

**SCHOOL DISTRICT OF RIB LAKE
1236 Kennedy Street
Rib Lake, Wisconsin**

**Pupil Nondiscrimination Self-Evaluation Report
to Meet Requirements of
S.118.13, Wis. Stats., & PI 9, Wisconsin Administrative Code**

January, 2017

The School District of Rib Lake does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

Table of Contents

	<u>Page</u>
Introduction and Self-Evaluation Process.....	ii
Self-Evaluation Review Committee.....	iii
I. District Profile.....	1
II. Methods, Practices, Curriculum and Materials Used in Counseling.....	4
III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities.....	5
IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the School District.....	11
Summary of Specific Legal Requirements.....	12
Recommendations.....	13
Appendices	

Introduction and Self-Evaluation Process

In compliance with S.118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code, the School District of Rib Lake conducted a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunity.

This review took place in December, 2016. The District contracted with Fred A. Skebba, Educational Consultant, to review documents, interview key staff members, and prepare the printed report. Skebba is a former member of the Wisconsin Equity Cadre and has provided assistance since 1996 to school districts in CESA #9. He also has three years' experience working with the American Diabetes Association, Wisconsin Chapter, to resolve parental complaints against Wisconsin school districts regarding harassment and/or discrimination of students with Diabetes.

The following is a brief time line of the basic procedures.

September 15, 2016, to December 15, 2016	Preparation for the onsite review.
December 16, 2016	Onsite review of documents and data – interviews.
December 29, 2016	Preparation of the draft report.
December 31, 2016 to January 13, 2017	Administrative review of the draft report.
January 21, 2017	Preparation of the final report.
February 9, 2017	School board approval of the report.
February 10, 2017	Summary report, PI 1198 sent electronically to DPI. Legal notice posted indicating that the report is available .
Ongoing	Implementation of recommendations.

Self-Evaluation Review Committee

The following staff members provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Lori Manion	Superintendent
Jon Dallmann	Elementary Principal/Special Education
Mike Wudi	Athletic Director
Michelle Rhodes	High School Counselor/Director of Assessment
Rick Cardey	Middle School/High School Principal
Elizabeth Simurdiak	Elementary/Middle School Counselor & English Language Learner Coordinator

Students, staff, parents, and residents of the school district were given an opportunity to make comments. No comments were received prior to the onsite review on December 16, 2016.

I. District Profile

A. District Enrollment

Summary of District Enrollment

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	272	233	44	85	505
2014-15	290	249	54	56	539
2013-14	273	247	41	54	520

Findings: The overall enrollment is relatively stable.

The number of minority students is relatively stable. Note the increase in 2014-15 and the decrease in 2015-16.

The number of special education students had a large increase of 29 students in 2015-16, an increase of 51.8%.

B. District Structure

The district is comprised of the following schools:

- PK Program
- Elementary – Grades K-5
- Middle School – Grades 6-8
- High School – Grades 9-12

C. Review of Printed Materials

The following printed materials were reviewed to determine if they meet the requirements of PI 9.05:

Meet the Requirements

Employee Handbook, Amended June 9, 2016
Rib Lake High School Athletic Code
Rib Lake Middle School Athletic Code
Head Coaches Responsibilities
2016-17 Rib Lake Middle School Student Handbook

D. General Comments

The district is sensitive to providing equal opportunity to all students without discrimination. The following comments made during the interview process will reinforce this commitment by the district. They are listed in the order in which they were received during the onsite review.

Students are strongly encouraged to participate in athletics and activities.

A few district efforts to encourage students and parents are an open house with Grade 8 students and parents and class meetings.

There is an ELL (English Language Learner) program in place and a district coordinator. Additional resources include an interpreter and use of the high school teacher of Spanish.

Collaboration is in place with the following:

Taylor County Human Resources
Taylor County Drug Opposition

Emphasis is placed on all students through an initiative known as Rib Lake Way.

Athletic opportunities on the elementary level are provided through community organizations.

After-school activities are also available and transportation is provided.

The involvement of special education students is good as provided by the IEP (Individualized Education Program) process and transition for older students.

There have been no formal, written complaints in recent years.

Planning for the ACP (Academic & Career Plan) initiative is well under way. A district plan was developed and approved by the school board. At some point this year, the plan will be placed on the district website.

Student participation on the secondary level is monitored on a regular basis by the principal.

II. Methods, Practices, Curriculum, and Materials Used in Counseling

The district employs the following school counselors:

Elementary/Middle School – 80% counselor
High School – one full-time counselor

Some highlights of the counseling program are outlined as follows:

Elementary/Middle School

- Individual counseling as needed
- Small-group counseling as needed
- Classroom instruction
- Development of the ACP (Academic & Career Plan) district plan*
- Parent communication
- Title III coordinator
- Collaboration with community agencies
- Participation on the Taylor County Coordinated Service Team
- ELL (English Language Learner) coordinator

High School

- Individual counseling as needed
- Small-group counseling as needed
- Classroom instruction
- Chairperson of the ACP (Academic & Career Plan) district team*
- District assessment coordinator
- CESA #9 CTE Consortium District Liaison
- Work experience & youth apprenticeship
- Independent study coordinator
- Wisconsin Virtual School, CESA #9, coordinator

*The district plan is developed and board approved. An excellent outline of Grades 6-12 activities is in the appendices.

Anyone desiring more information on the school counseling program may contact the school counselors.

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

A. Athletics

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:

They are comparable in scope.

They are comparable in type.

Participation of males/females is representative of their enrollment.

Middle School

<u>Male Athletics</u>	<u>Female Athletics</u>
Basketball	Basketball
Cross Country	Cross Country
Football	Volleyball

High School

<u>Male Athletics</u>	<u>Female Athletics</u>
Basketball	Basketball
Cross Country	Cross Country
Track	Track
Football*	Volleyball
Baseball	Softball
	Cheer**

*Co-op with Prentice.

**Not an official WIAA sport.

The following comments were presented by the athletic director:

The DPI/WIAA nondiscrimination guidelines are used as a resource when questions arise.

The district equitably supports all the athletic teams.

District booster clubs support athletics.

Accommodations are made for individual students when necessary. Coaches have been trained in first aid and CPR. They are also aware of health issues for some students.

B. Other Activities

Middle School

Learning Center

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	22	15	3	5	37
2014-15	14	14	2	4	28
2013-14	36	29	1	7	65
Totals	72 (55.4%)	58 (44.6%)	6 (4.6%)	16 (12.3%)	130

MATHCOUNTS

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	3	0	0	6
2014-15	5	0	0	1	5
2013-14	7	2	0	0	9
Totals	15 (75%)	5 (25%)	0 (0%)	1 (5%)	20

Spelling Bee

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	43	35	0	0	78
2014-15	30	23	0	0	53
2013-14	54	48	3	0	102
Totals	127 (54.5%)	106 (45.5%)	3 (1.3%)	0 (0%)	233

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	4	4	0	0	8
2014-15	3	4	0	0	7
2013-14	5	3	0	1	8
Totals	12 (52.2%)	11 (47.8%)	0 (0%)	1 (4.3%)	23

Solo & Ensemble

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	15	22	1	2	37
2014-15	21	27	4	4	48
2013-14	28	41	5	4	69
Totals	64 (41.6%)	90 (58.4%)	10 (6.5%)	10 (6.5%)	154

Yearbook

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	18	1	2	19
2014-15	0	19	0	1	19
2013-14	0	21	3	3	21
Totals	1 (1.7%)	58 (98.3%)	4 (6.8%)	6 (10.2%)	59

Washington, D. C. Trip

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	11	13	1	1	24
2014-15	6	14	1	2	20
2013-14	8	18	0	2	26
Totals	25 (35.7%)	45 (64.3%)	2 (2.9%)	5 (7.1%)	70

High School

Drama

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	7	0	1	10
2014-15	4	10	0	0	14
2013-14	8	8	3	0	16
Totals	15 (37.5%)	25 (62.5%)	3 (9.1%)	1 (2.5%)	40

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	23	1	0	26
2014-15	4	18	1	0	22
2013-14	9	26	2	2	35
Totals	16 (19.3%)	67 (80.7%)	4 (4.8%)	2 (2.4%)	83

National Honor Society

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	3	0	0	4
2014-15	4	11	0	0	15
2013-14	6	10	0	0	16
Totals	11 (31.4%)	24 (68.6%)	0 (0%)	0 (0%)	35

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Band</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	33	23	4	3	56
2014-15	28	23	5	3	51
2013-14	23	23	2	2	46
Totals	84 (55%)	69 (45%)	11 (7.2%)	8 (5.2%)	153

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Choir</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	4	9	0	2	13
2014-15	5	11	1	1	16
2013-14	2	15	1	1	17
Totals	11 (23.9%)	35 (76.1%)	2 (4.3%)	4 (8.7%)	46

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Student Council</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	1	11	0	0	12
2014-15	3	8	1	0	11
2013-14	2	10	0	3	12
Totals	6 (17.1%)	29 (82.9%)	1 (2.9%)	3 (8.6%)	35

Findings: Middle School

One activity is balanced on a male/female basis.
 Three activities are male dominated.
 Three activities are female dominated.
 Minority and special education students are involved in middle school activities.

High School

Five activities are female dominated.
 One activity is male dominated.

IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District

A. Scholarships

There is a process in place to ensure that all students and their parents are aware of scholarships and the application process. Highlights of this process are as follows:

- Letter to parents and students
- Senior class meeting
- Daily announcements
- Monthly newsletter articles
- Emails to students

Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
2016	27	42	69
2015	21	40	61
2014	32	30	62
2011	42	37	79
2010	22	47	69
2009	34	30	64
Totals	178 (44.1%)	226 (55.9%)	404

Findings: Scholarships are female dominated. This is due to 3 years in particular – 2016, 2015, 2010.

No data was available on scholarships for minority and special education students.

Summary of Specific Legal Requirements

The following is a summary of the district's current status regarding the requirements of Chapter PI 9, Wisconsin Administrative Code:

- PI 9.03 - Policies prohibiting discrimination against pupils.**

All policies are in place.

- PI 9.04 - Complaint procedure.**

The district has a complaint officer, and the complaint procedure is in place.

- PI 9.05 - Class 1 legal notice & printed materials.**

A Class 1 legal notice is published annually. Printed materials contain the nondiscrimination statement.

- PI 9.06 - Evaluation, opportunity for input, opportunity to review the report.**

This report covers the three designated areas of nondiscrimination required by the Wisconsin Department of Public Instruction—counseling, athletics and other activities, scholarships and other awards.

A legal notice was published announcing the self evaluation and soliciting input from anyone in the school district.

A legal notice will be published after the school board approves the report indicating that anyone in the school district may review the report. A copy of PI 1198 will be sent to the Wisconsin Department of Public Instruction indicating that the self evaluation is complete.

Recommendations

Continue to monitor athletics and activities on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may occur and take corrective action if necessary.

Legal Reference: **PI 9.06(e)**

Monitor scholarships and other awards on an annual basis. Review data over at least a three-year period. Segregate data by male/female, and begin including data on minority and special education students. Watch for trends that may occur and take corrective action if necessary.

Legal Reference: **PI 9.06(f)**