

Pupil Nondiscrimination Self-Evaluation

In the 2022-23 school year, all school districts were required by PI 9.06 of the Wisconsin Administrative Code to evaluate the status of pupil nondiscrimination and equality of educational opportunities within their district. Areas to evaluate included:

- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district;
- Participation trends and patterns in and school district support of athletic, extracurricular, and recreational activities; and
- Methods, practices, curriculum and materials used in counseling

Evaluation of Scholarship Trends and Patterns

Scholarship Awards			
			HS Population Total (395)
Total:	59		395
Females:	25	42%	45%
Males:	34	58%	55%
White:	58	98%	92%
Other Race:	1	2%	8%
Non-ELL:	59	100%	99%
ELL:	0	0%	1%
Non-Low SES:	46	78%	70%
Low SES:	13	22%	30%

Scholarships are given out on an annual basis in the spring of every school year. In the last school year, 59 scholarships were given out. Between 30-40% of all scholarships are reviewed by a committee comprised of district staff, while 60-70% of the scholarships are reviewed by entities outside of the school district. Each scholarship awarded has its own criteria set by the person or entity giving out the scholarship. The district does not use specific criteria to ensure or promote a representative distribution; however, the school district staff committee attempts to ensure that all students who apply for scholarships receive scholarship awards.

When analyzing the current scholarship data, it is apparent that students who are economically disadvantaged (Low SES) or culturally diverse (Other Race) continue to be slightly underrepresented in being granted scholarship awards. However, in comparison to the last pupil non-discrimination report, completed in the 2016-2017 school year, scholarships awarded to those who are economically disadvantaged have increased (from 6% to 22%), which is much more representative of the overall high school population. In order to continue to combat this discrepancy, scholarship grantees will be again contacted and encouraged to change their scholarship criteria if

possible and to focus on donating scholarship money to students who have a diverse background and for apprenticeships or internships.

Evaluation of Athletic and Co-Curricular Trends and Patterns

	HS Population Total	Total Activity Participation	Athletic Participation	Other Activities
	395			
Females:	45%	52%	43%	59%
Males:	55%	48%	57%	41%
White:	92%	97%	95%	99%
Other Race:	8%	3%	5%	1%
Non-ELL:	99%	99%	99%	99%
ELL:	1%	1%	1%	1%

Participation in activities are documented through the district’s student management system and within the activities department at the high school. Information regarding race, gender, disabilities, ELL status, and low SES are not disaggregated currently. Participation in all activities accommodate different ability levels and interests. Students are not “cut” from participation based on ability level, and the amount of activities offered is high. School mascots, team names, and logos are free of bias and stereotyping. Coaches receive training on harassment.

Thirty-six activities are offered at the high school with 17 of them being athletic. Co-curricular activities are student-driven and are created because of student interest. According to a biannual survey, 70% of students participate either in a high school or community activity. All activities are offered to all students through a general school-wide announcement, with no recruitment or encouragement of participation by underrepresented groups.

According to the data, students who are racially diverse are underrepresented. There are less males who are involved in other activities other than athletics when compared to the overall high school population of females to males. To combat underrepresentation, data will be disaggregated based on race, gender, disabilities, ELL status, and low SES at the end of each school year. Those students who are not participating in activities, specifically those who are culturally diverse and economically disadvantaged, will be encouraged the next school year to participate. A survey will be conducted to determine if there are interests or needs not being met. The creation of a cultural awareness club should be considered. Additional mandatory comprehensive training should be offered at least seasonally to all coaches and advisors regarding bullying, harassment, problem-solving, peer conflict, and hazing.

Evaluation of Methods, Practices, Curriculum, and Materials Used in Counseling

The goals of this part of the evaluation is to ensure:

- Equity and diversity are integrated into all aspects of counseling
- No forms of bias or discrimination are present in counseling strategies
- Counselors emphasize courses, programs, roles, and careers are open to all regardless of protected class
- Counselors demonstrate high expectations for all students

Counselors provided the self-evaluation team with their curriculum materials, methods, and practices. All materials used within the counseling program at the elementary and middle school levels are research-based, free of bias and stereotyping. Curriculum is reviewed by the Pupil Services Team biannually. Counselors are licensed and have been accredited in a counselor training program in the State of Wisconsin, which includes extensive education in equity, diversity, and bias. All counselors have master's degrees and have had several years of experience in the counseling field. Academic planning, counseling activities, and support services are aligned with the general education curriculum. The elementary and middle school counselors teach classes, which are embedded within classroom schedules. Individual and group counseling outside of the classroom are offered throughout the year on a daily basis for students requiring more support. The high school counselors use Xello for academic and career planning, which has the district's courses embedded within the system. Counselors meet with juniors, provide monthly activities in Blackhawk periods for academic and career planning, and present in English, Health and senior classes. Currently, counselors' curricula are being reviewed as part of the systematic curriculum and instruction review process. Continued review of the curriculum will occur.