

School District of Horicon

Self-Evaluation of the Status of Pupil Nondiscrimination

March 2017

It is the policy of the School District of Horicon that no person shall be discriminated against on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability.

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INTRODUCTION

This evaluation process has been conducted in compliance with Wisconsin State Statute 118.13 and Wisconsin Administrative Code Chapter PI 9. The process has taken into consideration the existing Board of Education Policies related to pupil nondiscrimination. The last nondiscrimination self-evaluation occurred in November 2011. The gender and ethnic make-up of the school district has not changed substantially since that time however, we have seen a marked increase in the number of economically disadvantaged students.

This evaluation has involved many stakeholders of the district including students, staff, parents, and other residents of the school district. This written report of the evaluation will be made available to the residents of the school district and will be posted on the district website.

This report represents data surrounding many aspects of district policies and procedures in all operations of the district where pupil discrimination could potentially exist. The outcomes of these investigations reveal compliance with all nondiscrimination requirements.

The School District of Horicon began the implementation of the Positive Behavior Intervention and Support (PBIS) framework at the start of the 2010-11 school year. As part of the initiative, students and staff are routinely educated regarding expectations related to harassment and other discrimination issues. Complaint procedures are also communicated to students and parents.

The student Youth Risk Behavior Survey and School Climate Survey are given annually to students. Data from these surveys are used to assess student perceptions related to many aspects of the operations of the school district including discrimination.

The School District of Horicon is also participating in several grants related to school climate and culture. These include the Safe Schools/Healthy Students Grant, Grant to Reduce Alcohol Abuse, and Safe and Supportive Schools Grant.

SELF-EVALUATION REVIEW COMMITTEE

Rich Appel	District Administrator
Teresa Graven	High School Principal
Lisa Sawyer	Van Brunt Principal
Christine Klumpers	Special Education Director
Christine Klumpers	Special Education Program Support
Kim DeZeeuw	High School Counselor
Cynthia Borgstrom	Van Brunt Assistant Principal
Lauren Liska	School Psychologist
Mike LeBouton	Activities Director
Paul Scharfenberg	JH/HS Assistant Principal

Staff, students, parents, and residents of the school district were given the opportunity to make comments and otherwise provide feedback during this evaluation process.

STUDENT DEMOGRAPHICS

712 students currently attend the School District of Horicon. We are a small, rural community located in Dodge County, Wisconsin that is currently experiencing severe declining enrollment. There are 347 female students and 365 male students. 245 (34%) students are economically disadvantaged (qualify for free/reduced lunch), 18 (3%) students are identified as English Language Learners. 599 (84%) students are identified as white/non Hispanic with 113 (15%) identified as all other ethnic categories. 129 (16%) students are identified as students with disabilities.

Based on the small numbers of students in other sub-groups, our analysis of the status of pupil nondiscrimination was confined to gender data. This is consistent with past self-evaluations and audits as per Department of Public Instruction guidelines.

REVIEW OF MATERIALS

The following materials were reviewed to determine if they contained the required nondiscrimination statement as well as required complaint procedures:

- High School Staff Handbook
- Van Brunt Staff Handbook
- High School Student Handbook
- Van Brunt Student Handbook
- High School Course Registration Handbook
- Athletic Code

All publications were found to be in compliance.

NON-DISCRIMINATION POLICIES AND COMPLAINT PROCEDURES

It is the policy of the School District of Horicon that no person shall be discriminated against on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability.

Non-discrimination policies and procedures have been found to be in compliance with state and federal guidelines and legislation. Policies are routinely reviewed by administration and the Board of Education. Copies of all Board policies are kept in the district office located at 611 Mill St., Horicon, WI. Information about policies and complaint procedures can also be found in student handbooks as well as other publications such as course description booklets and athletic code handbooks.

The annual publication of our nondiscrimination policy in the form of a Class 1 legal notice appears in our officially designated newspaper. The policy appears annually in mid-August in the Dodge County Pioneer. Nondiscrimination statements are also placed in front of each school publication.

ENROLLMENT TRENDS IN CLASSES AND PROGRAMS

Enrollments in elective classes at the high school and middle school were reviewed. There continues to be differences in the gender makeup of several elective classes. The following is a review of some of the data related to gender gaps in elective courses for the 2016-17 school year:

<u>Elective Courses</u>	<u>% Female Students</u>	<u>% Male Student</u>
High School Choir	84.2%	15.8%
High School Band	54.3%	45.7%
College Prep Science Electives	60.6%	39.4%
Middle School Band	62.5%	37.5%
High School Spanish	58.4%	41.6%
High School Family/Consumer Ed.	54.5%	45.5%
High School Math Electives	45.7%	54.3%
High School Agriculture Education	40.3%	59.7%
High School Business Education	42.0%	58.0%
High School Elective Physical Education	26.3%	73.7%
High School Technology Education	16.4%	83.6%

We have found no evidence that discrimination takes place during the registration and enrollment process in any of our elective classes. All students have an equal opportunity to take any elective class provided they meet the pre-requisite requirements for that particular course.

METHODS, PRACTICES, CURRICULUM, AND MATERIALS USED IN COUNSELING

The School District of Horicon employs one school counselor at the high school serving students in grades 7-12. At the Van Brunt elementary school, the previous counselor is now working in the capacity of assistant principal and is serving students in grades PreK-6. Both have been trained in and use the Wisconsin Comprehensive School Counseling Model for the basic structure of their programs. This model consists of a guidance curriculum, individual student planning, responsive services and system support. Services are offered to all students in the district without discrimination.

Counselors have also taken graduate level courses related to diversity with an emphasis on nondiscrimination. Other counselor workshops and conferences have increased their knowledge and understanding in areas such as English Language Learners, Students with Disabilities, cultural barriers, gender biases, and sexual orientation issues. The Wisconsin School Counselors Association Conference, Restorative Practice training, Response to Intervention training, and Positive Behavior Support and Intervention training have all supported our efforts to provide for a nondiscriminatory environment within the school district.

Counselors review all counseling materials to verify that bias and stereotyping are absent from all materials. Past training and support from the Wisconsin School Counselors Association the Wisconsin Department of Public Instruction have also helped to provide appropriate training. Curricula materials are also standards-based to ensure their appropriateness.

Translation support that is used for English Language Learners and their families includes local translation support, CESA translation services and computer-based translation. ACCESS testing is administered and results are used to formulate plans for each student individually. While this is an on-going challenge for many small school districts, we provide appropriate services as recommended by DPI.

Individual Learning Plan meetings and career counseling meetings are held with each student and his/her parents. Discussions include long-term goals and various services that are available to students. Discussions also include programs available for closing the achievement gap for students who need that service. District Strategic Plan goals related to student achievement are also used to improve services to all students.

PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETIC, EXTRA-CURRICULAR, AND RECREATIONAL ACTIVITIES

The School District of Horicon follows recommendations from the joint publication of the Wisconsin Department of Public Instruction and Wisconsin Interscholastic Athletic Association, *The Pupil Nondiscrimination Guidelines for Athletics*. This publication can be found online at <http://www.wiaawi.org/handbook/nondiscrimination.pdf>.

Participation levels for co-curricular activities and athletics during the past three years at the high

school level are as follows (males are listed first followed by females):

High School Co-Curricular Activities

<u>Activity</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Academic Bowl	8/10	6/9	8/7
Art Club	5/6	6/8	4/8
Drama	4/5	4/15	4/4
FBLA	9/6	4/7	5/16
FCCLA	6/21	NA/NA	5/15
FFA	12/12	14/13	7/14
Forensics	2/7	2/10	3/10
Letter Club	NA/NA	NA/NA	NA/NA
Math Team	5/9	5/11	7/9
Musical	3/17	3/24	6/14
National Honor Society	4/16	2/9	10/24
Student Council	12/50	7/30	16/40
S.O.P.E.	NA/NA	NA/NA	NA/NA
Total	70/159	53/136	75/161

High School Athletics

<u>Activity</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Baseball	10/0	17/0	16/0
Basketball	20/21	21/25	22/17
Cross Country	9/12	15/10	12/7
Football	32/0	22/0	32/0
Golf	6/2	4/0	2/0
Managers	0/6	1/7	1/10
Softball	0/25	0/22	0/25
Spirit Squad	0/15	NA/NA	0/6
Track	10/8	17/13	24/15
Volleyball	0/23	0/25	0/24
Wrestling	14/1	15/1	20/1
Total	101/113	112/103	129/105

Participation levels for co-curricular activities and athletics during the past four years at the middle school level are as follows (males are listed first followed by females):

Van Brunt Elementary/Junior High School Co-Curricular Activities

<u>Activity</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Creative Dramatics	4/20	6/9	9/15	7/6
Forensics	NA/NA	3/29	4/30	1/19
Student Council	<u>10/22</u>	<u>9/11</u>	<u>6/11</u>	<u>5/16</u>
Total	14/42	15/63	18/69	13/41

Junior High School Athletics

<u>Activity</u>	<u>2014-15</u>	<u>2015-16</u>
Basketball	19/16	19/15
Cross Country	5/12	5/6
Football	20/0	18/0
Track	17/24	10/17
Volleyball	0/27	0/26
Wrestling	<u>11/2</u>	<u>9/1</u>
Total	72/81	61/65

Participation in co-curricular activities and athletic activities continues to be dominated by females. At the high school level 81.8% of all co-curricular participants are female while only 18.2% are male. Athletics participation rates are much more balanced between males and females with 55.1% of participants being females and 44.9% being males. Similar numbers can be found at the elementary and middle school levels with 75.9% of all co-curricular participants being females and only 24.1% being males. Athletic participation is much more balanced at the middle school level as well with 48.4.1% being females and 52.6% being males.

We have found no evidence that discrimination takes place during the decision-making process related to participation in co-curricular activities and athletics. All students have an equal opportunity to participate and are equally encouraged to participate.

TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

Students in the School District of Horicon have several opportunities to receive recognition for achievement including post-secondary scholarships. All materials related to recognition have been found to be in compliance with nondiscrimination policies and laws.

Elementary School:

The first opportunity for public recognition is our elementary school Power of Positive Students (POPS) Awards. Nominations for these monthly awards are made by classroom teachers and are based on students who have added to the positive atmosphere of the classroom. During the

2015-16 school year we found the following award recipients:

Kindergarten =	17 males	10 females
1 st Grade =	15 males	11 females
2 nd Grade =	7 males	11 females
3 rd Grade =	6 males	12 females
4 th Grade =	7 males	11 females
5 th Grade =	7 males	11 females
6th Grade=	11 males	16 females
Total =	53 males	72 females
Percentage =	46%	54%
Nominated by Female Teachers =	39.5%	42.7%
Nominated by Male Teachers =	6.6%	11.2%

We had a total of 17 regular education classroom teachers in our school for the 2015-16 school year. Fourteen of these teachers were female and three were male. Female teachers nominated a total of 42.7% female students and 39.5% male students. Male teachers nominated a total 11.2 % of female students and 6.6 male students.

Junior High School:

Students begin receiving academic recognition at the middle school level through our honor roll which is published in the local newspaper at the end of each quarter (males are listed first followed by females):

Honor Roll (2015-2016)

<u>Semester</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Semester 1	26	40	66
Semester 2	25	46	71

High School:

Scholarship application materials are handed out to all seniors in their English class with the application procedures being explained at that time. Additionally, all materials are posted on our district website and are available in the high school guidance office. Students are also educated on ways to use online search engines for other scholarships. When applications are read by the selection committee, all identifying information is removed to prevent potential discrimination. Recipients are selected based on their completed application which includes grade point average, extra-curricular involvement, leadership, awards/recognition, and essay answers to questions

related to their goals and their strengths.

Honor Roll (2015-2016)

<u>Q/S</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1 st Quarter	46	71	117
2 nd Quarter	42	66	108
1 st Semester	39	64	103
3 rd Quarter	37	68	105
4 th Quarter	34	65	99
2 nd Semester	<u>37</u>	<u>65</u>	<u>102</u>
Average	39.2	66.5	105.7

Scholarship Applicants

<u>Year</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>
2013	16	5	11	0	1
2014	24	9	15	0	0
2015	22	8	14	1	1
Total	62	22	40	1	2

Scholarship Recipients

<u>Year</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>
2013	16	5	11	0	1
2014	24	9	15	0	0
2015	22	8	14	1	1
Total	62	22	40	1	2

62 out of 62 applicants (100%) received a scholarship. 22 out of 22 male applicants (100%) received scholarships while 40 of 40 female applicants (100%) received scholarships. 2 out of 2 special education applicants (100%) received a scholarship. There was nothing in our audit that would lead us to conclude that the differences were a result of discrimination. It is our conclusion that the higher number of applications from female students and the higher percentage of recipients from female applications was due to other factors. It is believed that these factors are related to the selection criteria discussed above.

CONCLUSIONS

Despite the obvious differences found in participation levels, achievements, and awards for female students when compared to male students, we have found no evidence that this is based

on discrimination. The female students have consistently participated at higher levels and have achieved at higher levels than their male counterparts. We believe that it is important to continue to encourage male students to become more active and to strive for higher levels of achievement but this cannot be done by favoring male students over female students.

SUMMARY OF SPECIFIC LEGAL REQUIREMENTS

Policies – The Board of Education has developed policies prohibiting discrimination against students.

Complaint Procedure – The Board of Education has developed a procedure of receiving and resolving complaints and has identified the complaint officer.

Public Notice –The Annual Class 1 Legal Notice is published.

Evaluation – This report complies with required evaluation procedures.

Reporting – The annual compliance report has been submitted.

Printed Materials – Nondiscrimination statements are contained in printed materials.

Input – The opportunity for input has been provided to students, staff, administrators, parents, and residents of the school district.

Written Report – The written report is available for review by anyone.

RECOMMENDATIONS

1. It is recommended that a record of data related to participation in all school district activities and award recipients be kept so as to better analyze trends over time.
2. It is recommended that policies continue to be reviewed for compliance and that staff routinely monitor printed materials and publications for the inclusion of the nondiscrimination statement and complaint procedures.
3. It is recommended that staff and students continue to be routinely trained in the identification of potential discrimination and that any concerns immediately reported to the complaint officer.
4. It is recommended that staff monitor student participation in all activities especially where participation is not well-balanced.