

**RIPON AREA SCHOOL DISTRICT
1120 Melomen Street
Ripon, Wisconsin**

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

March, 2017

The Ripon Area School District 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.

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Introduction and Self-Evaluation Process

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

This review took place in February and March, 2017. 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.

October 17, 2016, to February 13, 2017	Preparation for the onsite review.
February 14, 2017	Onsite review of documents and data – interviews.
March 14, 2017	Preparation of the draft report.
March 16-23, 2017	Administrative review of the draft report.
March 24, 2017	Preparation of the final report.
April 17, 2017	School board approval of the report.
April 18, 2017	Summary report, PI 1198 sent electronically to DPI. Legal notice posted indicating to residents of the school district that the report is available for review.
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>
Steve Hazell	School Counselor
Jolene Schatzinger	School Counselor
Todd Arft	School Counselor
Jocelyn Hoeper	School Counselor
Emmy Marvin	School Counselor
Mary Whitrock	District Administrator
Randy Hatlen	Activities Director & High School Principal
Bill Kinziger	High School Athletic Director
Julie Krackow	Director of Student Services
Rick Bunge	Middle School Principal
Renee Bunge	Elementary Principal
Tanya Sanderfoot	Elementary Principal

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 February 14, 2017.

I. District Profile

A. District Enrollment

District Enrollment – 2016-17

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
973 (50.9%)	938 (49.1%)	266 (13.9%)	193 (10.1%)	1911

Findings: The overall enrollment increased 95 students since the 2011 report – increase of 5.2%.

The male/female enrollment is balanced with a trend toward more male students compared to more female students in 2011.

The number of minority students increased by 66 students since the 2011 report – increase of 33%.

The number of special education students decreased by 10 students since the 2011 report – decrease of 4.9%.

B. District Structure

The district is comprised of the following schools:

- Early Childhood – Special Education
- 4K Program
- Elementary – Grades K-5
- Middle School – Grades 6-8
- High School – Grades 9-12
- Quest Elementary Charter
- Journey Elementary Charter
- Catalyst Middle Charter
- Lumen High School Charter
- Wisconsin Virtual School, CESA #9

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

2016-17 Barlow Park Elementary School Informational Handbook

2016-17 Journey Charter School

2016-17 Murray Park Elementary School Informational Handbook

All, however, need the word color in the nondiscrimination statement.

Legal Reference: Federal Civil Rights

Do Not Meet the Requirements

2017-18 Academic & Career Planning Guide*

2016-17 Middle School Elective Course Selection*

Coaches Handbook**

Extra-Curricular Code**

2016-17 Middle School Calendar***

*Needs the nondiscrimination statement and the following statement: All career & technical education programs, courses, and related activities are open to all students.

Legal Reference: PI 9.05(2) & Federal Civil Rights

**Need the nondiscrimination statement and the complaint procedure.

Legal Reference: PI9.05(2) & (3)

***Needs the nondiscrimination statement.

Legal Reference: PI 9.05(2)

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.

There have been no formal, written complaints in recent years for the three areas being reviewed. This means that the district's informal process is working as issues are resolved at the building level as they arise.

A number of comments made for the 2011 report are still applicable. They are outlined as follows:

There is an excellent school counseling program. More detail is shown in Section II of this report.

The district provides excellent programming and support for students in special education. These students receive lots of encouragement to become involved in activities.

The district continues to implement RTI (Response to Intervention) and PBIS (Positive Behavioral Interventions and Supports).

There is a great working relationship among all staff members.

Planning for the ACP (Academic & Career Plan) initiative is under way in the district. Note the following:

A planning team is functioning.
Career Cruising software is being implemented.
It is viewed as an effort that will include all staff.

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

The district employs the following school counselors:

Elementary – 2 full-time counselors

Middle School – 1 full-time counselor

High School – 2 full-time counselors

School counselors are very involved in planning for the ACP (Academic & Career Plan) initiative. In the 2016-17 school year, the following will be completed:

Completion of the district plan.

School board approval of the district plan.

Publication of the plan on the district website.

Legal Reference: PI 26

The school counselors are continuing to implement the Wisconsin Comprehensive School Counseling Model. In coming years, more attention will be given to the ASCA (American School Counselor Association) standards. A copy of the district model viewbook is in the appendices.

Some highlights of the counseling program are outlined as follows:

Grades K-2

Individual counseling as needed

Small-group counseling as needed

Classroom instruction

Collaboration with staff

Communications with parents

Prevention efforts, bullying, for example

Grades 3-5

Individual counseling as needed
Small-group counseling as needed
Classroom instruction
Collaboration with staff
Involvement with RTI (Response to Intervention) and
PBIS (Positive Behavioral Interventions and
Supports)
Preventive efforts with student behavior
Continuous Quality Improvement
Student Success Team
Involvement with the IEP (Individualized Education
Plan) process and Section 504 development
Communications with parents

Grades 6-8

Individual counseling as needed
Small-group counseling as needed
Classroom instruction
Collaboration with staff
Involvement with RTI (Response to Intervention) and
PBIS (Positive Behavioral Interventions and
Supports)
ACP (Academic & Career Plan) initiative
Student scheduling
Career Cruising software
Preventive efforts with student behavior

Grades 9-12

Individual counseling as needed
Classroom instruction
ACP (Academic & Career Plan) coordination
Collaboration with staff

Student scheduling
Scholarships
New student orientation
Collaboration with outside agencies
Post-secondary planning
Testing
Involvement with Section 504 planning
Youth options & course options
Class credit monitoring & transcript review
Communication with parents

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 Athletics

<u>Male Athletics</u>	<u>Female Athletics</u>
Basketball	Basketball
Cross Country	Cross Country
Track	Track
Wrestling	Volleyball

High School Athletics

<u>Male Athletics</u>	<u>Female Athletics</u>
Basketball	Basketball
Cross Country	Cross Country
Soccer	Soccer
Track	Track
Football	Volleyball
Baseball	Softball
Golf (co-ed)	Dance*
Wrestling	Cheerleading*

*Not official WIAA sports.

The following comments were presented by the athletic director:

The athletic director is aware of the DPI/WIAA guidelines for nondiscrimination.

The district equitably supports all athletics.

Accommodations are made for individual students when needed.

Coaches are aware of students with health concerns. All coaches will be trained in first aid and CPR (Cardiopulmonary Resuscitation) in preparation for the 2017-18 school year.

Student participation in athletics is monitored on a regular basis.

B. Other Activities

Middle School

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Forensics</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2016-17	6	18	1	2	24
2015-16	4	5	1	1	9
2014-15	2	7	1	1	9
Totals	12 (28.6%)	30 (71.4%)	3 (7.1%)	4 (9.5%)	42

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Musical</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2016-17	11	40	3	2	51
2015-16	9	13	4	3	22
2014-15	4	16	0	2	20
Totals	24 (25.8%)	69 (74.2%)	7 (7.5%)	7 (7.5%)	93

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Stage Crew</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2016-17	12	33	3	2	45
2015-16	5	10	1	1	15
2014-15	4	4	1	2	8
Totals	21 (30.9%)	47 (69.1%)	5 (7.4%)	5 (7.4%)	68

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Builders Club</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2016-17	7	15	1	2	22
2015-16	3	10	1	1	13
2014-15			NO DATA		
Totals	10 (28.6%)	25 (71.4%)	2 (5.7%)	3 (8.6%)	35

High School

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>F B L A</u> <u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2016-17	23	38		0	61
2015-16	15	29		0	44
2014-15	13	36		1	49
Totals	51 (33.1%)	103 (66.9%)		1 (1%)	154

Math Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2016-17	27	29		3	56
2015-16	29	33		2	62
2014-15	24	39		2	63
Totals	80 (44.2%)	101 (55.8%)		7 (3.9%)	181

Musical

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2016-17	22	25		2	47
2015-16	10	10		0	20
2014-15	7	11		0	18
Totals	39 (45.9%)	46 (54.1%)		2 (2.4%)	85

Drama

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	9	9		1	18
2014-15	10	12		0	22
2013-14	14	12		1	26
Totals	33 (50%)	33 (50%)		2 (3%)	66

Findings for Activities:

Three middle school activities are female dominated.

One middle school activity has only two years of data and cannot have findings.

Minority students are involved in middle school activities.

Special education students are involved in middle school activities.

One high school activity is balanced on a male/female basis.

Three high school activities are female dominated.

Special education students are involved in high school activities.

No data was available on minority student involvement in high school activities.

Special note: The high school has extensive activities available to students. However, most data provided was for less than three years and thus there can be no findings.

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. Some highlights of this process are outlined as follows:

- Individual senior counseling
- Announcements
- Use of the website
- Communications with parents

Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	21	22	1	2	43
2015	18	35	6	0	53
2014	16	34	3	2	50
Totals	55 (37.7%)	91 (62.3%)	10 (7.5%)	4 (2.7%)	146

Findings: Scholarships are female dominated. It is important to note, however, that scholarships were balanced in the 2015-16 school year.

Minority students are receiving scholarships.

Special education students are receiving scholarships.

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. Many printed materials need nondiscrimination language. See page 2 of this report for detail.

- 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 electronic assurance will be sent to the Wisconsin Department of Public Instruction indicating that the self evaluation is complete.

Recommendations

When materials are printed, be sure to include the nondiscrimination statement and the complaint procedure when needed.

Legal Reference: PI 9.05(2) & (3)

Monitor student participation in 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 develop and take corrective action if necessary.

Legal Reference: PI 9.06 (e)

Monitor scholarships, awards, and other forms of student recognition 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 develop and take corrective action if necessary.

Legal Reference: PI 9.06(f)