

RICE LAKE AREA SCHOOL DISTRICT

PI 9.06(1)

<p>Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Education Opportunity Report</p>

Prepared for:

Rice Lake Area School District Board of Education

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Prepared by:

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INTRODUCTION

PI 9.06 Wisconsin Administrative Code requires school boards to evaluate the status of Pupil Nondiscrimination and Equity of Educational Opportunity in the school district at least every five years and report the results to the Department of Public Instruction. The Rice Lake Area School District last completed this process in 2011-2012. For the 2016-2017 self-evaluation, the Department of Public Instruction is requesting that districts evaluate the status of pupil nondiscrimination and equality of educational opportunity in the following three areas:

- Methods, practices, curriculum and materials used in school counseling (PI 9.06(1)(c) Wis. Admin. Code;
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities (PI 9.06(1)(f) Wis. Admin. Code; and
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district (PI 9.06(1)(e) Wis. Admin. Code.

This self-evaluation is a tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

PROCESS AND PROCEDURES

The Rice Lake Area School District elected to use the self-evaluation process established by CESA # 11. The Director of Pupil Services utilized the data collection process outlined by the CESA #11 Human Fairness/Equity consultant. A survey was created by CESA #11 that encompassed the three areas, as identified above, to be self-assessed. The following groups were included with the information and data collection that was included in the survey completed by the Special Education Coordinator:

- Administrators
- Athletic Directors
- Elementary, Middle, and High School Guidance Counselors
- High School Student Services Secretary
- Support Staff
- District Data Technician

In addition, the following district materials were reviewed:

- The District's student discrimination policies and procedures
- High school, middle school, and elementary handbooks
- Athletic code of conduct
- District website
- High school course selection materials

- Scholarship and awards data and processes
- Student-level data housed and data-mined in Skyward

METHODS, PRACTICES, CURRICULUM, AND MATERIALS USED IN SCHOOL COUNSELING

- All Rice Lake Area School District school counselors have received training in the “By All, For All” Wisconsin Comprehensive School Counseling Model. The school counselors revisit their curriculum, practices, and resources continually by building level
- Outcomes of that training included: Development of Rice Lake Area School District Counseling Program Manual; the high school sophomore student and parent meeting with school counselors; the sophomore conference feedback procedure; collaboration with electronic portfolio development (ACP portfolio)
- Career development activities provided for all K-12 students include: 9th, 11th, 12th grade Career Day; Freshman Success and is reported to be integrated in subject area curriculum. Unit plans are currently being developed by classroom teachers; these would provide evidence of actual integration.
- Non-traditional careers are reported to be included in career activities
- K-12 instructional delivery methods of the school counseling curriculum include assemblies at the elementary level, classroom presentations, evening programs, small group, and one-on-one settings. School newsletters and the district website provides information to families, as well
- Parent involvement in the Rice Lake Area School District Counseling program includes: Fifth-grade orientation; Ninth-grade orientation; tenth-grade parent/student/counselor conferences; parent involvement in scheduling process at middle and high school level; Quarterly high school student services newsletters sent home; some elementary post-lesson or post-unit notes sent home from school counselor.
- Rice Lake Middle School does not have a course description book or registration booklet. The middle school team expects to have the course description booklet completed by August 2017
- Rice Lake High School provides a course description book on the district website. The book contains the pupil non-discrimination statement
- The student handbooks for middle school and the elementary schools contain the Equal Educational Opportunities policy; the handbooks do not have the non-discrimination statement clearly on the booklets at this time. The elementary handbooks on the website are not up-to-date. The elementary handbooks are available in Spanish.

Elementary: (Grades K-4)

- Units: decision making, diversity, drug awareness, interpersonal relationships, social emotional regulation, managing conflict, personal safety, problem solving, transition
- Units are delivered in the classroom setting
- Small-group interventions are provided based on current need
- One-one interventions provided based on student need

Middle School: (Grades 5-8)

- 5th grade also include units in career exploration, conflict resolution (harassment/bullying)
- 8th grade units: career exploration, transition to high school
- Units co-taught in computer class and infused in all courses
- 6th, 7th, 8th grade suicide prevention
- 5th grade: current: drug and alcohol; stress management; bullying and cyberbullying; protective behaviors; career exploration; conflict resolution; disability awareness; sportsmanship, tobacco
- Middle school in the process of considering a 5th grade only first day; grades 6-8 would have an open-house format that would include individual conference with each student and parent and homeroom teacher.
- The curriculum and units in the current 5th grade guidance class will be infused in middle school health class. The school counselors will team teach certain units with the health teacher
- One-one interventions based on student need

High School: (Grades 9-12)

- Units: Freshman Success: career and academics, post-secondary planning (ACP portfolio); pre and post-test in Freshman Success to elicit student feedback
- 10th grade conferences with parents and students; parents complete a survey to provide feedback about the Sophomore conference
- 10th grade suicide prevention and mental health in Human Growth
- 11th and 12th grade career/post-secondary planning and conferences (with student)
- 12th grade: financial aid, scholarships, post-secondary planning, career
- Services provided to all high school students are identified above
- ACP capstone class will change in school year 2018-19
- One-one interventions based on student need

MIDDLE SCHOOL

Boys and Girls Club

Male	Female	White	Hisp.	African Am.	Asian/Pac Isl.	Native Am.	Other Eth	Disability Health Needs	Economic Dis.	Homeless
100	76	159	1	0	1	3	12	151	57	

School Sponsored Activities

Forensics 7/8	Jazz Band 7/8	Quiz Bowl 6/7/8	Science Olympiad 7/8
Show Choir 7/8	Student Council 5/6/7/8	Theater Productions 5/6/7/8	Skills USA 6/7/8
Math Counts 6/7/8	Co-ed Cross Country 5/6/7/8	Girls Volleyball 7/8	Boys Basketball 7/8
Girls Swimming 6/7/8	Archery Club 5/6/7/8	Boys Swimming 6/7/8	Girls Basketball 7/8
Archery Team 5/6/7/8	Wrestling 5/6/7/8	Track 6/7/8	Gay Straight Alliance

Middle School Accountability Report Card data:

Am. Ind. Alaskan Nat.	Hisp.	Af. Am.	Native Haw. Pac. Is.	Asian	White	Two or more races	Dis.	Ec. Dis.	ELL
0.8%	5.1%	0.2%	0.0%	1.7%	88.4%	3.8%	13.4%	44.4%	2.0%

Total number of students involved in middle school-sponsored activities

Male	Female	White	Hispanic	African Am.	Asian/Pacific Isl.	Native Am.	Other	ELL	Disability	Economic Dis.	Homeless
169	218	344	27	0	8	16	19	6-8	33	R-25 F-96	

Number of middle school students that participate in sports

Male	Female	Hispanic	Af. Am.	Asian/PI	Nat Am	White	Other	ELL	Disability	Econ dis.	Homeless
78	90	9	0	4	3	151	9	1	3	48	3

Middle school athletic budget: \$33,000

Parent/guardian involvement: Parents are requested to watch a video online that communicates the middle school athletics philosophy and information. The philosophy of middle school athletics is based on the belief that middle school is a time of exposure and exploration.

Students are afforded equal playing time independent of skill level, and there is a 'not cut' policy; all students are eligible to participate. Parents are also directed to the appropriate staff member if that have a question or issue they wish to address.

Parents are provided a code of conduct that is also shared online that does include the pupil non-discrimination statement. There is not a middle school athletic handbook. They and their student are required to sign the code of conduct and return the signed hard copy. Materials are not provided in another language.

Parents are sent information prior to the season and parent volunteers are solicited to work events.

HIGH SCHOOL

Boys and Girls Club

Male	Female	White	Hisp.	African Am.	Asian/Pac Isl.	Native Am.	Other Eth	Disability Health Needs	Economic Dis.	Homeless
73	89	135	5	7	6	2	5	112	22	

High School Accountability Report Card Data

Am. Ind. Alaskan Nat.	Hisp.	Af. Am.	Nat Haw. Pac. Is.	Asian	White	Two or more races	Dis.	Ec. Dis.	ELL
0.3%	3.2%	1.2%	0.0%	1.9%	90.2%	3.2%	13.5%	33.3%	1.3%

School Sponsored Activities

Football	Boys Cross Country	Boys Soccer
Boys Basketball	Boys Hockey	Wrestling
Boys Swimming	Baseball	Boys Golf
Boys Track and Field	Tennis	Girls Cross Country
Volleyball	Girls Golf	Girls Swimming
Girls Basketball	Girls Hockey	Gymnastics
Softball	Girls Track and Field	Girls Soccer
Vocal Music	Instrumental Music	Forensics
Theatre/Catharsis	Yearbook	Skills USA
International Club	FFA	National Honor Society
Student Council	FBLA	FCCLA
Key Club	Math Team	Conservation Club
High Mileage Vehicle	Warbirds	Cross Country Ski Club
Young Democrats	Young Republicans	Gay-Straight Alliance
Madrigal/Musical	Student Mentors	Academic Decathlon
Art Club	Curling Club	DECA
Mock Trial		

Total number of high school students involved in school-sponsored activities

Male	Female	White	Hispanic	African Am.	Asian/Pacific Isl.	Native Am.	Other	ELL	Disability	Economic Dis.	Homeless
269	336	598	24	9	14	11	11		59	R-27 F-110	

Number of High School students that participate in sports

Male	Female	Hispanic	Af. Am.	Asian/PI	Nat Am	White	Other	ELL	Disability	Econ dis.	Homeless
176	173	9	6	10	3	312	9	1	15	39	5

- High school athletics budget: \$400,000
- Booster Club provides \$60,000 each year
- There are guidelines in place regarding the coach: athlete ratio. There is no policy regarding the gender of coaches for each sport.
- The school district uses the Fargo Plan to determine the amount of compensation its athletic coaches receive. This document is located in the office of the high school athletic director.

Parent/guardian involvement: The high school athletic department does not require each sport to hold a parent meeting prior to each season. The high school athletic director reported that most sports likely hold a parent meeting, but there is no written requirement.

The high school does not have an athletic handbook at this time.

The district website houses all information for parents regarding athletics. Parents and students must sign an Athletic Code of Conduct; a Concussion form, and have a physical every other year. The Code of Conduct does not contain the non-discrimination statement. Materials are not provided in another language.

Parents can join the athletic booster club. Parents also are asked to volunteer time working in the concessions stands, providing team meals, and organizing the senior awards and end-of-the season banquet. Parents can elect to receive electronic communication through rSchools Notification system regarding practice and competition information.

Selection criteria: In order for students to participate in high school athletics, students must be in good academic standing (passing all classes); student grades are checked weekly by the athletic coaches. Many other Big Rivers Schools check grades quarterly. At the high school level, each sport determines the criteria necessary for participation, often based on the athlete's skill level.

Almost all sports have a written criterion for earning a letter in each sport. When a student elects to quit a sport, there is not a process in place to gather information related to reasons for quitting.

TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT PROVIDED OR ADMINISTERED BY THE DISTRICT

District-Level:

Student of the Month:

Staff members each month select one student per building each month to be recognized at the first Board of Education meeting each month. The students are selected based on their demonstration of the Warrior Way. At the elementary level, each grade level per building takes a turn nominating a student. At the middle school level, each grade level with input from avante garde takes a turn nominating a student. At the high school level, each department nominates a student who has made significant improvements in academics, behavior, attendance, motivation, etc.

High School:

Scholarships:

The high school student services department keeps records of scholarships awarded on a yearly basis that includes: Name of the scholarship; name of recipient, amount of the award. Scholarship data for the last three years is housed in a file cabinet of the Student Services Secretary and is also saved online within the Student Services department. Information regarding gender, race, ELL and disability status of the recipients is not recorded. The only scholarships the school district selects and awards to students are the ones from area businesses.

Scholarship committee membership:

There are not scholarship membership criteria or requirements other than they must be certified staff members. Committee members volunteer to be on the committee, and there are typically 5-6 members.

Scholarship information:

Students are made aware of available scholarships through the district website, daily announcements and through displays at the student services office. Parents and guardians are made aware of scholarships through the district website and newsletters. Scholarship information is not provided in any other languages. The district does have information translated for families requiring the information translated.

Scholarship award process:

The committee members receive scholarships with the criteria they are to follow with selecting individuals. Using the scholarship criteria, the committee checks that the applicants meet the required criteria. Of the applicants that meet the criteria, the committee discusses the students and arrives at a unanimous decision for awarding the scholarship.

Other student awards: Academic Student of the Term; academic achievement awards (4.0; 3.5 GPA)

Middle School:

Every other week there is a drawing for the Positive Behavioral Intervention Award. Teachers provide their signature on students' Warrior Way card for demonstrating behaviors that go above and beyond. When a student has a card filled with signatures, the student puts the card in a box for the drawing. Five cards are drawn every-other week. The winning students get their pictures taken and posted and they get to draw a prize. There are no records kept for the students who win the awards.

Elementary Schools:

Each elementary school recognizes students for exhibiting positive behavior in accordance to the Warrior Way. Students who are exhibiting expected behaviors have their cards punched by the teacher. When a student has a card filled up, it is put up on a wall in the hallway. Students who meet expectations also get to participate in the 'all school celebration' each month. Different elementary buildings have different recognition systems in place for students who go above and beyond or who consistently exhibit expected behavior. At this time, there is not a data collection system to track students who receive the awards.

Summary and Recommendations:

The Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunity allows for school district officials, staff, students, and parents to reflect on the importance of developing sound policy, procedures, and practices related to nondiscrimination.

- Implement procedures to collect and analyze data for trends and patterns for students who are awarded scholarships and who receive achievement awards or recognitions
- Creation of entrance and exit survey for students participating in extra-curricular and co-curricular activities. A data collection system incorporated into the entrance survey that secures student data as it relates to disaggregated information (race, gender, ethnicity, disability, etc) for teams to review yearly
- Creation of athletic handbooks
- Update all student handbooks
- Identify documents (handbooks, course selection materials, etc) needing to be provided in another language
- Athletic Director review of Fargo plan

- Comprehensive school counselor review of data, curriculum, materials, practices for access and equitability

If any post-graduate, current student, or parent of a Rice Lake student believes they have been discriminated against on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, they are encouraged to contact the Rice Lake Area School District Director of Pupil Services at 715-234-9007, ext 5013.