

SCHOOL DISTRICT OF WISCONSIN DELLS

DPI PUPIL NONDISCRIMINATION SELF- EVALUATION REPORT:

APRIL 1, 2017

Complete Self Evaluation Report and Related requirements

PI 9 Designee:

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TABLE OF CONTENTS

Section 1: Introduction

- **General Overview of PI-9 Pupil Nondiscrimination Self-Evaluation Report (PNSER)**
- **Introduction to the Pupil Nondiscrimination Self Report**
- **Wisconsin State Statute 118.13**

Section II: Contributors and Processes

- **Contributors to the PNSER**
- **Notices of the PNSER**
- **Methods used in conducting the PNSER**

Section III: School Counseling

- **Method**
- **Practices**
- **Curriculum**
- **materials used in school counseling**

Section IV: Athletics/activities

- **Trends in Athletic participation**
- **Trends in District activities**

Section V: Scholarship/Awards

- **Trends in Scholarship applications and awards.**
- **Trends in awards administered by the School District of Wisconsin Dells.**

Section Vi: Summary

- **Summary**
- **Recommendation**

Section I - General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

(Source - DPI website: <http://dpi.wi.gov/sped/pndg-toc.html>)

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 had 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: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- “Methods, practices, curriculum, and materials used in ... counseling...” (PI 9.06(1)(c), 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)
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).

Cycle IV: In 2011, districts were once again required to complete Cycle IV of the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work. The following report has been constructed to meet this requirement.

In the 2016-2017 school year, districts are required to continue the self-evaluation from Cycle III. Districts will create an evaluation report and assure DPI of their work. The following report may aid districts in creating the written report.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of</p>	<p>PI 9.06 Evaluation. (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)</p>

<p>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"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability 	<p>(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> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patters in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <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>
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Introduction to the Pupil Nondiscrimination Self Evaluation

[DPI Pages on Pupil Nondiscrimination](#)

Wisconsin State law (Statute 118.13) prohibits Wisconsin Public Schools from denying students admission to any public school, or prohibiting or discriminating and student from curricular, extracurricular, pupil services, recreational or other program or activities based on the student's sex, ancestry, sexual orientation, race, religion, national origin, creed, pregnancy, marital or parental status, physical, mental or learning disabilities. Wisconsin Administrative Code(PI 9.06.Wis. Admin Code,) requires that every school District in the state of wisconsin conduct a self assessment regarding their practices and procedures in ensuring that equitable services are

being provided to all students, emphasis is placed on school counseling services, practices and curriculum, as well as, participation in athletics, non athletic activities, scholarship applications and awards.

“PI 9.06, Wis. Admin. Code, requires that every school district evaluate and prepare a written report on the status of nondiscrimination and equality of educational opportunity in the school district - the School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities - at least once every five years on a schedule determined by the state superintendent. The Department of Public Instruction (DPI) uses data from the evaluation reports to comply with reporting requirements under § 118.13(3)(a)(3), Wis. Stats.

Beginning in 2006, and every five years thereafter, DPI will require districts to conduct a self-evaluation regarding three data elements:

- methods, practices, curriculum, and materials used in ... counseling...." (PI 9.06(1)(c), Wis. Admin. Code),
- "[t]rends 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), and
- "[p]articipation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code). (WDPI, 2016)”

This self evaluation is an valuable process to help us as an ever changing community to ensure that we are meeting the needs of our students, staff and parents. The School District of Wisconsin Dells has experienced significant changes within its demographics within the last 10 years. This self-evaluation becomes even more critical when we consider our changing student population. Below you will find charts outlining the changes in our Socio economic status of students, as well as, our minority student population and special education student populations.

In June of 2016, the School District of Wisconsin Dells adopted a new vision and mission statement which embraces the need to equitable services for all students. This Self Evaluation is a significant starting point in examining where the district is meeting its own vision and mission and where we still have areas to grow.

PI-9 School Demographics for 2013-2014, 2014-2015 & 2015-2016

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. (Although data on race, national origin and English language learners is a component of the PI-9 statute, in most cases, the DPI guidelines on data disaggregation suggests that the student enrollment must be five or more to identify the population for analysis.)

Year-Baseline	Total District K-12 Enrollment	Female		Male		American Indian		Hispanic		ELL		Disability	
		#	%	#	%	#	%	#	%	#	%	#	%
12-13	1809	887	49.00%	922	51.00%	125	6.90%	255	14.10%	85	4.70%	220	12.16%
13-14	1785	874	49.00%	911	51.00%	122	6.80%	285	15.97%	94	5.27%	210	11.76%
14-15	1785	891	49.90%	894	50.10%	114	6.39%	271	15.18%	147	8.24%	201	11.26%
15-16	1726	847	49.10%	879	50.90%	108	6.26%	296	17.15%	144	8.34%	195	11.30%

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-9.06(2)

The following individuals contributed to the process of this Self Evaluation

- Meghan Leaf, HS Counselor
- Kim Cummings, HS Counselor
- Jodi Nelson, MS Counselor
- Tabitha Stelter, Elementary Counselor
- Caroline Corbett, Elementary Counselor
- Aaron Mack, Athletic Director
- Julie Ennis, Pre K-7th grade Principal
- Hugh Gaston, HS Principal
- Trina Slack, Athletics/Activities Secretary
- Jan Kaiser, HS Counselor Secretary

Notices and Announcements Regarding the Self Evaluation process

- October 2016: Notice that the Self evaluation was started was provided to the School District of Wisconsin Dells School board at its regular monthly meeting.
- November 2016: Article explaining the report and process was placed in the District Newsletter.
- March 2017 the full report was included in the SDWD School District Newsletter.

Opportunities for Community and Staff input

- The report will be presented to the School Board in February of 2017, and a 30 day period for public comment will be provided. The board will then move to approve/accept the report in of March 2017.
- The data was presented to the Title VII Parent Advisory Committee in March of 2017
- The data was also presented to the Hispanic Parent Committee in February of 2017.
- The data was shared with all SDWD staff in March of 2017 via an e-mail and staff newsletters with a link to the full report.

Methods used to conduct the Self-Evaluation

The SDWD School Counselors, School Principals, Athletic Department staff and School Administrative team all provided data and information regarding the information that follows. The information was collected and synthesized into this report by the Director of Pupil Services.

Section III - Methods, Practices, Curriculum and Materials used in School Counseling PI-9.06 (1)(c)

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling to determine whether all students are being included in the learning process. By evaluating this area, school districts will have an opportunity to:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Determine whether and how current methods, practices, and materials influence student achievement.
- Identify and develop ways to ensure that every student is provided with an optimal learning environment that leads to proficient and advanced performance for all students

Curriculum

Is the district trained and implementing WCSCM? Explain how the model has improved the Counseling program K-12?

The School Counseling Department of SDWD published the Curriculum Handbook in 2005 as part of the Level I and Level II “Facilitating the Future” Training Program. The Wisconsin Comprehensive School Counseling Model supports, facilitates and encourages classroom instruction, strategies to enhance academics, encourages self-awareness, foster interpersonal communication skills, provide career awareness and planning, and develops employment readiness and life skills for all students.

Is there a written counseling Curriculum for the District?

In the School District of Wisconsin Dells Comprehensive School Counseling Model, the elementary, middle and high school curriculum is presented as its own manual. The following topics are covered within the K-12 curriculum: protective behaviors, working in groups, conflict resolution, individual differences, problem solving, growth and development skills, career awareness/exploration, character education, transition services, and academic and career planning. Additionally, parent education and peer leadership opportunities are provided as needed.

How are counseling and support services aligned with classroom curriculum and assessment?

In the 2015-16 Professional and Collaborative Team (PACT) time, the SDWD School Counseling Department crosswalked our standards with each of the curricular departments to ensure that we are efficient and effective. In addition, student needs as identified through the Youth Risk Behavior Surveys and anecdotal data guide additional curriculum lessons and services.

How is the counseling curriculum implemented in the K-12 classroom?

Monthly lessons are provided in grades K-8 by the school counselors. Additional lessons are delivered as needed. Academic and career planning occurs in the 5th, 8th-12th grade classrooms.

What is the process that involves all students in academic planning and what is the process that involves all students in career planning?

Beginning in 5K students are exploring careers as part of the curriculum. The students in grades 6-12 are participating in academic planning as part of course selection and registration. In grades 5, 9-12 students conference with school counselors to develop their academic plan and career goals.

Materials

What methods are used to ensure that bias and stereotyping are absent from counseling resources and materials?

Resources and materials used for class instruction are from well-established companies and are evidence-based. We also consult each other and counselors from other districts to ensure that the student needs are addressed without discrimination.

When selecting instructional materials, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI-9?

The Wisconsin School Counselor Association ascribes to the American School Counselor Association Ethical Standards and, as such, we are committed to upholding those standards.

Are materials and resources published and/or available in languages other than English?

Every effort is made to provide translations of materials created by the counseling department. The largest population of English as a Second Language is Spanish speaking.

Does this department and department materials still refer to the name “Counseling and Guidance” or is the new term “School Counseling” in place?

The department materials and position title is School Counselor. The only place where the term guidance is used is with our classroom instruction. We would like to change the negative connotation that many adults have of our position when the title “Guidance Counselor” is used. We can also showcase our collaborative work with classroom teachers, administration, and parents for all students when we refer to ourselves as “School Counselors” and reinforce the motto of “For All, By All”.

Methods and Practices

How are accommodation and support services provided to students?

We often are included in the IEP team to develop and insure accommodations and support services are in place to meet the needs of all students. We can often provide insights from our individual sessions that classroom teachers or case managers may not be aware.

As School Assessment Coordinators (SAC), accommodations and supports are accurately reflected in state, local and districts assessments.

Community resources are monitored, updated, and families/students are informed of the most reliable and helpful services.

Are culturally and linguistically accessible support services to students and families provided?

Yes. It has been addressed in previous sections.

Does academic planning and support services assist students in closing the achievement gap?

This is the hope! We want to alert students that they have control in the decisions that shape their future. We want to empower parents to be partners in their child’s education. This is the goal for academic planning meetings.

Closing the achievement gap has been a focus of the district for several years. The Pupil Services Professional and Collaborative Team (PACT) worked diligently during the 2014-15 school year to refine the Multi-Level Systems of Support approach. We aligned the referral process to be used district-wide as well as educating district staff on the expectations for steps the classroom teacher and/or interventionist should follow before, during and after the meetings in which interventions are prescribed and reviewed. This effort will bring needed interventions to all students and, in turn, close the achievement gap.

How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of the protected groups outlined in PI-9.

At the high school level, we assist all seniors in applying to at least one post-secondary school. We encourage all juniors and seniors to attend the Wisconsin Education Fair (WEF). The same materials, classroom lessons and opportunities are provided as student schedules permit (students with exceptional academic and behavioral needs may not be included in classroom lessons, but case managers and/or classroom teachers can access our resources).

What strategies do counselors use to monitor their own biases and stereotypes?

As a department we actively seek professional development opportunities to be culturally responsive for all students' academic, social/emotional and career success.

Summary Report Data for School Counseling

Findings

Curriculum:

The School Counseling department annually reviews its Comprehensive School Counseling Model Handbooks to keep the scope of the department's service delivery on current student and district needs.

Materials: The department makes every effort to use materials that are free of bias and provides translated written versions.

Methods and practices: School Counselors are the advocates for all students and teach students to be proactive for themselves.

Methods of Analysis

- Participation and discussion with other pupil service personnel during our monthly Professional and Collaborative Time (PACT).
- Bi-annual analysis of Youth Risk Behavior Survey (YRBS)

- 2014- Present each building level school counseling team has completed a Wisconsin School Counselor Program Accountability Report (WSCPAR) in conjunction with the Educator Effectiveness Program (EEP)

Supporting Information

The following documents were reviewed:

- School District of Wisconsin Dells Comprehensive School Counseling Handbooks
 - Foundation Handbook
 - Student/Parent Conference Handbook
 - Curriculum Handbook
- Child at Risk in Education (CARE) referrals, documents and interventions supporting the Multi-Level Systems of Support process
- Youth Risk Behavior Surveys from 2012-present
- WSCPARs for each counseling team in the district

Section IV- Trends and Patterns of School District support of Athletic, Extracurricular, and Recreational Activities PI-9.06 (1)(e)

In this section, the district is asked to review participation trends in PK-12 athletic, extracurricular and recreational activities (sponsored by the school) to determine whether all of the protected groups participate and/or are encouraged to participate in these school sponsored activities. By evaluating this area, school districts will have the opportunity to:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Determine whether current practices might deter some students from participating in these activities.
- Identify and develop ways to increase participation of underrepresented groups.
- Identify and formulate ways for students to develop and act on knowledge and skills for fairness, equity, inclusiveness, and human relations and diversity.

The following questions were addressed regarding Athletics and extracurricular and recreational activities.

Does the District conduct 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.

Yes in April of 2015 the athletic department surveyed members of the high school student body to inquire about current athletic interests.

**Survey Documents are available upon request for specific questions and answers

Do students have access to required materials, gear, uniforms, shoes etc.? If not what if any supports are in place to assist students.

Yes all required uniforms and equipment for all athletic programs are provided by the district.

Do coaches receive training to prevent bullying, hazing, and harassment of athletes?

No we do not currently offer any specific training for our coaches at this time

Do coaches receive training in communication styles, bias and/or stereotyping?

No we do not currently offer any specific training for our coaches at this time

Are school mascots, team names and logos free from Bias and Stereotyping?

Our school team names and mascot is not free from Bias or Stereotyping as we are the "Chiefs". Our efforts on a local level as a district is to make every effort to limit the use of the school mascot (native american headdress or any logo other than an interlocking WD)

How often and in what forum are the district's nondiscrimination policies and practices regarding athletics/activities communicated to students and parents.

We currently do not have any nondiscrimination policies and practices specifically regarding athletics and activities.

Do students participating in athletics receive written policy regarding bullying, hazing and harassment?

We currently do not offer any written policy regarding bullying, hazing and harassment but information is available on the WIAA website which is communicated at the mandatory WIAA preseason meeting for parents and student-athletes.

Is the District's nondiscrimination policy included in athletic handbooks, brochures and/or programs?

The policy is not currently included in athletic handbooks, brochures and/or programs as the district does not currently have a non-discrimination policy specifically related to athletics.

Is information regarding athletic events published in languages other than English?

Yes via the district facebook page, weekly athletic events are published in English and Spanish for all users.

What are the qualifications for athletic program participation and are those published and made available to all students and parents?

The qualifications for athletic programs are specifically outlined below and are posted on the district website and are also handed out in print to parents, students and coaches at the beginning of each sport season and are also specifically covered in our preseason mandatory parent/guardian/caregivers and student-athletes on a yearly basis.

STATEMENT OF PHILOSOPHY

Co-Curricular activities are an integral and valuable part of a student's educational experience, and the School District of Wisconsin Dells is committed to sponsoring a wide variety of such activities. While difficult to measure, the educational value of co-curricular participation is extensive. Students not only develop physical, mental and social skills but also develop positive values and attitudes that they will take with them into their adult life. Such activities teach students the importance of hard work and the personal pride in accomplishments. The goal of co-curricular activities at Wisconsin Dells is to provide an opportunity for young men and women who are talented and/or motivated a chance to compete with other students in similar activities.

Co-curricular activities at Wisconsin Dells High School are defined as those activities in which students appear, perform, and/or compete as representatives of Wisconsin Dells High School. Participation in these activities is a privilege, and therefore there is a higher standard for behavior for those students who choose to participate. This code applies to all school sponsored activities that are not part of a curriculum. All students who participate in school-sponsored activities are required to abide by this code.

All organized activities in life, be they work, play or school-related, place expectations upon participants. This code details these expectations as they pertain to all co-curricular participation in the School District of Wisconsin Dells. The purpose of this code is to define minimum academic standards and establish rules, regulations, and consequences for the use, possession, or distribution of tobacco products, alcohol, non-prescribed steroids, and controlled substances, as well as willful, persistent or disruptive behavior, including but not limited to criminal behavior, contrary to the philosophy of the School District of Wisconsin Dells.

The primary enforcement and responsibility of this Code rests not only with the students, as they should be self-disciplined, but also with their parents and/or guardians.

A student is required to follow the Code of Conduct on a year-round (12 months) basis. This code is written so as to be applicable to all students participating in co-curricular activities in grades 9-12.

Softball	\$7,644	\$7,292	\$7,503	31	32	29	4	2	2	1	1	1	4	4	4
Tennis	\$0	\$0	\$3,280	13	12	14	1	0	2	2	1	2	1	1	1
Volleyball	\$8,110	\$8,492	\$7,936	34	27	30	3	2	0	0	0	0	0	5	5

Male Program / Activity	Program Budget			Participants			Race, other than white, Participants			Students with Disabilities (Special Education)			# of Coaches / Advisors		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Baseball	\$7,886	\$8,267	\$8,438	19	21	21	0	0	1	0	0	0	4	4	4
Boys Basketball	10,899.00	\$9,379	\$8,919	31	31	34	5	4	4	0	1	1	5	5	5
Boys Golf	\$8,635	\$7,988	\$9,083	14	15	12	0	0	0	0	0	0	2	2	2
Boys Hockey	\$0	\$0	\$0	7	8	9	1	1	1	1	0	1	1	1	1
Football	15,520.00	14,703.00	13,358.00	44	43	45	7	7	8	1	1	0	6	6	6
Wrestling	11,844.00	\$9,990	\$8,492	14	17	13	5	4	1	0	1	1	2	2	2

Athletics / Activities Participation Summary

Year	Male Participants	Female Participants	Race, other than white, Participants	Students with Disabilities (Special Education)	\$/ Male	\$/ Female	Coach or Advisor / Male Participant	Coach or Advisor / Female Participant
12-13	433	489	94	0	\$0	\$0	0.12	0.09
13-14	312	423	88	9	\$250	\$135	0.10	0.08
14-15	361	475	110	14	\$201	\$115	0.12	0.08

15-16	313	306	90	5	\$229	\$197	0.13	0.12
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Non-Gender Athletics / Activities Participation															
Program / Activity	Program Budget			Female Participants			Male Participants			Race, other than white, Participants			# of Coaches / Advisors		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Art Club	\$0	\$0	\$0	7	8	4	2	2	0	2	1	0	1	1	1
Badger State	\$0	\$0	\$0	0	0	0	2	0	0	0	0	0	1	0	0
Band	\$3,783	\$5,199	\$8,276	60	57	50	41	51	40	12	15	20	2	2	2
Bowling	\$0	\$0	\$0	0	0	0	0	0	0	0	0	0	0	0	0
Cross Country	\$5,460	\$6,682	\$6,003	16	12	9	18	12	9	6	4	5	2	2	2
Choir	\$1,362	\$404	\$663	18	26	19	1	7	3	2	10	3	1	1	1
Drama Club	\$0	\$0	\$0	37	20	0	13	6	0	6	4	0	1	1	0
FBLA	\$0	\$0	\$0	20	0	0	17	0	0	2	0	0	1	0	0
FCA	\$0	\$0	\$0	0	0	0	0	0	0	0	0	0	0	0	0
FCCLA	\$0	\$0	\$0	0	3	7	0	0	1	0	0	0	0	1	1
FFA	\$0	\$0	\$0	13	17	5	6	7	5	1	0	0	1	1	1
FHA	\$0	\$0	\$0	0	7	4	0	7	2	0	6	2	0	1	1
Forensics	\$754	\$1,612	\$900	0	10	4	0	1	2	0	1	1	0	1	1
Interact Club	\$0	\$0	\$0	7	0	7	8	0	14	0	6	0	1	0	1
Journalism Club	\$0	\$0	\$0	12	12	0	4	8	0	2	6	0	1	1	0
Key Club	\$0	\$0	\$0	26	38	35	5	8	5	6	8	4	1	1	1
Math League	\$90	\$90	\$75	2	23	26	6	36	20	0	4	2	1	1	1
NHS	\$85	\$85	\$85	21	29	28	12	12	12	3	1	2	1	1	1
Powerlifting	\$0	\$0	\$0	0	0	0	0	0	0	0	0	0	0	0	0
Riding Club	\$0	\$0	\$0	4	4	3	0	0	0	0	0	0	1	1	1
SADD	\$0	\$0	\$0	0	0	0	0	0	0	0	0	0	0	0	0
Soccer	\$0	\$0	\$0	0	2	3	15	12	17	2	4	4	1	1	1
Student Council	\$0	\$0	\$0	16	27	26	8	10	8	2	0	2	2	2	2

Science Olympiad	\$0	\$0	\$0	0	0	0	0	0	0	0	0	0	0	0	0
Spanish Club	\$0	\$0	\$0	0	15	24	0	1	8	0	4	11	0	1	1
Supermileage	\$0	\$0	\$0	0	2	0	0	17	0	0	1	0	0	1	0
Swim Team	\$0	\$0	\$0	6	6	5	2	1	0	0	0	0	0	0	0
Track	11,634.00	\$8,068	\$7,377	21	25	21	18	21	27	4	8	10	2	2	2
Yearbook	\$0	\$0	\$0	12	15	13	5	7	6	5	3	1	1	1	1

Athletics / Activities Participation Summary

Year	Male Participants	Female Participants	Race, other than white, Participants	Students with Disabilities (Special Education)	\$ / Male	\$ / Female	Coach or Advisor / Male Participant	Coach or Advisor / Female Participant
12-13	433	489	94	0	\$0	\$0	0.12	0.09
13-14	312	423	88	9	\$250	\$135	0.10	0.08
14-15	361	475	110	14	\$201	\$115	0.12	0.08
15-16	313	306	90	5	\$229	\$197	0.13	0.12

**Section V - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition
PI-9.06(1)(f)**

The purpose of this section to evaluate the 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. By evaluating this area, school districts will have an opportunity to:

- Ensure that all scholarships and other forms of recognition are awarded in a way that

does not discriminate in violation of s.118.13.

- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory .to determine if the overall effect is nondiscretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

The following questions were addressed regarding trends and patterns in awards and Scholarships.

Do all students have access to scholarship announcements?

The Wisconsin Dells Education Foundation (WDEF) Representative present information on their Scholarships to all students during the Academic Support Period (ASP). Newsletters handed out in ASP for all students, this assist in ensuring that all students receive the information even if they are absent on the day of the WDEF presentation.

Do all students have the ability to gain access to scholarship materials?

In addition to the WDEF presentation and flyers, posters are hung up throughout the high school, Announcements and newsletters are disseminated during ASP to ensure that all students have the opportunity to hear about all of the local scholarships available to them. The information is provided via a newsletter in two languages. Other languages can be made available if needed.

Do parents have access to scholarship materials?

A Senior Scholarship Newsletter is emailed to students and parents in 2 languages

Are scholarships recipients reviewed and selected by the guidelines set forth in scholarship directions and contract?

Yes, for those scholarships administered by the SDWD.

Scholarships administered by the WDEF or other outside groups do not always have this.

Does the scholarship committee represent multiple departments within the school?

Yes, the SDWD does keep a list of the staff who are part of the district scholarship committee each year and monitors to ensure that an appropriate mix of departments are represented.

Does the scholarship committee reflect the diversity of the student population (as best it can)?

No, neither in our School District committee nor in the WDEF; however, we do not have a staff that is representative of our student population either.

Does the scholarship committee receive any training in pupil nondiscrimination?

No

Is there a rubric for school based academic awards?

Yes, the WDEF and the School Scholarships committee both have rubrics that are shared with members.

Are parents aware of policies and practices for awarding school based academic awards?

There is some limited information provided to parents; however, the SDWD does clearly

Is there a rubric for school based athletic awards?

No

Does the school record student recipients of school based athletic awards?

Yes, yearly at the end of each season.

Are parents aware of policies and practices for awarding school based athletic awards?

Yes, Head coaches cover the details for each sport at the required parent meeting prior to the beginning of each sports season.

Trends in Scholarship applications and awards

Below is the data that was used for this self audit.

District Administered Awards

Awards	Female			Males			Race, other than white			Students with Disabilities		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
2-Dimensional Art Award	1	1	0	0	0	0	0	0	0	0	0	0
3-Dimensional Art Award	1	1	0	0	0	0	0	0	0	0	0	0
Academic Award	4	4	0	0	0	0	1	0	0	0	0	0
Academic All-State Scholar	0	0	0	0	0	0	0	0	0	0	0	0
All-Conference	7	11	14	14	8	13	2	2	2	0	0	0
All-Conference - 2nd Team	1	10	10	4	9	8	0	1	0	0	0	1
All Conference - Honorable Mention	0	0	0	3	0		0	0	0	0	0	0
All-Star Game	0	0	0	0	0	1	0	0	0	0	0	0
Batting Champion	0	0	0	0	1	1	0	0	0	0	0	0
Best Defender	1	0	1	0	1	1	0	0	0	0	0	0
Best JV Player	0	0	0	1	0	0	0	0	0	0	0	0
Best Offensive Player	0	0	0	0	0	0	0	0	0	0	0	0
Best Showmanship	0	0	0	0	0	0	0	0	0	0	0	0
Best Technique	0	0	0	0	0	0	0	0	0	0	0	0
Captain	11	19	14	19	16	16	3	3	3	0	0	0
Coaches Award	3	4	4	2	3	2	1	0	0	0	0	0
Cy Young Award	0	0	0	0	0	2	0	0	0	0	0	0
Drama Award	1	0	0	0	0	0	1	0	0	0	0	0
Forensics Award	0	0	0	0	0	0	0	0	0	0	0	0
Golden Glove Award	0	0	0	0	1	1	0	0	0	0	0	0
Howard Heitman Award	0	0	0	1	1	1	0	0	1	0	0	1

School District of Wisconsin Dells Pupil Nondiscrimination Self-Evaluation Report: April 1, 2017

Hustle Award	1	1	1	0	0	0	0	0	0	0	0	0
Inspirational Team Award	1	1	1	0	0	0	0	0	0	0	0	0
Johnny Newman Award	0	0	0	0	1	1	0	0	0	0	0	0
Journalism Award	2	1	0	0	0	0	0	0	0	0	0	0
Leading Hitter	1	0	1	0	0	0	0	0	0	0	0	0
Letterwinner	87	109	98	93	75	99	24	21	15	0	2	6
Low Round of the Season	1	0	0	0	0	0	0	0	0	0	0	0
Math League Award	2	0	0	2	2	0	0	0	0	0	0	0
Most Improved	7	9	8	6	5	5	1	3	2	0	0	0
Most Spirit Award	2	2	1	0	0	0	1	0	0	0	0	0
Most Valuable	9	9	8	5	8	7	2	2	1	0	0	0
Player of the Year	1	1	1	0	0	0	0	0	0	0	0	0
Rookie of the Year	1	0	2	2	0	1	0	0	0	0	0	0
Scholar Athlete	0	0	0	1	0	0	0	0	0	0	0	0
Scholar Athlete - 2nd Team	0	0	0	0	0	0	0	0	0	0	0	0
Sectional Qualifier	5	2	5	0	0	0	1	1	1	0	0	0
Sportsmanship Award	1	0	1	1	1	0	0	0	1	0	0	0
State Qualifier	0	0	3	0	0	2	0	0	0	0	0	0
Teammate Award	0	0	0	0	0	1	0	0	0	0	0	0
Top Defender	0	0	0	0	0	0	0	0	0	0	0	0
Yearbook Editor Award	1	1	0	0	0	0	0	0	0	0	0	0
WAEA Regional Art Show	19	2	2	16	3	3	6	3	1	1	0	0
Elem Spelling Bee	22	22	12	12	9	26	5	4	10	1	1	0
MS Spelling Bee	25	14	10	26	11	12	4	5	4	0	0	0
Geography Bee	3	1	2	8	4	6	1	1	4	0	1	0
Math Maniacs	3	3	6	5	7	2	1	1	0	0	0	0

August Derleth	5	6	7	6	5	1	1	1	0	0	0	0
Math 24	11	15	6	7	3	6	1	0	5	0	0	0
Creative Arts Festival	5	4	7	3	3	1	3	3	1	0	0	0

Scholarship Awards				
	# of Female recipients	# of Male recipients	# of Students based on Race, other than white, Recipients	# of Students with Disabilities recipients
2013-2014	448	146	66	0
2014-2015	494	352	35	16
2015-2016	507	295	57	0

Summary and Recommendations:

School Counseling:

Curriculum:

The School Counseling department annually reviews its Comprehensive School Counseling Model Handbooks to keep the scope of the department's service delivery on current student and district needs.

Materials: The department makes every effort to use materials that are free of bias and provides translated written versions.

Methods and practices: School Counselors are the advocates for all students and teach students to be proactive for themselves.

Supporting Information

The following documents were reviewed:

- School District of Wisconsin Dells Comprehensive School Counseling Handbooks
 - Foundation Handbook
 - Student/Parent Conference Handbook
 - Curriculum Handbook
- Child at Risk in Education (CARE) referrals, documents and interventions supporting the Multi-Level Systems of Support process

- Youth Risk Behavior Surveys from 2012-present
- WSCPAs for each counseling team in the district

Recommendations for Improvement and Implementation Strategies for School Counseling Services:

- Continue to revise the school counseling curriculum on an annual basis
- Attend Wisconsin School Counselor Association Annual Conference and other professional development opportunities
- Academic and Career Planning will take a front-seat this next year since it is mandated by DPI and our ACP Advisory Team will ensure that all students 6-12 will be college and career ready. In addition, we will select instructional materials that insure all perspectives are included and consideration is given to all protected groups listed in PI-9.
- Individual Planning conferences will be further developed and implemented to support goals in the ACP since the students and parents find them to be beneficial

Athletics and Extracurricular Activities:

The SDWD does not have equal participation of males and females, minority or special education students participating in athletics or extracurricular activities. The district has worked with the Ho-Chunk Nation to offer transportation after activities to any MS or HS student who wants to participate in athletics or extracurricular activities; however, we continue to see this as an issue. The district does work with individual students to assist in covering fees associated with athletics and extracurricular activities in an attempt to ensure all students have the opportunity to participate; however, there is not a clear process on how to get that needed assistance.

The SDWD does provide some first aid and first responder training to coaches in order to ensure the safety of all students; however, SDWD does provide consistent training to coaches on bullying, hazing and anti harassment

Our school team names and mascot is not free from Bias or Stereotyping as we are the "Chiefs". Our efforts on a local level as a district is to make every effort to limit the use of the school mascot (native american headdress or any logo other than an interlocking WD).

Recommendations for Athletics and Extracurricular Activities:

- Continue to offer transportation for students whom transportation is a barrier to participation.
- The SDWD may want to determine if they are comfortable continuing with their current mascot.

- Coaches should receive some information/professional development regarding how to prevent or stop any hazing, bullying or discrimination. This can be done through a handbook.

Scholarships and Awards:

The SDWD needs to be proud of the number of scholarships and the significant dollar amount that is given each year as scholarships to graduating seniors.

The SDWD has a strong Education Foundation which supports a significant amount of scholarship the number and dollar amounts have increased each year.

The WDHS School Counselors and Principals ensure that a variety of staff and departments are represented on the Scholarship Committee.

The SDWD does not closely monitor academic awards given at the Elementary, MS or HS.

There are significantly more females than males who apply for and receive scholarships with the SDWD. There are also very few Students with Disabilities or Minority students who apply for scholarships compared to non disabled or White students.

There are no individual of minority status on the SDWD scholarship committee.

Recommendations for Scholarship and Awards:

- The SDWD needs to continue to work on ways to increase the number of students with disabilities, males and minority students who apply for scholarships.
- SDWD should consider a way to keep track on any academic awards that are awarded to students k-12th grade
- The SDWD should consider how to ensure that the scholarship committee has minority representation from within the School District. This is difficult because there are very few minority staff members working within the district.

District Summary:

The SDWD has put worked diligently over the past several years to ensure that equitable services are provided to all students. This needs to continue to be a priority and with the district's new mission, vision and belief statements the SDWD is clearly on the path of continued growth and improvement in this area.

We are WD

Our Mission

Connect × Inspire × Achieve

Everyone. Every day.

Our Vision

Cultivating academic excellence today for a stronger community tomorrow.

Our Beliefs

- We set high academic standards and expect each student to reach his/her full potential.
- We are committed to the whole child: healthy, safe, engaged, supported, and challenged.
- We embrace our diversity, integrate equitable practices, and believe all students will be successful regardless of race, income, gender, sexual identity and learning differences.
- We partner with families and community to develop informed and responsible citizens.
- We collaborate to support individuals and families.
- We deliver a consistent and rigorous curriculum in every classroom. We value adult learning as a key to student learning.
- We pursue innovative ideas, evidence-based practices, and modern technologies.
- We seek to provide physical environments that facilitate high levels of learning and serve the needs of our community.
- We live our mission and strive for our vision. This is WD.

Resources:

<https://dpi.wi.gov/sped/pupil-nondiscrimination/benchmarks>