



Central High School District of Westosha

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Pupil Nondiscrimination Self-Evaluation Resources

Methods Used in Conducting an Evaluation

PI 9.06(1)(e) of the Wisconsin Administrative Code requires that residents, students, teachers, administrators, and parents are all given an opportunity to participate in the self-evaluation. Active and meaningful participation of each of these groups is essential to achieving a comprehensive and informative evaluation.

Thus, this section asks the district to assess how this opportunity was provided, and whether participation was inclusive and broad-based. The district should also consider whether the participants reflect the diversity within the school and the community. As a reminder, parents, students and residents should be included in a way that would not require release of confidential student information.

Background

As identified by the Department of Public Instruction, in completion of the Pupil Nondiscrimination Self-evaluation, districts have the opportunity to evaluate the comprehensive nature in which the report was completed, the partnerships that were developed or strengthened as the report was developed and any goals that may be identified as a result of the study.

Below is a response to the suggested questions that will help to provide background into the study.

1. What were the methods used in conducting the self-evaluation?

The original study came to our High School Principal who is responsible for completion of the annual Nondiscrimination report. As this year we are conducting a five year comprehensive review, she engaged the assistance of other administrators to share in the evaluation and writing of the review. The District Administrator collated all data provided and provided this summary.

2. How did teachers, students, parents, school administrators, and residents participate in the self-evaluation process? What contributions did each group provide?

The High School Principal provided opportunities for the staff to provide input on various portions of the self-study. Students have been asked on an annual basis to provide their input into the school operation and equity issues through an annual student climate survey. Community members

are always sought to provide input in various venues including individual and small group meetings with parents, newsletters, attendance at board meetings and completion of parent/community surveys. Board members were also directly engaged in the analysis of the policy and procedures portion of the self-analysis.

3. Did the participants in the evaluation reflect the diversity within the school and community?

Central High School does not discriminate on any basis based on the diversity of its student and staff. Input from all sources was welcome and encouraged.

4. How were people notified of the opportunity to participate in the self-evaluation process? Was it publicized in other languages in addition to English?

Notification was provided to students and staff through various communiqué of the high school principal. Community members and the board of education were invited to provide their input into the evaluation at a two (2) board meeting held in November, 2011 where the report was discussed including the findings and recommendations.

5. How will staff and others learn about the evaluation findings?

A copy of the final evaluation will be made available to all constituents via placement of the report on our district website. Also, in a future edition of the Community Report, a summary analysis of the Nondiscrimination Self Study will be provided with opportunities for any interested person to receive a hard copy of the report.

6. Where will the materials be available for review by residents of the district?

As noted above, the final report will be available via electronic review on our school district website at www.westosha.k12.wi.us. Also, hard copies will be made available upon request.

7. Will the designated employee have the official district copy of the evaluation?

A hard copy of the report along with any draft materials that were used in completion of the final study will be available for the High School Principal, the official school district designee.

Pupil Nondiscrimination Self-Evaluation Resources

Policies and Procedures

Discrimination, including harassment, may affect student achievement and well being. It may also have an impact on the entire school climate. As a result, it is imperative that school districts have responsive complaint procedures and pupil nondiscrimination policies.

In this section, the district is asked to review whether its policies and procedures are in compliance with the requirements of the pupil nondiscrimination law. In doing so, the district should also assess whether the policies and procedures are effective in preventing discrimination, resolving complaints, and promoting corrective action.

Background

In completion of this section of the Nondiscrimination Self-Evaluation, the Central High School District Board of Education at their committee meetings in early November, 2011, reviewed the entire Policies and Procedures Self-Evaluation document. Response to the questions is noted below.

Policies

1. Does the district have a written board-approved policy or policies prohibiting discrimination against pupils on the basis of each of the following (s. 118.13, Stats.):

The Board of Education maintains current policies to address discrimination against students through Board Policy 5517 Student Harassment. This policy was most recently reviewed and updated 10/19/10

2. Does the district have a board-approved policy or policies prohibiting discrimination against pupils in the following areas (PI 9.03):

The Board of Education has current policy to address policy specific to discrimination against pupils as defined in PI 9.03 through Board Policy 2260 Non-Discrimination and Access to Equal Educational Opportunity. This policy as most recently reviewed and updated 9/21/10

3. Do the pupil nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities?

The Board of Education has current policy to address all areas of school operations with Board Policy 2260, as noted above.

Complaint Procedure

4. In responding to the following questions, review the district's s. 118.13 pupil discrimination complaint procedure (PI 9.04).

The Board of Education has current policy to address 118.13 pupil through Board Policy 2260, as noted above.

5. Has the district designated an employee to receive pupil discrimination complaints? Identify the employee (PI 9.04):

The High School Principal is designated as the employee who receives pupil discrimination complaints.

6. What training has the designated employee received in discrimination law and complaint investigation?

The High School Principal has extensive training in the area of nondiscrimination investigation and reporting.

7. How many and what types of complaints have been filed in at least the past three years?

There have not been any complaints filed in the last three (3) years.

8. Consider all pupil discrimination complaints in answering the following questions:

Although there were no discrimination reports filed in the last three years, the procedures for investigation, notification and processing as outlined would be followed.

Notice

9. Does the district publish an annual class 1 legal notice of its pupil nondiscrimination policies, including the name and address of the employee designated to receive complaints? (PI 9.05) For a definition of "class 1 legal notice", see page 71.

Yes, the District publishes a class 1 legal notice annually in our Community Report (school newspaper), information provided to all students and staff through handbooks and other documents as distributed.

10. For the following questions, review all schools, from the elementary through the high school level.

Central High School is a Union High School District that does not have elementary or middle schools. In response to the questions of pupil nondiscrimination statements included in all student and staff handbooks, the answer is yes. Likewise, the procedure for filing complaints is listed in the respective handbooks.

11. Is the complaint procedure and pupil nondiscrimination policy or policies explained in non-technical and age-appropriate language? Are they translated and provided in other languages in addition to English? Are they available in Braille or audio versions?

The Complaint policies, procedures are written in clear, concise language that is easy to read and interpret.

12. How are staff and students informed of the person designated to receive complaints and how to contact him or her?

The notification to students and staff of the policy and who they should report should they have a complaint is listed in student and staff handbooks as well as policy. Also, it is an expectation at the beginning of each school year to review the policy dealing with complaints to students during back to school home rooms and back to school teacher in-service programs.

13. Describe any other measures taken by the district to increase staff/student/parent/guardian knowledge of pupil nondiscrimination policies and complaint procedures.

All publications that are sent home include the nondiscrimination statement. That newsletter is sent home six times during the school year. Also, nondiscrimination statements appear at the bottom of programs during sporting events.

Recommendations

14. What are your recommendations for improvement? How will these recommendations be implemented?

Central High School does a good job of providing information to all affected parties on practices/procedures to ensure a school that does not discriminate to any employee, student or member of the community. Our way to improve is to continuously review policy, which the board most recently completed within the last twelve months of writing this report. Also, continuous on going training and in-service of all administration and staff into potential areas of discrimination that may occur is important to keep on the "front burner" of issues we address daily.

Attendance at workshops provided through our various state and national associations that deal with nondiscrimination policies/procedures should be ongoing for board members, administrators and teachers. It would also be of value to periodically invite our legal counsel to the district to remind our staff and board as to proper protocol when addressing such possible claims of discrimination.

Pupil Nondiscrimination Self-Evaluation – Counseling

General

1. What are the district's policies and practices regarding multiple perspectives in and through counseling?

District Policy 2441 identifies specific guidelines for counseling services. Among the guidelines the following statement is found

Each counselor is to guide students in course selection and career planning in such a way that there is no discrimination or bias nor make any predictions of success or failure based on a student's race, color, national origin, gender, or disability. If any materials or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations do not indicate or imply racial, gender, or disability stereotypes. Efforts should be made, when applicable to a program, to use resource people who represent the special populations contained within the body of students being recruited for or guided toward the program or career path.

2. The following questions pertain to the type of training counselors have received.
 - How have they been trained to recognize bias or stereotypes?
 - How have they been trained to recognize and present multiple perspectives in and through counseling?
 - How often has the above training occurred? Was the training optional or required?
 - How effective was the training in improving counseling?

Central High School does not provide specific training for our counselors. Rather, they participate in county and state conferences and special meetings to meet the needs of the counselors. Central recognizes a need to evaluate the training that may be needed in the area of bias and stereotypes to supplement the counselor's current training opportunities.

Counseling

3. How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?

Counselors review material as well as use material that is developed from other agencies that are required to ensure their material is void of stereotyping and bias. Currently, there is no formal process to review and check materials that counselors receive from outside sources in servicing students. Central High School relies on the professional standards our counselors are held to, to ensure the material meets the standard of quality and what is specified under our policies. Review of current material does not indicate bias or stereotyping at this time.

4. Does the district provide culturally and linguistically accessible support services to students and families?

Counselors are aware of the needs of students and families. Currently all students in the school are proficient in reading and speaking English, however, it is known that some parents do not speak English. When needed, the school provides translators for the parents and documents are translated for parents.

5. Does academic planning and support services assist students in closing the achievement gap? How are counseling or student services aligned with mainstream curriculum, instruction and assessment?

Counselors are implementing the Comprehensive Counseling program and have participated in the training – Facilitating the Future. The services provided to students align to the standards of the Developmental Guidance Model. In general, this model meets the needs of the majority of students. However, there appears to be a group of students, without the support from home that this model is not as successful with. These students need more extensive services, but the school has limited offerings. Central does an excellent job at preparing students in a traditional type learning program; however for the student who does not fit this style of learning, the programs to meet their needs are limited. Unfortunately, for students in the most need of these special programs, there is a barrier for access – transportation. For 3 of the 4 programs, students, if they want to participate in the program need to provide their transportation to the site. This is a problem for several students, thus they are not able to take advantage of the programs.

Recommendations

6. What are your recommendations for improvement? How will these recommendations be implemented?

I believe a more formal checklist needs to be readily available to have counselors use to critique material that are sent for distribution. While these materials are coming from post-secondary educational institutions or the US Government, it is still important not to assume that this material is free of bias or stereotypes. I also believe that the school has a duty to provide more opportunities to develop cultural awareness, whether that is through self-study groups or through more formal training opportunities. Recently, the counselors connected with a LGBT counselor from UW Parkside and from this, have increase opportunities of supporting students by developing a formal support group.

Last, Central High School needs to review their programs for at-risk learners. The barriers currently in place that limit access need to be addressed.

Pupil Nondiscrimination Self-Evaluation – Equity of Educational Opportunity and Nondiscrimination.

Equity Efforts and Achievements

1. Describe any equity plans that have been implemented to achieve equality of educational opportunity and nondiscrimination. What is the evidence that these plans have been successful?

The only formal that is current operating is the E4E plan which addresses the need for gender equity in courses and careers that primarily attack just one gender. The most recent review was completed in spring of 2007. In addition, course descriptions are reviewed periodically to rid them of sexist language and artificial prerequisites that could discourage or prohibit access to courses and programs. Professional development is encouraged and provided to assist staff in providing all students with a successful education experience. Similar considerations (curriculum modification instructional modification or provision, ELL services, tutoring programs, individualized learning plans, etc.) are created and/or provided as the need is identified.

2. Describe any initiatives designed to achieve equity goals.

The school recognizes the need to address the individual needs of students. As the result, the school has provided PEP (personalize education plans) created a LBGT support group, initiated a tutoring program and offers customize curriculum. In addition, we have implemented the WI Comprehensive School Counseling Model, offers a variety of student assistant programs.

School librarian creates an inclusive positive environment through the selection of resources and the creation of spaces that support all students.

3. Describe the actions, programs, efforts, et cetera, which have been the most successful.

The creation and support for LBGT students through the support group was a need that previously was not available. This group has been successful in supporting students.

4. Describe the role and activities of your equity committee.

The district does not have a designated committee, rather these components of nondiscrimination are found throughout the procedures of existing committees and documents.

5. What are more difficult issues?

Delivering curriculum in manner that captures the interest of diverse groups.

School Climate

7. How do pictures and images in the school reflect and celebrate diversity? Are men and women, individuals from different racial or ethnic groups, and individuals with disabilities viewed positively, in a variety of positive roles and in non-stereotypical ways?

Review of documents does not reveal any concerns.

8. Are all parents encouraged to participate in significant ways in the life of the school? Is transportation, translation, childcare and other support made available for parents to attend school events? Do parents know this is available?

Many messages are being sent out, events are advertised, surveys are created to get input, several teachers use parents as guest speakers and encourages them to part-take in curriculum activities or extra-curricular clubs..

9. What efforts have been made to improve intergroup relations?

The school has made efforts through the community education program through a variety of opportunities, strategic planning, and activities that occur within extra-curricular organizations.

10. How have students been provided with a positive and respectful school climate? In what ways can the climate be improved?

We are modeling and communicating the expectations of respectful environment. Our strategic plan has a specific objective with action strategies to address a positive and respectful climate. Our grading policy includes language about life skills and assessment and feedback for improving student's behavior. Privileges are built in to reward appropriate behavior.

Student Achievement

12. Does the district routinely collect, analyze and use achievement data by race, national origin, sex, and disability? Does a minority achievement gap exist? Do other achievement gaps exist?

Student achievement data is collected and analyzed from a variety of national, state and local sources. In some of our data we are seeing a gender gap with females out-performing males, students of poverty performing below those of their peers. The racial diversity of the school is so small that analysis is not statistically reliable.

13. Is the data analyzed for the purpose of identifying strengths, needs, barriers and opportunities?

Absolutely, data is looked at in all kinds of ways. Curriculum and instructional strategies are discussed in light of this evidence.

14. What specific strategies or activities has the district adopted to increase student achievement? Are these strategies likely to increase achievement for all students? Reduce achievement gaps?

Curriculum aligns to state and national standards. Staff is continuously learning about best practices and adjusting instructional strategies to ensure learning for all students. There are a variety of activities currently underway with a focus to improve student achievement. There is a significant increase in the use of technology to engage students in the learning process. The policy and guidelines for grading were changed. The school now has a policy and guidelines that support research in grading for learning practices.

15. Describe how the district will continuously measure the effectiveness of strategies and activities to improve student achievement.

We will continue to use data from national, state and local assessments. We will correlate student achievement with staff observations to triangulate information on staff effectiveness.

Professional Development

17. Are equal educational opportunities, diversity and achievement gaps between groups considered in the planning and implementation of all professional development?

Yes, we are continuously striving to refine our practices in order to increase learning opportunities, thus student achievement for all students.

18. Does staff see equity and excellence goals as complementary or competing? Do they understand how to make excellence a reality for diverse learners? Do they understand their roles in creating a positive climate and demonstrating caring and high expectations for all students?

The staff sees equity and excellence goals as complementary. We believe there is a slight knowing-doing gap, despite our efforts. We will continue to work with our staff, keeping the topic at the forefront of our discussion and making it a purposeful focus.

19. How has the district provided professional development designed to enhance student achievement? How often is this provided?

We have a comprehensive ongoing professional development plan that is derived from data and embedded in daily practice.

Student Development of Equity and Diversity Competence

21. Is there a student diversity club or another club designed to promote respect, tolerance and celebration of difference?

International club has this focus.

22. Does citizenship education include attention to diversity, civil rights, respect, and equity?

This is embedding formally in social studies curriculum. There is also an expectation that this be included in our teaching and assessing of life skills throughout the curriculum.

Recommendations

23. What are your recommendations for improving efforts to achieve equality of educational opportunity and nondiscrimination? How will these recommendations be implemented?

Continue to build on what we are currently doing. The strategic plan objectives provide specific action strategies that address many of the components outlined in this self-evaluation for non-discrimination.

Pupil Nondiscrimination Self-Evaluation – Enrollment Trends in Classes and Programs

Patterns or Trends

1. In responding to the following questions, disaggregate class and program data from the last three years on the basis of race, sex, disability and national origin, and compare with overall student enrollment data. Identify trends and patterns.
 - **Are some groups under-or overrepresented in the special education programs?**
Review of the data indicates a balance between male and female students identified for special education programs. The overall percentage of students identified as special education falls below the state amount.
 - **Are some groups underrepresented in the gifted and talented programs?**
School does not have specific gifted and talented program. G/T students select advanced level courses. Data reveals that there is a greater representation of students of color in comparison of white students when you look at the overall student enrollment.
 - **Are some groups underrepresented in advanced and/or college preparatory classes?**
We have had more females enroll as well as take the AP exams. However, the percentage of males reaching a successful score on the exam exceeds the percentage of females receiving a successful score.
 - **Are some groups underrepresented in vocational courses or programs?**
Currently we find there is over and under representation of males and females in our career and technical education courses in the area of Technology Education and Family Consumer Sciences. This unbalanced representation is no different than what is experienced at the state level.
2. What types of data or information would improve the district's ability to evaluate trends and patterns in course and program enrollment?

The ability to have the course offerings report with the pupil counts report along with the special education data to merge into one searchable database, such as what is being proposed with the CWCS.

3. What conclusions has the district reached regarding enrollment trends in courses and programs?

That the primary area of concern falls within the traditional male/female specific topics of technology education and family and consumer science causing an imbalance.

Contributing Factors

4. In responding to the following questions, review the selection processes used in selecting or enrolling students for participation in programs and courses.
 - What is the selection process for placement in talented and gifted programs?
 - What is the selection process for placement in advanced and/or college preparatory classes?
 - What is the selection process for placement in vocational education classes and programs?

Self selection with encouragement from counselors based on post-secondary plans and a variety of achievement data points.

- Is there any other criterion or prerequisite that is used that may contribute to the trends identified? No
- Do the courses offered lead all students to proficient and above performance on state tests?
Through the culmination of academic opportunities, our students are performing greater than the state average as well as at levels in which we are not being identified as a school in need of improvement.

5. How might the selection processes described above affect the participation and achievement of certain groups? How could they be more inclusive for all?

The school may provide greater encouragement to those students whose data points indicate higher achievement. Thus, the school needs to maintain an awareness of this and provide greater encouragement to all students.

6. In responding to the following questions, review course descriptions or other forms of information about educational planning.

- Would any description make a certain type of student feel unwelcome?
- Does each description reflect a curriculum that is relevant and of interest to all types of students?

We believe that our course descriptions are sensitive to all populations. However, our curriculum department is currently working to update course descriptions to be more relevant to today's students and their interest.

7. Do guidance counselors demonstrate high expectations for all students and assist students in acquiring the resources and opportunities they need to succeed? If so, how is this demonstrated?

We do not believe counselors hold high expectations for all students. Some of this comes from counselors working with families over generations and hold some biases. Also, students who fit the traditional schooling with 4-year aspirations are best served. The school recognizes that greater expectations could be held for the 1/3 of the students who don't follow the traditional pathway. These perceptions are also the result of the school not having a variety of offerings for students who need alternative instructional needs. While this data does reveal a difference in expectations, this difference is not based on gender, ethnicity or social economic status; it is solely based on learning styles.

8. Do teachers demonstrate high expectations for all students and assist student in acquiring the resources and opportunities they need to succeed? If so, how is this demonstrated?

We do not believe teachers hold high expectations for all students. Some of this comes from teachers working with families over generations and hold some biases. Also, students who fit the traditional schooling with 4-year aspirations are best served. The school recognizes that greater expectations could be held for the 1/3 of the students who don't follow the traditional pathway. These perceptions are also the result of the school not having a variety of offerings for students who need alternative instructional needs. While this data does reveal a difference in expectations, this difference is not based on gender, ethnicity or social economic status; it is solely based on learning styles.

9. Are all students encouraged, welcomed into, and supported in advanced and/or college preparatory courses? Are accommodations available for students with special needs?

All students who demonstrate the prerequisite skills are encouraged to take rigorous coursework. Accommodations, as specified in a students IEP are always provided.

10. Are all students encouraged to take courses leading to proficient and above performance in the core academic areas?

All of Central's courses are aligned to standards which provide opportunity to learn the prerequisite skills to achieve proficient and advanced scores on the state assessment. Non-core areas also support learning by reinforcing knowledge and skills from the core content areas.

11. How does the district involve and support parents in their child's learning? How does the district involve all parents?

The school provides multiple ways to involve parents. Parents use on-line monitoring system through Infinite Campus; The school sends out regular messages through the phone and email; Regular parent information nights are scheduled throughout the year; The district provides a community newspaper to highlight activities, achievements, up-coming events, and learning opportunities.

12. Is information regarding course and program opportunities provided to parents/guardians? Is the information translated and provided in languages other than English? Is the information available in Braille or audio versions?

Yes, a printed copy is provided to all 8th grade parents and offered to other grade-level parents as needed. It is also posted on the district's web site. When needed the document is translated verbally for parents and students.

13. Are all areas of the school accessible to those with physical disabilities?

Not all areas are accessible, for example: several doors do not have power assist, the upper level weight room is inaccessible, and the stage is inaccessible.

14. What factors has the district identified that may affect course and program participation?

We have identified we have a traditional approach to advising; not all areas of the school are accessible, we do not have a career center,

15. What conclusions has the district reached regarding the effectiveness of current practices in meeting established class and program enrollment goals?

Increasing career awareness and information for students and faculty, updating course descriptions, accommodating non-traditional learning styles.

Recommendations

16. What are your recommendations for increasing class and program enrollment and achievement by underrepresented groups? How will these recommendations be implemented?

Continue to monitor data, evaluate trends and needs and identify area of improvement through our strategic plan and process.

Disciplinary Actions

1. What are the district's procedures, rules or guidelines regarding the imposition of discipline, including the imposition of suspension or detention? How are these procedures, rules or guidelines communicated to staff, parents, and students? Are they translated and provided in other languages in addition to English? Are they available in Braille or audio versions?

Central High School has a progressive discipline system that uses both detention and suspension as consequences for negative behavior. All procedures and guidelines can be found in the student handbook. That information can be translated into other languages upon request.

2. Review all expulsions and suspension records for at least the past three years. Identify trends and patterns.
 - Are suspensions or expulsions imposed disproportionately by race, sex, national origin, or disability?
 - Is the average length of suspension or expulsion longer for some groups?
 - Are out-of-school suspensions imposed more frequently on some groups?
 - Do some groups receive more in-school suspensions?

There are no really noticeable patterns other than the fact that there are more boys than girls suspended and expelled. The length of the suspension is determined by the seriousness of the infraction. There are no identified groups that are suspended more frequently or for a longer duration of time.

3. Review other types of disciplinary actions for at least the past three years.
 - Are disciplinary measures imposed disproportionately by race, sex, national origin, or disability?
 - Do certain groups tend to receive more severe disciplinary actions than other groups?
 - Is there a relationship between disciplinary actions and level of achievement?

Students who are frequently suspended tend to do worse in school than those who have not been suspended. I do not feel that discipline measures are enforced disproportionately.

4. In answering the following questions, review the form or formats used to report offenses or disciplinary action.
 - Do all teachers use the same form or format to report offenses or disciplinary action?
 - What record system is used?
 - For each incident, is the type of infraction, type of discipline imposed, and the protected class of each student involved reported?

Yes teachers use the same forms to report offenses. Infinite Campus (data system) records all data. Yes, the data is able to be sorted by our system.

5. Identify any steps that will be taken to better evaluate the trends and patterns of disciplinary actions.

At the end of the school year, we look at the data to make comparisons to previous school years. We look at: total number of referrals written, which teachers wrote the most referrals, which students received the most referrals, what infraction was occurred the most, as well as any trends or patterns that can be derived from the data.

6. Are the same or similar infractions treated alike?

Similar infractions are handled the same way according to district policy or the procedures that administration has created. These procedures include a progressive system ranging from detention to suspension to expulsion.

7. What efforts do the district and individual schools undertake in order to ensure that discipline is imposed equitably and consistently?

When there are multiple violators, we, the administration communicate to determine that the assigned consequences are logical and consistent. We have a progressive plan that identifies what consequences should be assigned based on specific violations of district policy.

8. What alternative educational opportunities are provided for children in the district? What alternative educational opportunities are provided for those who are expelled? Do expelled students return to schools, and, do they graduate?

Students can choose alternative placements which include HSED, Adult High School, Southern Lakes, Trouvaille, Job Core, several online schools, and Challenge Academy. Students who are expelled are often offered conditional re-enrollment, additional services after the school day or at a public venue (public library), or are offered online courses.

9. What factors might contribute to the trends and pattern of disciplinary actions? Are the patterns a result of differing treatment, expectations, or opportunities between students? Does the school environment make some students feel unwelcome, who, in turn, may act out?

Central HS has made it a priority to lay out all of the policies and procedures as it relates to disciplinary action. Our intent is to prevent problems from happening. When problems do arise, we try to have students reflect and encourage them to change their behavior. Our school works with students as they transition in as Freshman by enrolling them in a mentoring program and encouraging them to be involved in school activities.

Prevention of Harassment:

10. In responding to the following questions, review the district's nondiscrimination policies
- Do the school district's policies specifically prohibit pupil harassment?
 - Do the policies provide examples of pupil harassment?
 - Do the policies clearly define pupil harassment?
 - Do the policies explain the consequences for engaging in the prohibited conduct?
 - Do the policies explain how to file a complaint?
 - Do the policies prohibit retaliation against those filing a complaint?
 - Do the policies provide assurance that complaints will be handled as confidentially as possible?
 - Are the policies published in student and staff handbooks?
 - Are the policies explained in non-technical and age-appropriate language?
 - Are the policies provided in languages other than English? Are they available in Braille, video or audio versions?

Pupil harassment is specifically outlined and addressed in the student handbook. Specific scenarios are able to be referenced. The policy is clearly defined. Consequences are clearly outlined. The policy does not specify how to file a complaint, but students are told at the beginning of the year at orientation that they may do so by talking to their

counselor, the SRO, or Asst. Principal. The policy does not state that there are consequences about retaliation toward someone who reports harassment, but it is explained to students while having a conference or mediation about the complaint. We do not have a formal confidentiality clause written in a policy book, but a disclaimer is issued during our conference. An alternative language translation is available upon request.

11. Describe the district's guidelines, policies or procedures for investigating and resolving pupil harassment complaints. Are the rights of all parties protected? Does the procedure provide for an impartial investigation? Have resolutions been effective and timely?

When a complaint is filed, student statements are taken and then mediation occurs. If disciplinary resolutions are determined to be the best way to get to a conclusion, then they are assigned at that time. Usually though, students are given a chance to change their behavior and parents are notified before formal consequences are assigned.

12. Does the district's complaint process operate effectively in preventing future incidents of harassment? How could it be improved?

Student complaints are handled as soon as possible. Our process usually involves bringing in the SRO to listen to the situation and give the legal consequence for this behavior as well as having the Asst. Principal explain the school consequence. I feel that our process is effective and does not need to be changed.

13. Are all complaints of pupil harassment treated identically? If so, describe the process. If not, discuss under what circumstances they may be treated differently? Do students report that complaints of harassment are not taken seriously or ignored?

All complaints are investigated. The process changes when physical contact occurs or there has been a history of this behavior. At this point parent involvement is required as is referral to the SRO.

14. Do students, parents, teachers or administrators believe that harassment is a problem within the school, at school-sponsored activities, or on the bus?

We do not feel that it is a problem. When identified, it is addressed.

15. Describe any procedures or guidelines that a staff member must follow when he or she witnesses pupil harassment.

Teachers who witness harassment refer the students involved to administration.

16. Discuss any staff development, training program, or other efforts intended to help staff recognize and respond to pupil harassment.

We address the staff at the beginning of the school year during orientation and let them know what the procedure is regarding harassment. Because it is not much of a problem, we have not seen the need to do a formal staff development.

17. Is information about harassment and its prevention a part of the K-12 curriculum? What curricular materials or educational programs are used? Is harassment a part of the safe schools or citizenship initiative?

Harassment is explained as part of our Freshman Mentoring Program which helps students entering the high school setting transition.

18. Does the district have, as part of its school safety plan, a process for dealing with crises involving assault and abuse?

Yes we have a plan. In abuse cases, the first step is always calling Crisis. After that, counselors and administration are informed and a plan is developed.

19. Describe any other forums, orientation programs, activities, et cetera, which are used to address harassment.

Administration reviews harassment at the beginning of the school year with students and staff as an orientation of school expectations.

Recommendations

20. What are your recommendations for improvement? How will these recommendations be implemented?

My recommendation for improvement would be the implementation of a counseling group designed to address students who perceive themselves as "different" and a potential target for being harassed.


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Pupil Nondiscrimination Self-Evaluation Resources

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

In this section, the district is asked to review participation trends in athletic, extracurricular and recreational activities. In doing so, the district should consider whether all of the protected groups participate and are encouraged to participate in these activities. The district should also identify any factors that might be causing or influencing these trends.

In identifying factors, the district may want to consider whether the activities provided are relevant to, and are supportive of, all students. In other words, are activities provided that meet the interests and needs of every student? Other questions may include whether the time and location of activities are accessible to all students, whether student groups and/or activities are welcoming to diverse students, and whether information about the activities is effectively conveyed to all students and parents or guardians. The district might also consider whether students are provided with activities and opportunities to learn about and promote diversity, fairness and justice.

In this section, the district is also asked to consider what type of support is provided to these activities. In Cycle I, districts typically examined their athletic programs for sex inequity and gave comparatively little attention to extracurricular and recreational activities. In Cycle II, districts should still consider whether equitable support is provided in its athletic programs. However, districts should also consider what type of support is provided in other extracurricular and recreational activities. Are some groups being excluded?

As a reminder, numerical data should only be disaggregated on the basis of race, national origin, sex and disability. In addition, data from at least the past three years should be reviewed when analyzing trends and patterns. Any disparity greater than 5% should be considered significant.

For information on the nondiscrimination guidelines in interscholastic athletics, please see *The Pupil Nondiscrimination Guidelines for Athletics*, A Joint Publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association.

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

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Determine whether current practices might deter some students from participating in these activities.
- 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.

SUGGESTED QUESTIONS:

Athletic programs and activities

1. Review participation data in athletic programs and activities for at least the past three years. Review data by race, sex, national origin or disability. Identify trends and patterns.
 - Are some groups underrepresented in athletic programs and activities?
 - If so, how?
2. Are effective procedures in place to track participation in athletic programs and activities by race, sex, disability, and national origin?
3. In responding to the following questions, review interscholastic athletic opportunities for male and female students.
 - Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?
 - Are the opportunities comparable in scope and type?
 - If not, can the district show a history and continuing practice of program expansion for the underrepresented sex?
 - If not, can the district demonstrate that the interests and abilities of the members of the

underrepresented sex have been fully and effectively accommodated by the present programs?

4. Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:
 - coaching and other staff salaries
 - provision of uniforms
 - equipment and supplies
 - scheduling of games and practice times
 - provision of transportation
 - opportunity to receive experienced coaching, academic tutoring, medical, or other type of services
 - access to locker rooms, practice and competitive facilities
 - publicity efforts
 - availability of pep band, cheerleaders, pom pom, et cetera for all teams.
5. Are school mascots, team names, and logos free from bias or stereotyping?
6. Does attendance at athletic events reflect the diversity of the students in the school?
7. Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping?
8. Do coaches receive training to prevent hazing and harassment of, and by, athletes?
9. Does the selection of specific sports and levels of competition accommodate the interests and abilities of: members of both sexes, students with special needs, students with limited-English proficiency, or diverse racial/ethnic groups?
10. Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?
11. Are special accommodations available for students with disabilities?

Other extracurricular, recreational, and school-sponsored or approved activities

12. Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns.
 - To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by race, gender, national origin or disability?
 - If not, how do they differ?
13. Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?
14. Are activities provided to meet the expressed interests of all groups?
15. Are students and their parents/guardians encouraged to organize extracurricular activities or clubs that target their needs as members of a protected class? Has the district surveyed students, staff and parents/guardians to determine what these needs or interests may be?
16. Are special accommodations available for children with disabilities?
17. Is there a fair process by which all groups seeking school-approved status can apply? Are all groups that follow the process and meet criteria approved?
18. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?

Notice

19. How often and in what forums are the district's nondiscrimination policies and practices regarding athletic, extracurricular, recreational and other activities communicated to students and parents/guardians? How might this communication be improved?
20. Is there a permanent process in place for ensuring that all public information regarding athletic, extracurricular and recreational activities is inclusive and free of bias, stereotyping, and discrimination, including language and visuals? Public information includes press releases, brochures, outreach/recruiting materials, posters, public service announcements, et cetera.
21. Is information regarding athletic, extracurricular, recreational, and other activities published in other languages in addition to English? Is the information available in Braille or audio versions?

Recommendations

22. What are your recommendations for increasing participation of underrepresented groups in athletic, extracurricular, and recreational activities? What are your recommendations for ensuring that equitable support is provided in the district's athletic programs? How will these recommendations be implemented?

Reporting

Prepare a summary of the status of pupil nondiscrimination and equality of education with regard to participation trends and patterns and school district support of athletic, extracurricular, and recreational activities. Include in the summary your findings, analysis, supporting data and recommendations for improvement, and information on how your recommendations might be implemented. Include this summary as part of your report.

For questions about this information, contact Paul Sherman (608) 267-9157

Pupil Nondiscrimination Self-Evaluation Resources

Suggested questions:

Athletic programs and activities

1. Review participation data
Are some groups underrepresented in athletic programs and activities?
No, same percentage as student population
2. Are effective procedures in place to track?
Yes, our student software system
3. In responding to the following questions
Yes
Yes
4. Review the districts separate...is equitable support provided?
Yes in all areas
5. Yes
6. Yes
7. Do coaches receive training in - No, but will add to training
8. Yes, to prevent hazing and harassment
9. Yes
10. Yes – surveys are conducted every two years
11. Yes as per WIAA policies
12. Reflect the student population
13. Yes, our school software system
14. Yes
15. Yes, surveys are conducted every two years - all incoming students are encouraged to form clubs and activities that meet their needs
16. Yes
17. Application process available to all students, yes all are approved
18. Meetings with students and parents
19. Parent meetings, in all written materials, posted
20. All public information comes through the athletic office and meets the criteria
21. No, not published in other languages, Braille or audio
22. We will continue to meet with parents and students and encourage all to participate. We will continue to survey students to ensure we are meeting their needs as far as activities and programs are concerned.
Equitable support is provided to all athletic programs and will be in the future.

Pupil Nondiscrimination Self-Evaluation – Awarding Scholarships and Other Forms of Recognition

Awards that are directly administered

1. Review data and information on award recipients and applicants for at least the past three years. Identify trends and patterns.
 - To what extent do the applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
 - To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
 - What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?

Awards, primarily in the formation of scholarships are awarded based on the qualifying criteria of the award. Many awards are given based on economic need as well as career choice. Other awards given out focus on academic and athletic achievement.

2. What procedures are in place to track and analyze applications for and awarding of scholarships and other forms of recognition by protected class status? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?

The school has a data base where we track the awarding of scholarships. The school underwent an audit, to which no concerns regarding scholarship awarding were found. The school will continue to document the awarding of scholarships based on gender, race and disability.

3. What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?

Criteria fall in the form of the specifics of the award as well as many have included economic need. At this time, it is strongly believed that awards are given in a manner that ensures the school is following procedures that do not discriminate or stereotype.

The following questions refer to those scholarships, awards, and other forms of recognition that are not sponsored by the school district but require an active role by school officials. Examples of an active role include nominating or writing letters of recommendation.

Other scholarships and awards

4. To what extent do students assisted by school officials for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin and disability?

All students, despite their race, gender, national origin or disability are offered assistance with the application process for awards.

5. What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?

Nothing specific is done to ensure representation across the populations. Opportunities are posted as well as the school has a news letter/information sheet that is continuously updated and posted on the web site to communicate the variety of opportunities that we are made aware of. In addition, information is given to the subject area teachers for more specific awards.

6. What annual procedures are in place to track and analyze the role of school officials in assisting students? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?

Currently, there are no procedures in place to track the awarding of scholarships. As of this date, the school has never received any complaints that students were not assisted in their pursuit of an award.

Notice

7. How often, and in what settings, are staff, students, and parents/guardians made aware of the district's nondiscrimination policies and practices in the awarding of scholarships and other forms of recognition?

Nondiscrimination notices are posted in our buildings at various locations both within public and private areas. The discrimination policies are accessible from our website. The school newspaper, athletic handbooks, student agenda and staff handbooks all contain the notice of non-discrimination.

Recommendations

8. What are your recommendations for increasing distribution of scholarships and other awards to underrepresented groups? How will these recommendations be implemented?

The review of this component of the non-discrimination self evaluation leads us to a conclusion that the school could use a more descriptive process for awarding of scholarships. While we are confident that scholarships and other awards are distributed in a manner that does not discriminate, we feel that administrative guidelines with language to ensure non-discrimination would be an essential action step to assure we maintain a fair and equitable process.