

## **Pupil Non-Discrimination Self Evaluation**

### **Process:**

The information in our district pupil non-discrimination evaluation was gathered through input and data from our school counselors, our extra/co-curricular assistant and a high school office assistant. School counselors, Shelly Laffin and Paula Gretzlock, along with their administrator, Betsy Haltinner, reflected on their practices and curriculums used. Extra/Co-Curricular assistant, Peggy Hansen, reviewed the data found on our student information system. High School assistant, Barb Meser reviewed the scholarship process and reviewed the data on our student information system as well.

### **Findings:**

#### ***School District of Glenwood City 2015-2016 Enrollment Data:***

Enrollment:

- 708 total students
  - 351 Females
  - 357 Males

Ethnicity:

- 4 American Indian
- 11 Asian
- 12 Black
- 23 Hispanic
- 652 White
- 6 2 or more races

Disability Status:

- 602 students without disability
- 106 students with disability

#### ***Methods, Practices, Curriculum, and Materials Used in Counseling:***

**The following questions pertain to the type of training counselors have received.** Counselors have a Masters in School Counseling and hold Wisconsin DPI #54 School Counselor License. They meet the guidelines of Wisconsin's Quality Educator Initiative (PI 34).

#### **Was the training optional or required?**

School Counselors have been involved with the Wisconsin School Counselor

Association (WSCA) and regularly attend the yearly held conference. Additionally they are involved locally by attending workshops and professional development experiences offered by CESA 11. Annually counselors are also part of our district professional development through participation in Teaching and Learning Teams. Annual training of non-discrimination and harassment identification and reporting. Wisconsin as a state has 'officially' adopted the ASCA Model now in lieu of the WCSCM. Fundamentally there is no big difference in the expectations/standards/etc of the two Models, basically the framework/organization of them is the difference. I would also agree that relevant trainings are offered through both WSCA and CESA opportunities. In addition, there has been a focus over the past couple of years by WSCA regarding Cultural Competence in counseling practice. There is also a cultural competence course requirement throughout Counseling graduate work and initial licensure. No specific additional training is required beyond that in this area. Continued professional development areas are up to individual counselors. I believe any type of training - whether it be new content or refresher in nature - can improve counseling practice when the theory and content of it is retained and intentionally employed with stakeholders.

#### **How effective was the training in improving counseling?**

Our counselors are often the staff that are sought out to assist with solving conflict and assuring that all are treated fairly and respectfully.

#### **Does the district provide culturally and linguistically accessible support services to students and families?**

I have provided materials, if needed, to parents (ex. college informational brochures in Spanish). I have also used an interpreter when needed and found that to be extremely helpful. I have used our ELL person's assistance in the past as well when needing to communicate with parents either in person or by creating written documents for a parent(s). We have a Title III coordinator and an administrator assigned to oversee programming. All ELL students and families have access to our Title III coordinator. She ensures each child has an Individual Learning Plan and is annually assessed in language proficiency and academic performance. Rti procedures and processes ensure that all student learning needs are being met.

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

Academic planning and support services are provided to all students. Rti procedures and processes ensure that all student learning needs are being met. Our elementary is also a School Wide Title I program that serves all students providing literacy and math instruction to students performing district and state benchmarks.

***Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities:***

**Review participation data in athletic programs and activities for at least the past three years. Review data by race, sex, national origin or disability. Identify trends and patterns:** 2014-2015, 2015-2016, 2016-2017 High School, Middle School and Elementary Extra-Curricular and Co-Curricular Activities: See Attached Chart

• **Are some groups underrepresented in athletic programs and activities?** No  
• **Are effective procedures in place to track participation in athletic programs and activities by race, sex, disability, and national origin?** We track the students participating by entering this information into the electronic student record.

**In responding to the following questions, review interscholastic athletic opportunities for male and female students.**

• **Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?** Yes, We offer 11 sports. Four are typically equal male and female. Three are typically female. Three are typically male.  
• **Are the opportunities comparable in scope and type?** Yes

**Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:** See attached uniform rotation and Extra/Co-Curricular Handbook

- **coaching and other staff salaries**
- **provision of uniforms**
- **equipment and supplies**
- **scheduling of games and practice times**
- **provision of transportation**
- **opportunity to receive experienced coaching, academic tutoring, medical, or other type of services**
- **access to locker rooms, practice and competitive facilities**
- **publicity efforts**
- **availability of pep band, cheerleaders, pom pon, et cetera for all teams.**

**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?** Yes

**Are special accommodations available for students with disabilities? Other extracurricular, recreational, and school-sponsored or approved activities**

Accommodations are available on a as needed basis.

**Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?** We track the students participating by entering this information into the electronic student record.

***Trends and Patterns in Awarding Scholarships and Other Forms of Recognition:***

**Overall Composition**

2014 Total 39      24 M              15 F

Race: Asian 1 (2.9%); Black 1 (2.9%); White 37 (94.3%)

Disability: 3

2015 Total: 42      20 M              22 F

Race: Hispanic 2 ( 4.9%); American Indian 1 (2.4%); Black 1 (2.4%); White 38 (90.3%)

Disability: 5

2016 Total 54      32 M              22 F

Race: Asian 3 (6.2%); Black 1 (2.1%); White 49 (89.6%); Multi-Race 1 (1.21%)

Disability: 4

**Scholarship Distribution**

2014

Applied for Scholarship :19/39

Scholarship Recipients:

- 9 M/10 F
- Race: 1 Asian; 18 white
- Nobody with disability applied
- Ranks range from 1-30

3 Males received individual scholarships only/did not apply

1 Academic Excellence Scholarship awarded to a Female

2015

Applied for Scholarships: 27/42

Scholarship Recipients

- 9 M/18 F
- Race: 1 Black; 1 Hispanic; 25 white
- 1 disability LD
- Ranks range from 1-33

1 Male received Wisconsin Technical Excellence Award

1 Academic Excellence Scholarship awarded to a Male

2016

Applied for Scholarships: 29/54

Scholarship Recipients

14 M/15 F

Race: 2 Asian;

1 disability Autism

Ranks range from 1-38, 56

1 Male received Wisconsin Technical Excellence Award

1 Academic Excellence Scholarship awarded to a Female

**Criteria: Glenwood City Community Scholarship Application includes the following (over 30 local scholarships awarded):**

- Family member or relative – some scholarships will go to these recipients
- Essay
- High School Activities
- Plans beyond HS (where & what area)
- School Sponsored Club/Organizations
- Community Involvements
- Hobbies/Interest
- Define Leadership & how demonstrated
- Describe self in 3 words
- 2 books read in past year
- Parent Signature if not 18 yrs. Old
- Grade Point Average
- All students encouraged to apply

**Procedures to track & analyze are kept in notebook and computer**

- Scholarship Checklist for new scholarship; approved by School board

- Scholarship Donor List; called/emailed yearly to offer scholarship & amount
- Scholarship Application Grid
- Scholarship Distribution: Students need to bring in 1st semester grades and 2nd semester schedule or receipt of payment for 2nd semester; Donors are notified by email or phone; if School Scholarship an expense voucher is completed and processed; check is mailed to student. A second letter is sent to student if they have not turned in grades/schedules or grades.
- District Scholarships paid out w/list of recipients

### **Selecting recipients:**

- School Scholarship Committee: Representatives from the committee come in and read application and select recipients as a group.
- Some community scholarships are selected by the contributor. They are notified when applications are ready and come to the school to select recipients.

### **Other Scholarships and Awards**

- Criteria of Individual Scholarship Donor could specify any one of the following:  
Career or College  
Family member or relative belongs to club/organization  
Based on specific essay i.e. leadership
- Staff members will write letters of recommendation per student request.
- Teachers/staff select students for various awards for clubs/organizations/athletics based on student's abilities/participation/involvement.

### **Recommendations:**

The Glenwood City School District's Pupil Non-Discrimination evaluation team consisted of Nicole Brite, Beth Davis, Christa Blaser, Patrick Gretzlock, Amy Schutz, Shelly Laffiin, Biri Mendez, and Yasmin Mendez. After reviewing the findings of our self evaluation, the one area the team felt our district could improve on was that students with disabilities was under represented in our co-curricular and extra-curricular activities. Approximately 15% of our student body has a disability. Of these students, most organizations and teams have right around 10% of their members with disabilities. As a team, we initially discussed the reasoning for these low numbers. The team felt that students may feel a sense of they cannot participate, for reasons including: they did not participate in youth and middle school sports, so they feel intimidated or scared away, and they are from a low income family and do not know about the accommodations provided by the school. Often times youth sports, which are not school sponsored,

require families to provide transportation and events are held on the weekends. Students don't realize that once they are in middle school and high school, these sports are school sponsored and provide all transportation and most events are held during the week. School sponsored sports do have fees from \$20 for middle school to \$30 for high school/sport and many activities have fees when participating in competitions. Many low income families do not know that the school has scholarships for students who want to participate, but cannot afford to do so. As a team we also discussed the different ways students could participate in school programs. Most students see joining a team as being an active member on the court or field. Many of programs have managers, but these are often elementary or middle school aged students, who are already active in these sports at their level. By including more students in these activities, not only would they make connections with students and coaches, but they may also begin to care more about their grades if their grades come into consideration when participating in these activities. Our recommendation as a team was to increase the number of students with disabilities within our extra/co-curricular programming, based on the plan below.

### **Plan:**

As a team we thought the best plan of action, to achieve our recommendation of increasing the number of students with disabilities within our extra/co-curricular programming is the following:

- Communicate with families to improve their understanding and knowledge of what is available for all students in our district including help with fees.
- Find more ways for students to participate including:
  - Statistician
  - Game Filming
  - Manager
- Find different ways to communicate with parents including
  - Email
  - Phone Calls
  - Translated Letters

By including more students in extra/co-curricular activities we, as a district, become more connected and our students feel like they are part of a team and a community.

