilling needs and requests by students.

Girl basketball games to be advertised as much as the boy ones

to be accept more genders into their programs excluding sports that have a boys and girls season.

nothing they are doing a great job in all cultural aspects

No changes

Treat all of the sports teams fairly. The football and guys basketball teams get all the attention and they are treated better than the other sports

I would say more focus on the music program but i say this cause im a musician and i think we should get the same treatment as athletics. With our achievements

Start a Lacrosse team and or paintball team/ club

I have no complaints, so it would not really apply to me.

nothin

I am confused.

nothing needs to change

Need to advertise the sport a little more to get more people to join

add more sports

maybe not have whether or not the students can play or not play depending on their grades.

Make them longer

gazpacho

xXx13t b0ys d0 v0ll3yba11xXx boi xD

Make sure coaches are more open to the idea of helping everyone instead of just the "good" ones.

Work together as a school to allow people who aren't the best take part in things

I dont recommend anything

idk

This is not my needs however, I suspect handicapped students feel frustrated by their inability to participate in school sports.

need more coaches so if you need help you can get it from the other coaches

More options.

Getting new coaches for Football and how they view things

Be more lenient. maybe more people would play

no idea

-

None

Punishment for violating the athletic code should be enforced

We are doing good.

None.

,

We shouldn't need this question in the first place; people should be able to join a sport or club no matter what their culture is.

Be more fair and give equal funds and opportunities to EVERY sport

I would recommend that spring sports are recognized in the yearbook in some way shape or form, even if the season recognized is from the year before and not the year that the yearbook is made, it would be a good thing to have.

?

To get new pads and pants for the SCHS Football team

Get better.

i dont care, dont ask me

Don't discriminate.

I think they need to be culturally sensitive before they can be culturally responsive There are alot of racist remarks and actions made not only by students but by teachers and its not what they say its how they say it

not having kids get cut off the teams

not sure

Get a lifting team together!!!

Give girls more winter sports options. Also pay more attention to sports other than football. Our football team isn't even that good. This year they did better but literally there's other sports that do just as good if not better and get less recognition.

Make sure that all are given equal opportunities. Especially girls, there is always less attention and recognition

for the girl sports and sometimes their needs are not met. Give girls more options during the winter so that they can, if they want, become a 12 sport athlete because not everyone plays basketball. However, it does seem that all cultures are treated fairly in sports from what I have seen.

more games

More things available and more information available

There would be no changes needed for the athletics and extracurricular activities.

I would probably change how bias and favoritism some sports are, like volleyball.

Have the same publicity for ALL sports

Add more sports

Dont give all the money to the football team because new equipment does not help them play any better. Especially when it comes to other sports that do better overall. Not probiding a bus for swimmers to go down and see our state swimmers is ridiculous! Or not providing anything to the cheerleaders, the only other girl sport provided in winter. If you are a girl and are not good at basketball there is almost no way for you to become a 12 sport athlete.

Not have it all focused on a few sports, throw in a mix of different sports.

What do the athletic and extracurricular programs do well in regard to being culturally responsive to your needs as student?

107 responses

N/A (5)

N/a (2)

everything (2)

n/a (2)

Not sure (2)

Nothing (2)

None (2)

Idk (2)

Everything (2)

Why does my culture matter at all when it comes to school?

Coaches

Helping individually

Na

it helps develop characteristics of one's character

Tennis and swimming and basketball

They include other people

^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^

Nothing, discrimmination is not an issue in shawano highschool athletics

.

They are culturally responsive

Did not offend me

The opportunities that we have are there but I think there should be more money for sports so that they do better

equal chances

support

Well, I'm caucasian, culturally speaking I am attended to well. Have I witness and overheard teachers and coaches address or mention students of color in disrespectful and/or ignorant ways but it rarely becomes personal. I am also a jew but aside from ignorant comments from my fellow students it isn't an issue.

Offer different types of activities

They meet then.

Not sure.

Everything.

We have great music programs

Allowing students to run them and giving them an incentive and a drive to do things in school and the community.

No answer

nada

They don't.

Being nice

They are not the best but they do let quite a bit of students participate in the sports you have to audition for. There is an equal amount of extracurricular programs.

we include everyone who wants to be in the activity

none

Offer many different options, changing up ideas or keeping traditions.

FFA, Art Club, Tennis

lots

nothing, I have submitted multiple behavioral forms and was never given a chance to talk to someone and all the write ups still remain on my record on skyward

?

I'm not sure if they did do too well if i'm taking this survey.

have equal opportunities to join any sport

Aware that there are events outside of school that take priority over athletics.

It allows you to participate and socialize

They don't totally do this

letting everyone have a chance

They make us work well and stay healthy.

There are enough clubs to support my interests.

not sure

My music has always help me get through the long school days

NA

yes

I don't like finals week.

Keeps us safe

i dont have needs

I don't know

the sports probably helps out a lot with school because instead of going home they are doing stuff to stay active,

idk

nthn

nothin

Give students an opportunity to do something they love and get better at doing it.

Making sure there is always a place to go if needed

I dont see any cultural problems with athletics

they're fun

All of them?

they explain what to do better

Sort of

Cross Country and Track. They both focus on the athlete and cares about their body. really focus on pushing themselves and having a bond.

creates a lot of hype, so I don't get bothered as much by not being an athlete

no idea

-

Not asking more of anyone than others

All.

,

Anyone can join anything despite their culture.

They offer enough sports to be involved

Non-contact athletic programs are responsive to my needs well. Other extracurricular programs that are responsive to my needs are Science Society, culture-based clubs (Spanish, French, Culture Club), music, and I would like to participate in the pit-crew for musicals down the line. Another club that has recently appeared is Be the Change (BTC), which I enjoy very much, and I feel that it is making good progress, and it will be an even more effective or recognized club with more time. I hope to see it again next year and the years following. Another that I love to have around is the SADD club and, being in a vehicle that was hit by a drunk driver, although I am aware the DD stands for "Destructive Decisions" and no longer "Drunk Drivers," I feel that it has made a positive impact on the school and made students more aware of the dangers of drunk drivers.

They do not discriminate

has different raced couches

Let everyone join.

That its a class, and i need to pass it, otherwise i dont really care much for any of my classes

nothing

get us games

They both helped me with my grades when I was in sports.

get involved with other people

Good Schedules for the most part

Nothing.

lotta stuff

They allow people to meet and do fun things, as well as help out the community in some cases.

Having a wide variety of options

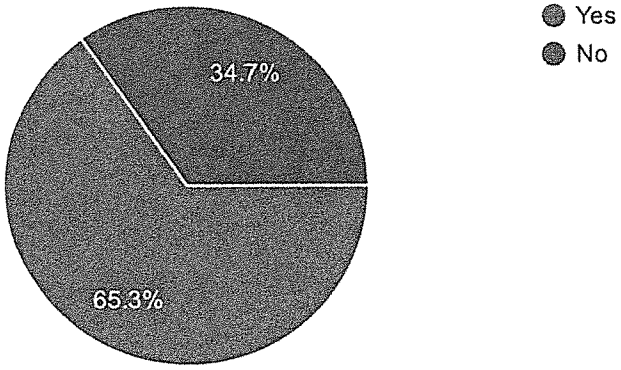
Good opportunity to do something

No comment

Seniors only please answer the following questions regarding scholarships

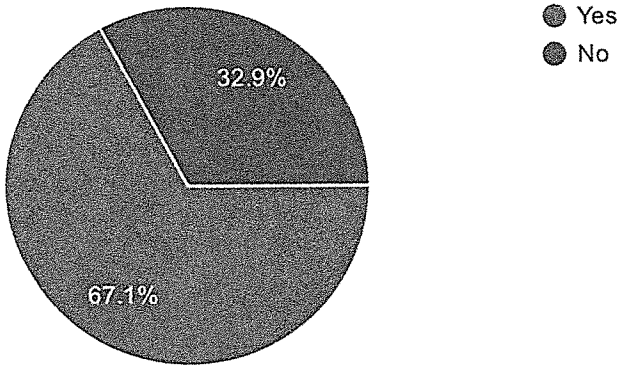
Do you know what scholarships are available?

72 responses



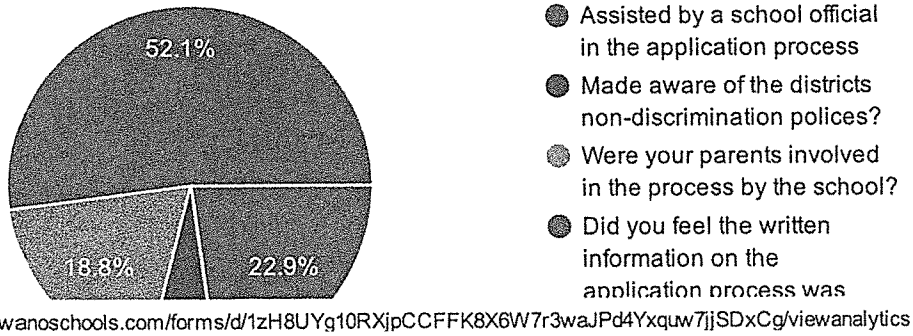
Have you applied for any scholarships?

70 responses



If you have applied for a scholarship, were you:

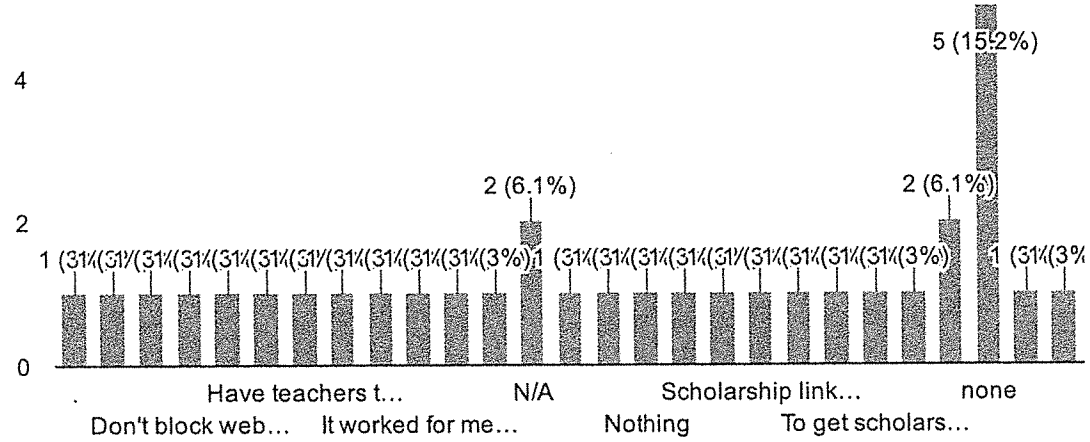
48 responses



clearly explained?

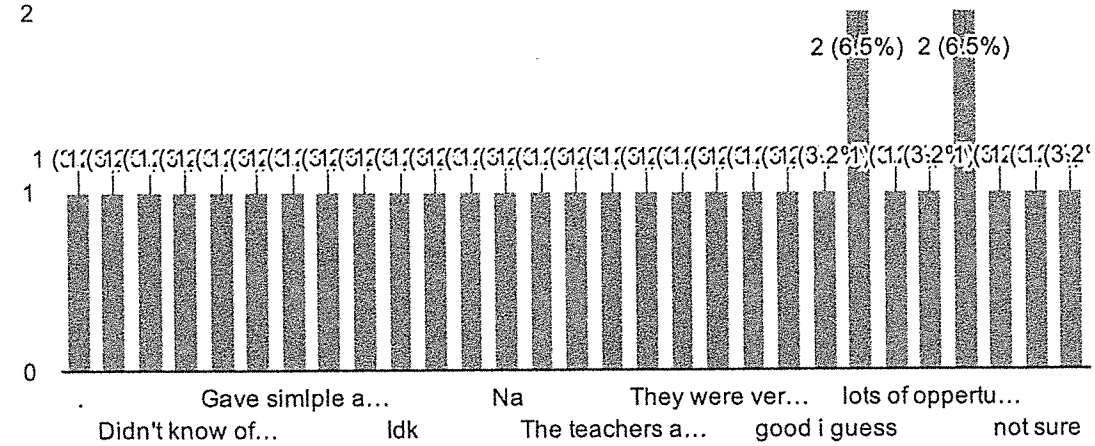
What changes would you recommend for improving rewards/forms of recognition and the scholarship process in regards to being culturally responsive to your needs as a student?

33 responses

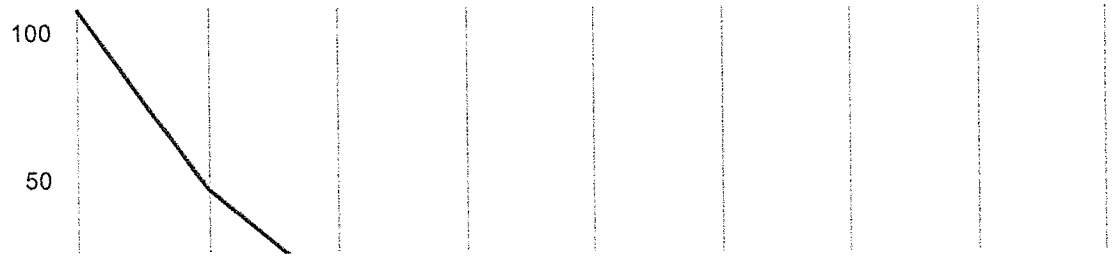


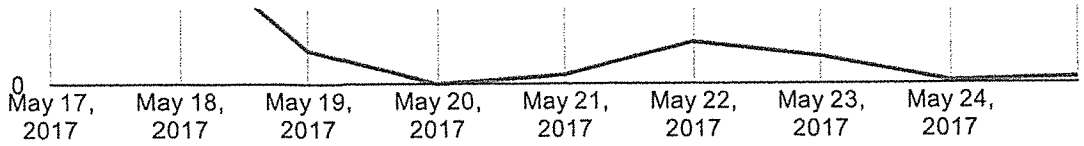
What did the school do well with rewards/scholarships in regards to being culturally responsive to your needs as a student?

31 responses



Number of daily responses





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