

# **Pupil Nondiscrimination Self-Evaluation Report: Spring 2017**

**School District of River Falls**

**Revised 8/7/2017**

**Board Approved 8/21/2017**

**PI 9 District Designee:**

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## SECTION 1: CONTRIBUTORS TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION

The School District of River Falls has provided an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. The following individuals and groups either assisted in developing the plan or reviewed the plan for comments and/or changes prior to school board approval.

Names	Position
Nic Been	Assistant Principal
Jamie Benson	Superintendent
Gary Campbell	School Counselor
Mark Chapin	Principal
Rick Cleary	Assistant Principal
Chuck Eaton	Principal
Taryl Graetz	Renaissance Academy Coordinator
Rollie Hall	Assistant Principal-Activities
Donna Hill	Director of Personnel
Rita Humbert	Principal
Amanda Kauth	School Counselor
Amy Kraemer	School Counselor
Kit Luetke	Principal
Sheri Macbeth	School Counselor
Olin Morrison	School Counselor
Kali Olson	School Psychologist and Counselor
Jessica Osfar	School Counselor
Jennifer Peterson	Director of Academic Services
Emily Rose	School Counselor
Melissa Scanlon	School Counselor
Nate Schurman	Principal

**Opportunities to Participate in the Development of the Pupil Nondiscrimination Self-Evaluation Cycle III Report PI 9.06(2)**

Opportunity for participation in the writing and/or development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

1. Educational program committee
2. Discussion item at an administrative meeting
3. Posted on district website for input
4. Feedback from students in government classes
5. Group meeting with school counselors
6. Staff meeting for school personnel
7. Individual meetings with staff

**Opportunities to Participate in the Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle III Report PI 9.06(2)**

Opportunity for participation in the final review/evaluation of this report was offered to teachers, administrators, parents and residents of the school district in the following manner:

1. Discussion item at an administrative meeting
2. Individual meetings with school counselors, assistant principal-activities, principals, director of academic affairs, director of personnel and superintendent.
3. Copy of report and data provided to the school board members

## **SECTION II: INTRODUCTION TO THE PUPIL NONDISCRIMINATION SELF-EVALUATION**

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

**CYCLE I** Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. The focus of Cycle I was primarily on whether compliance has been achieved with the procedural requirements established under s.118.13, Stats., Wisconsin's pupil nondiscrimination law. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

**CYCLE II** in 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law. In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In other words, school districts were asked to report "how they are doing" in achieving these goals.

**CYCLE III** During the 2006-2007 school year and the 2011-12 school year, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III are much different than under Cycle I or II because of a detailed data analysis conducted by the department. After a review of all data collection requirements, the department identified only three required data elements of the self-evaluation that were not currently collected and evaluated:

- "...methods, practices, curriculum, and materials used in 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)(e), Wis. Admin. Code)
- trends and patterns in awarding scholarships, and other forms of recognition and achievement provided or administered by the school district" (PI 9.06(1)(f), Wis. Admin. Code)

Cycle III continues for 2016-17, requiring school districts to evaluate these elements, create an evaluation report, and assure the department of their work. The following report has been constructed to meet this requirement.

**COORDINATE AND CONSOLIDATE MULTIPLE, EQUITY-RELATED PLAN REQUIREMENTS:** It is our hope that schools will use the information gained in the self-evaluation when they prepare consolidated plans, the district's strategic plan, a district equity plan, and/or in other school improvement processes, plans or programs.

**SECTION III: LEGAL BASIS FOR AN EQUITY PLANNING PROCESS FOR  
CREATING EQUITY IN WISCONSIN SCHOOLS**

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p><b>118.13 Pupil discrimination prohibited.</b> (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <ul style="list-style-type: none"> <li>● Sex</li> <li>● Ancestry</li> <li>● Sexual orientation</li> <li>● Race</li> <li>● Religion</li> <li>● National Origin</li> <li>● Creed</li> <li>● Pregnancy, marital or parental status</li> <li>● Physical, mental, emotional or learning disability</li> <li>● Color</li> </ul> <p>This is also required by Federal Law.</p>	<p><b>PI 9.06 Evaluation.</b> (1) In order to provide the information necessary for the state superintendent to report on the compliance with s.118.13, Stats., as required under s.118.13(3)(a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ol style="list-style-type: none"> <li>a) School board policies and administrative procedures.</li> <li>b) Enrollment trends in classes and programs.</li> <li>c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.</li> <li>d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment.</li> <li>e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.</li> <li>f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.</li> <li>g) School district efforts to achieve quality of education opportunity and nondiscrimination.</li> </ol> <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

## SECTION IV: CONDUCTING THE SURVEY

<p><b>Methods</b></p>	<p><b>The following methods were used by the Director of Student Services to conduct the evaluation:</b></p> <ul style="list-style-type: none"> <li>● Working with various staff to collect district data for the report.</li> <li>● Holding student and staff focus groups at the HS level to gain input.</li> <li>● Discussions with administrators during group and individual meetings.</li> <li>● Review of school board policies related to Pupil Non-Discrimination.</li> <li>● Review of the activities handbook and student handbooks.</li> <li>● Review of district and building websites.</li> </ul>
<p><b>Diversity</b></p>	<p><b>Was diversity within the school and community considered when conducting the evaluation?</b></p> <ul style="list-style-type: none"> <li>● Focus groups were formed from existing student groups, therefore the members that participated were not based on forming a purposely diverse group.</li> <li>● The opportunity to participate in the evaluation was not publicized in other languages.</li> </ul>
<p><b>Outcomes</b></p>	<p><b>How will staff and others learn about the PI-9 self-evaluation findings completed for the Cycle IV report?</b></p> <ul style="list-style-type: none"> <li>● The report will be on the district webpage following the board meeting.</li> </ul> <p><b>Where will the PI-9 Cycle IV written report be filed so that it remains available for review by residents of the district?</b></p> <ul style="list-style-type: none"> <li>● The report will be available at the Central Office.</li> </ul> <p><b>Who will be responsible for monitoring the “Recommendations for Improvements” and “Implementation Strategies” for the District?</b></p> <ul style="list-style-type: none"> <li>● The PI-9 Pupil Nondiscrimination designee, Jackie Steinhoff and the Superintendent, Jamie Benson.</li> </ul>

**SECTION V: SCHOOL DISTRICT OF RIVER FALLS  
STUDENT DEMOGRAPHICS**

Year Baseline	Total District K-12 Enrollment	Female		Male		Caucasian	Other*	With disabilities
		%	#	%	#			
13-14	3222	48.8	1571	51.2	1651	92.3	7.7	10.8
14-15	3220	48.5	1561	51.5	1659	91.5	8.5	11.3
15-16	3306	48.7	1609	51.3	1697	90.8	9.2	10.3

\* This group includes American Indian, Asian, Black, Hispanic, Pacific Island and other.

**GRADES 9 - 12  
STUDENT DEMOGRAPHICS**

Year Baseline	Enrollment	Female		Male		Caucasian	Other*	With disabilities
		%	#	%	#			
13-14	996	50.2	500	49.8	496	91.9	8.1	11.8
14-15	952	49	467	51	485	91.5	8.5	13.2
15-16	974	48.4	471	51.6	503	90.7	9.3	11.9

\* This group includes American Indian, Asian, Black, Hispanic, Pacific Island and other

**GRADES 6 - 8  
STUDENT DEMOGRAPHICS**

Year Baseline	Enrollment	Female		Male		Caucasian	Other*	With disabilities
		#	%	#	%			
13-14	652	49.4	322	50.6	330	91.1	8.9	12.3
14-15	654	49.1	321	50.9	333	91.1	8.9	12.4
15-16	694	49.9	346	50.1	348	92.2	7.8	11

\* This group includes American Indian, Asian, Black, Hispanic, Pacific Island and other.

**GRADES EC - 5  
STUDENT DEMOGRAPHICS**

Year Baseline	Enrollment	Female		Male		Caucasian	Other*	With disabilities
		#	%	#	%			
13-14	1574	47.6	749	52.4	825	93	7	9.6
14-15	1614	47.9	773	52.1	841	91.6	8.4	9.7
15-16	1638	48.4	792	51.6	846	90.4	9.6	9

\* This group includes American Indian, Asian, Black, Hispanic, Pacific Island and other.

**SECTION VI - METHODS, PRACTICES, CURRICULUM AND MATERIALS USED IN COUNSELING PI 9.06(1)(C)**

This section asks the district to examine the methods, practices, curriculum and materials used in counseling. In doing so, the district should consider all of the protected groups listed under section 118.13 of the Wisconsin Statutes: sex, race, religion, creed, age, national origin, ancestry, pregnancy, marital status, parental status, sexual orientation, and disability.

<p>The following questions pertain to the type of training counselors have received.</p> <ul style="list-style-type: none"> <li>○ How have they been trained to recognize bias or stereotypes?</li> <li>○ How have they been trained to recognize and present multiple perspectives in and through counseling?</li> <li>○ How often has the above training occurred? Was the training optional or required?</li> </ul>	
Findings	<p>All school counselors are trained in reflecting on and minimizing their own personal bias and stereotypes and challenging those of others in a respectful and developmental manner.</p> <p>All school counselors are trained in considering the perspectives of others with unconditional positive regard. This practice is fundamental to the profession of counseling.</p> <p>The K-12 counseling curriculum is delivered by the K-12 counseling team.</p> <p>All school counselors have received training on recognizing bias or stereotyping via graduate degree and in addition, in the past 2 years by attending training at CESA 11 and the State School Counseling Conference.</p>
Analysis & Supporting Information	<p>Proficiency in cultural awareness is central to all counseling programs.</p> <p>K-12 counselors frequently advocate for equitable treatment and services for all students, as part of their school leadership culture.</p>
Recommendations	<p>The district should continue to offer building level and district wide Culturally Responsive Practice trainings.</p>

	K-12 counselors should continue to watch for other training opportunities to develop their awareness and skills for serving a diverse student population, including disabilities, transgender training, trauma informed care, etc.
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Is the district pupil nondiscrimination statement included in both the course registration booklet and the student handbook?

Findings	The District pupil nondiscrimination statement is included in all of the course registration booklets and the student handbooks for each building.
Analysis & Supporting Information	Review all buildings' student handbooks and course registration booklets.
Recommendations	Ensure that all pupil nondiscrimination statements are stated correctly and consistently in course registration booklets, student handbooks and district website.

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

Findings	The District has board policy that addresses curriculum materials (including counseling materials) and selection process (Board Policy #330 Curriculum Review and Development and #361.1 Selection of Instructional Materials).
Analysis & Supporting Information	Board Policy #330 (Curriculum Review and Development) and #361.1 (Selection of Instructional Materials).
Recommendations	Continue to ensure that any time a curricular change is made to the School Counseling Program, this change is made in accordance with this policy #330 (Curriculum Review and Development) and #361.1 (Selection of Instructional Materials). Review current counseling materials are to ensure that they have uniform scope and sequence appropriate at all grade

	levels.
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Does the district provide culturally and linguistically accessible support services to students and families?	
Findings	Support services are provided to individual students and their families as needed.
Analysis & Supporting Information	Interpreters are scheduled as needed, evening conferences are offered as an alternative, individual communication is provided as necessary. The District has budgeted for and contracted for interpretation services specifically for these services.
Recommendations	Counselors and support staff will use a systemic approach to anticipate the need for cultural and/or linguistic support. They will report these findings or needs to the Director of Student Services.

Do academic planning and support services assist students in closing the achievement gap?	
Findings	The District has taken steps to close the achievement gap by implementing a system level problem-solving and intervention process at all levels.
Analysis & Supporting Information	<p>The District is continually improving this process through PLC (Professional Learning Community) and Rtl (Response to Intervention) efforts.</p> <p>School counselors are in charge of tracking student progress during the year and following years to ensure appropriate staff have the necessary information to continue to maximize student growth.</p>
Recommendations	<p>Continue to improve the systematic processes used to meet the needs of students by focusing the PLC (Professional Learning Community) model on</p> <ul style="list-style-type: none"> <li>• Data retreats</li> </ul>

	<ul style="list-style-type: none"> <li>● Individual building goal support</li> <li>● Explore using Infinite Campus to track notes on students year to year</li> </ul>
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<p>Are there opportunities for students to explore new, nontraditional career, or high wage opportunities?</p>	
Findings	<p>K-12 counselors lead school staff and subcommittees to implement a quality ACP program to prepare students for the modern economy.</p>
Analysis & Supporting Information	<p>8th and 10th grade conferences help support and encourage students' individual interests.</p> <p>8th grade Careers Class.</p> <p>9-12 grades Focus Meetings on career and college information.</p> <p>5th grade resume building begins our ACP process.</p>
Recommendations	<p>Continue to explore additional opportunities for sharing information about non-traditional careers with students.</p> <p>Establish an advisory ACP committee to develop curriculum to address the gaps in learning outcomes and targets. Tasks and groups will continue to be developed.</p>

**SECTION VII: TRENDS AND PATTERNS OF SCHOOL DISTRICT SUPPORT OF ATHLETIC, EXTRACURRICULAR AND RECREATIONAL ACTIVITIES PI-9.06(1)(f)**

In this section, the district is asked to review participation trends in PK-12 athletic, extracurricular and recreational activities to determine whether all of the protected groups participate and/or are encouraged to participate in these school sponsored activities.

**Athletic Activities (Grades 9-12) - Paid Activities**

**Total Student Population (Grades 9-12)**

School Year	Female		Male		Race, Other than White	
	%	#	%	#	%	#
13-14	50.2	500	49.8	496	8.1	81
14-15	49	467	51	485	8.5	81
15-16	48.4	471	51.6	503	9.3	91

**2013 - 2014**  
**Athletics and Number of Participants**

<b>Activity</b>	<b># of Participants</b>	<b>Female</b>	<b>Male</b>
Baseball	53	0	53
Basketball	75	24	51
Cross Country	53	29	24
Football	103	0	103
Golf	37	16	21
Gymnastics	21	21	0
Hockey	43	10	33
Soccer	79	36	43
Softball	29	29	0
Swim	56	35	21
Tennis	65	24	41
Track & Field	103	48	55
Volleyball	51	51	0
Wrestling	41	0	41
<b>TOTAL # of Participants*</b>	<b>809</b>	<b>323</b>	<b>486</b>

\*Students may have participated in multiple sports.

**2014 - 2015  
Athletics and Number of Participants**

<b>Activity</b>	<b># of Participants</b>	<b>Female</b>	<b>Male</b>
Baseball	61	0	61
Basketball	87	30	57
Cross Country	34	13	21
Football	90	0	90
Golf	30	17	13
Gymnastics	13	13	0
Hockey	40	9	31
Soccer	74	32	42
Softball	42	42	0
Swim	53	37	16
Tennis	61	31	30
Track & Field	100	56	54
Volleyball	46	46	0
Wrestling	39	0	39
<b>TOTAL #*</b>	<b>770</b>	<b>316</b>	<b>454</b>

\*Students may have participated in multiple sports.

**2015-2016  
Athletics and Number of Participants**

<b>Activity</b>	<b># of Participants</b>	<b>Female</b>	<b>Male</b>
Baseball	48	0	48
Basketball	78	22	56
Cross Country	37	13	24
Football	105	0	105
Golf	30	15	15
Gymnastics	11	11	0
Hockey	45	12	33
Soccer	71	32	39
Softball	35	35	0
Swim	39	27	12
Tennis	56	29	27
Track & Field	116	43	73
Volleyball	37	37	0
Wrestling	30	0	30
<b>TOTAL # of Participants*</b>	<b>738</b>	<b>276</b>	<b>462</b>

\*Students may have participated in multiple sports.

## Athletic Activities (Grades 7-8) - Paid Activities

### Total Student Population (Grades 7-8)

School Year	Female		Male		Race, Other than White	
	%	#	%	#	%	#
13-14	47.4	322	52.6	330	8.1	58
14-15	49.9	321	50.1	333	9.6	58
15-16	49.7	346	50.3	348	8.6	54

### 2013 - 2014

#### Athletics and Number of Participants

Activity	# of Participants	Female	Male
Basketball	96	37	59
Cross Country	47	24	23
Football	67	0	67
Track & Field	76	47	29
Volleyball	54	54	0
Wrestling	19	0	19
<b>TOTAL # of Participants*</b>	<b>359</b>	<b>162</b>	<b>197</b>

\*Students may have participated in multiple sports.

**2014 - 2015**  
**Athletics and Number of Participants**

<b>Activity</b>	<b># of Participants</b>	<b>Female</b>	<b>Male</b>
Basketball	79	27	52
Cross Country	39	20	19
Football	66	0	66
Track & Field	99	52	47
Volleyball	64	64	0
Wrestling	22	0	22
<b>TOTAL # of Participants*</b>	<b>369</b>	<b>163</b>	<b>206</b>

\*Students may have participated in multiple sports.

**2015 - 2016**  
**Athletics and Number of Participants**

<b>Activity</b>	<b># of Participants</b>	<b>Female</b>	<b>Male</b>
Basketball	77	25	52
Cross Country	50	21	29
Football	74	0	74
Track & Field	87	46	41
Volleyball	78	78	0
Wrestling	27	0	27
<b>TOTAL # of Participants</b>	<b>393</b>	<b>170</b>	<b>223</b>

\*Students may have participated in multiple sports.

Over the past 3 years, what are the athletic participation rates for students, based on the PI-9 protected categories? (focus on reporting on sex, race, national origin and disability)	
Findings	More males than females are consistently participating in athletics.
Analysis & Supporting Information	Team rosters
Recommendations	The District needs to track race, national origin and disability as it relates to athletic participation. Use Infinite Campus to assist in obtaining information, which will reduce duplication of work.

Is the athletic participant ratio comparable to enrollment ratios in sex, race, national origin and disability?	
Findings	Our ratios for athletic participation are higher for males and lower for females
Analysis & Supporting Information	Rosters and reports to WIAA DPI that only require sex.
Recommendations	<p>The District needs to track race, national origin and disability as it relates to athletic participation.</p> <p>We need to find out why more males than females are participating in extracurricular activities. Suggestions to accomplish this include: surveys, community forums, and school counselor discussions.</p>

Are procedures in place annually to record participation in athletic programs by sex, race, national origin and disability?	
Findings	Only sex is recorded.
Analysis & Supporting Information	There is no data on national origin, race or disability in athletic participation recorded.
Recommendations	The District needs to track race, national origin and disability as it relates to athletic participation. Use Infinite Campus to accomplish this ensuring the accuracy of data. Training for the athletic department staff is necessary to use this tool.

Has the district conducted surveys in order to determine if the current athletic program meets the athletic interests of both sexes, diverse racial and national origin groups, and students with disabilities?	
Findings	A survey has not been conducted. An equal number of sports are offered to males and females. Boys' volleyball is the only WIAA sport not offered.
Analysis & Supporting Information	The same number of sports are offered to boys and girls in the district.
Recommendations	Conduct a survey to determine if student interests are being met.

Are accommodations available for students with disabilities who participate in athletics?	
Findings	Yes, the District has provided additional staff to support students in unique situations. Students with disabilities have been included in athletics and responses from the student focus groups indicate that the student body is supportive of all students participating.
Analysis & Supporting	Students who do choose to participate in co-curricular and/or athletic activities are provided necessary accommodations

Information	according to their IEP and 504 plans. Examples of accommodations provided in the past include but were not limited to special transportation, wheelchair accessibility, educational interpreter and paraprofessional support.
Recommendations	Continue to provide opportunities for all students with accommodations on a case by case basis.  Explore opportunities for students with disabilities to participate in co-curricular activities.

Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?	
Findings	No surveys have been conducted in the past 5 years.
Analysis & Supporting Information	Interview from the Assistant Principal of Activities.
Recommendations	Conduct a survey to determine if athletic interests are being met.

Are the qualifications for athletic program participation published and made available to all students and parents?

Are the qualifications for athletic program participation published and made available to all students and parents?	
Findings	Yes, these are published.
Analysis & Supporting Information	Student Activities Handbook, both on paper and online.
Recommendations	Explore how to share this information with students and parents to increase participation.

Does attendance at athletic events reflect the diversity of the students?	
Findings	Data is tracked only for paid attendees.
Analysis & Supporting Information	No data is collected to support findings.
Recommendations	Consider tracking data for attendance at athletic events.

## EQUITABLE RESOURCES

Are the school mascots, team names and logos free from bias and stereotyping?	
Findings	The high school team name is free from bias or stereotyping. No problems of “Wiley” being portrayed as a male have been noted.
Analysis & Supporting Information	At this time no one has come forward to claim bias or stereotyping of any kind on the high school’s logo, mascot or team name.
Recommendations	-----

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?	
Findings	Participation data is not tracked by interests and abilities listed above.
Analysis & Supporting Information	-----
Recommendations	Develop a method to collect data.

Do coaches receive training to prevent bullying, hazing and harassment of athletes?	
Findings	Yes
Analysis & Supporting Information	It is in the Coaches’ handbook and talked about at preseason meeting by the Assistant Principal-Activities. Resources also provided by the WIAA.
Recommendations	Continue our current practices.

Do coaches receive training in communication styles, bias and/or stereotyping?	
Findings	Assistant Principal-Activities discusses with coaches.
Analysis & Supporting Information	Assistant Principal-Activities discussion.
Recommendations	Require training at coach meetings and find outside voices/speakers to address the topics.

How often and in what forums are the district's nondiscrimination policies and practices regarding athletic activities communicated to students and parents?	
Findings	Yearly
Analysis & Supporting Information	Student Activities Handbook.
Recommendations	The district needs to make sure that the Pupil Non-discrimination Policy is consistent in each book.

Do students participating in athletics receive written policy regarding bullying, hazing and harassment?	
Findings	Yes
Analysis & Supporting Information	Student Activities Handbook.
Recommendations	Coaches should discuss this topic in team meetings with athletes and parents.

Is the district's nondiscrimination policy included in athletic handbooks, brochures and/or programs?	
Findings	Yes.
Analysis & Supporting Information	Student Activities Handbook only
Recommendations	The district needs to make sure that the Pupil Non-discrimination Policy is consistent in each book.

Is information regarding athletic events (including handbook and schedules) published in languages other than English?	
Findings	No
Analysis & Supporting Information	-----
Recommendations	District needs to make the handbook available in other languages if there is a need.

Do all athlete individual team awards have criteria established by the Head Coach of the sport?	
Findings	Yes
Analysis & Supporting Information	Criteria are reviewed by Assistant Principal-Activities for Title 9 and to assure that they are equitable.
Recommendations	Consider sharing criteria about how awards are determined.

Is there an intramural program? Has there been a program in the past? Please describe.	
Findings	Currently no intramural programs are occurring, however, it was tried in the past.
Analysis & Supporting Information	Poor attendance caused it to be discontinued.
Recommendations	Explore if there is an interest to try this again.

<p>Are the following statements true of SDRF? (please comment on any that are false)</p> <ul style="list-style-type: none"> <li>○ Uniforms are on a seven to eight year rotation depending on the availability of district funding</li> <li>○ School district transportation is provided for all school sponsored athletics. All athletes may ride school provided transportation to local area after practices</li> <li>○ The SDRF provides for a cheerleading squad and a pep band. Participation in both programs is open to all students.</li> <li>○ Facilities used for practices are evenly distributed when there is a conflict between boys and girls sports.</li> <li>○ Radio broadcasts of SDRF contests are determined by individual radio stations.</li> </ul>	
Findings	<p>Cheerleading was cut as a budget item in 2002. It has come back as a club now and has both boys and girls.</p> <p>SDRF provides accommodations for all broadcasts of boys and girls sports</p>
Analysis & Supporting Information	Discussion with Assistant Principal-Activities.
Recommendations	-----

**Other Extracurricular, Recreational, and School-Sponsored or Approved  
Activities - no fee paid**

Activities offered at RFHS include: Art Club, Biology Club, C.A.T.S., Cheerleading, Chess, Class Advisor, Community Club, Costume Carolers, Dance Team, Drama Club, FBLA, FCA, FFA, Foreign Exchange, Forensics, Game Club, GSA, iMentor, Jazz Band/Marching Band, Magic Club, Math Club, Mock Trial, National Honor Society, Paintball Club, Pep Band, Pep Club, Powerlifting, Prom Committee, Robotics, Ski Club, Solo/Ensemble, SOS, SR Leadership Team, Student Council, Trap Shooting, and Yearbook.

Activities that data was collected for include: Costume Carolers, Drama Club, FFA, Forensics, Jazz Band, Marching Band, and Mock Trial.

**Extracurricular Participants Grades 9-12**

School Year	Female		Male		Race, Other than White
	%	#	%	#	%
13-14	51.5	119	48.5	112	3
14-15	55.9	114	44.1	90	3.4
15-16	58.8	130	41.2	91	3.6

Activities that are offered at Meyer Middle School for grades 6-8 include: Art, Drama Club, Forensics, Select Choir, Student Council, and Yearbook.

Activities that data was collected for include: Drama.

**Extracurricular Participants Grades 6-8**

School Year	Female		Male		Race, Other than White
	%	#	%	#	%
15-16	58.8	35	41.2	23	unknown

Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns <ul style="list-style-type: none"> <li>○ 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?</li> <li>○ If not, how do they differ?</li> </ul>	
Findings	Participation rates for all extra-curricular activities for the last three years is not available in the areas. Records of students' extra-curricular activities for the areas that data is available have a higher participation rate for females than males.
Analysis & Supporting Information	Data was collected from transportation department.
Recommendations	Implement procedures to collect and analyze data for patterns and trends.

Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?	
Findings	Effective procedures are not in place to track participation by group in extracurricular activities.
Analysis & Supporting Information	Records are only available for some extracurricular activities.
Recommendations	Implement procedures to collect data and review for accuracy that all group information is included using Infinite Campus.

Are activities provided to meet the expressed interests of all groups?	
Findings	Yes.
Analysis & Supporting Information	District has never refused an activity. The district has added activities in the last few years; ie: paintball club.
Recommendations	Create a formal process for students to establish a new activity if interested.

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?	
Findings	No survey has been conducted in the past four years.
Analysis & Supporting Information	Discussion with Assistant Principal-Activities.
Recommendations	Surveys should be conducted yearly.

Are special accommodations available for children with disabilities?	
Findings	Yes
Analysis & Supporting Information	It is available as needed and specified in student's IEP
Recommendations	Continue current practice.

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?	
Findings	Yes
Analysis & Supporting Information	Discussion with Assistant Principal-Activities.
Recommendations	Ensure that groups understand the criteria for approval and how to apply if interested.

What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?	
Findings	Current system does not allow to track this.
Analysis & Supporting Information	Discussion with Assistant Principal-Activities.
Recommendations	Review every year to obtain baseline.  Further discussion is needed on how to track data.

**SECTION VIII: TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND  
OTHER FORMS OF RECOGNITION PI-9.06(1)(f)**

The purpose of this section is to evaluate trends and patterns in awarding scholarships, other forms of recognition and achievement, and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

**Scholarships & Awards  
Total Student Population- 12th Grade**

<b>School Year</b>	<b>Female</b>	<b>Male</b>	<b>Race, Other than White</b>
<b>13-14</b>	52.7%	47.3%	7.9%
<b>14-15</b>	54.8%	45.2%	5.4%
<b>15-16</b>	55.2%	44.8%	9.1%

**Total Number of Scholarship and Award Recipients**

<b>School Year</b>	<b>Female</b>	<b>Male</b>	<b>Race, Other than White</b>
13-14	67.7%	32.3%	3.7%
14-15	62%	38%	4%
15-16	54.8%	45.2%	9.6%

To what extent do applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability?

Findings	The High School Counseling Department keeps a list of students who have received scholarships and is able to identify by sex; however, that information is in an unusable format to analyze data by race, national origin, and disability.
Analysis & Supporting Information	Information is only available regarding who received the scholarship and not the number of students who applied for the scholarship. Therefore, information regarding how the overall composition of the student body is reflected by race, national origin or disability is statistically unavailable.
Recommendations	Implement procedures to collect and analyze data for trends and patterns that take into consideration race, national origin and disability.

To what extent do the number of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability?

Findings	The High School Counseling Department is proportionate in the awarding of scholarships and other awards to students based on sex. A list of students who have received scholarships and other awards is kept, but there is no formal tracking of information regarding race, sex, national origin, or disability.
Analysis & Supporting Information	The district needs to track race, national origin, disability and to be more accurate in tracking data regarding awards and scholarships.
Recommendations	We need to begin to track information regarding applicants who received scholarships and other awards, including their race, sex, national origin, and 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?	
Findings	The high school makes an effort to ensure a representative distribution by promoting opportunities to all students.
Analysis & Supporting Information	At the high school, scholarship opportunities are promoted on the high school website and opportunities are listed in the weekly Newsletter that is emailed to all parents/families. Information is put on Facebook and Twitter. In addition, the high school counselors visit all Focus classrooms (homeroom) and promote opportunities. The school counselors also meet with 10th grade parents and students for an Individual Planning Conference. Scholarship opportunities are discussed during this meeting. Senior year the counselors meet with the 12th graders for a second planning conference. Scholarship opportunities are also discussed at that time. Information is also available in the school counseling office lobby, which all students have access. Renaissance students are also provided with this information.
Recommendations	Continue the process to explore how students/families would like to receive information via a survey.

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?	
Findings	The High School Counseling Department collects only the names of students who have been awarded the scholarship.
Analysis & Supporting Information	This data is not organized in a manner that would allow us to analyze the information.
Recommendations	Implement procedures and collect and analyze data for trends and patterns.

What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?	
Findings	The criteria is determined by the donors.
Analysis & Supporting Information	The scholarship criteria is determined by the donors, so the criteria may vary. Typically, the criteria includes grade point average, community service, leadership, and what the student intends to pursue in college.
Recommendations	We need to review and if we see biases speak with the donors directly.

All scholarships and other forms of recognition are awarded in a way that does not discriminate.	
Findings	Yes
Analysis & Supporting Information	Scholarships that contain bias are not presented at the Awards Program. For example, if a scholarship is gender specific we make sure that the same award is available to both genders. To illustrate, we send 3 girls to Badger Girls State and 3 boys to Badger Boys State, so the number is equal for both genders.
Recommendations	Continue current practice.

Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.	
Findings	Yes. The High School Counseling Department uses the District's webpage and social media to better reach a broad variety of students.
Analysis & Supporting Information	The High School Counseling Department promotes these opportunities to all students.
Recommendations	The High School Counseling Department needs to begin tracking data regarding applicants and recipients. We will then be able to ensure that we are promoting to groups of the

	population that are underrepresented.
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Information about award opportunities is accessible to all parents and students.	
Findings	An examination of the process of dissemination shows that the information is provided for all students and is available to parents. Parents and students are notified through weekly newsletters, social media, 10th and 12th grade counselor meetings, and during high school counselor focus (homeroom) visits to students. Information is always available in the counseling office lobby.
Analysis & Supporting Information	All students are made aware of and encouraged to apply for scholarships. In addition to the methods of promotion listed above, we email parents scholarship opportunities including directions on how to apply.
Recommendations	Continue current notification practices and monitor the dissemination of this information.

Application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping.	
Findings	This information is reviewed yearly.
Analysis & Supporting Information	The nondiscrimination statement is listed on all forms. The High School Counseling Department has explained to our scholarship donors that we may not present any scholarships or awards at our Awards Program that contain bias.
Recommendations	Continue yearly review.

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?	
Findings	According to Scholarship Awards data, more females are awarded scholarships than males. This area of data reflects the composition of the student population with regard to sex. Data is not tracked in this area with regard to race, national origin, and disability.
Analysis & Supporting Information	Effort is made by school personnel to award scholarships in an equitable manner given the pool of those students who complete the application process.
Recommendations	Continued effort should be made to encourage males to apply for scholarships and data should be tracked regarding applicants.

What criteria does the district use in order to ensure or promote a representative distribution?	
Findings	The High School Counseling Department does not have a criteria. The concepts of biases and equity are discussed before the scholarship selection committee meeting.
Analysis & Supporting Information	During the local scholarship selection committee meeting, the participants are cognizant of possible bias, such as of the number of males vs females who have applied and what has been awarded to whom.
Recommendations	Discuss need to develop a criteria.

## **SECTION IX: PRIORITY RECOMMENDATIONS**

Based upon the results from all three areas of evaluation the following recommendations are provided to increase the district's desire for equitable and representative participation for all students:

- The elementary school counseling team should develop a scope and sequence K-12.
- The secondary school counseling team should expand their ACP curriculum to prepare students for a modern economy.
- The district should continue to offer building level and district wide culturally responsive practices.
- All staff, certified and noncertified, should receive training on how to access Infinite Campus (IC) to gain information to assist students and use the system to track trends and patterns of our students in athletic, extracurricular, awards, and scholarships, K - 12.
- Conduct a survey to understand why more males than females are participating in athletics.
- Provide statement on pupil nondiscrimination that is uniform for all handbooks, policies and websites.
- Implement procedure to collect and analyze data for trends and patterns in the following areas: sex, race, national origin, and disability using Infinite Campus for awards and scholarships K - 12, athletics, and extracurricular activities.