

DPI
Pupil Nondiscrimination
Self-Evaluation Report:
Spring 2016-2017 School Year

Wonewoc-Center School District
Approved by the School Board on
(April 17, 2017)

By: Dr. Sharon Ennis, District Administrator

101 School Road

Wonewoc, WI 53968

Phone: 608 464-3165

Fax: 608 464-3325

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Section I-General Overview of PI-9 Pupil Nondiscrimination Introduction to the Pupil Nondiscrimination Self-Evaluation

The self-evaluation required by PI 9.06 of the Wisconsin Administrative 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 and ensure that all students are college or career ready for graduation.

Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of education 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 section 118.13 of the Wisconsin Statutes. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

In 2000-01, school 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 had 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.

In 2006, the department reviewed the self-evaluation process and determined that information all but three of the required elements identified in PI 9.06 were being collected by the school districts and submitted to the department as part of other reporting requirements. The three elements are:

- “...methods, practices, curriculum, and materials used in... counseling...” PI 9.06 (1) © Wis. Admin Code); and
- “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): and
- “participation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06 (a)€, Wis Admin. Code).

In 2006-07 and 2011-12, school districts were required to complete Cycle III of the self-evaluation focusing on these three elements. Cycle III continues for the 2016-17, requiring school districts to evaluate these elements, create and evaluation report, and assure the department of their work.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>(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"> • Sex • Ancestry • Sexual orientation • Race • Religion • National Origin • Creed • Pregnancy, marital or parental status • Physical, mental, emotional or learning disability 	<p>PI 9.06 (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"> 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 patterns 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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Section II-Contributors to the Pupil Nondiscrimination Self-Evaluation

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self-Evaluation Report

Individual	Position
Dr. Sharon Ennis	District Administrator/Elementary Principal/Director of Instruction/Special Ed Director
Michelle Noll	Assistant District Administrator/Middle/High School Principal
Leigh Hembd	Assistant Elementary Principal/Assistant Director of Instruction/Teacher
Tory Needham	Athletic Director
Holly Nemec	K-12 Guidance Counselor
Kathy Lindsey	Student Data System Coordinator

Opportunities to Participate in the Writing and/or Development of the Pupil Nondiscrimination Self-Evaluation Report

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

- Meetings with school counselor
- Discussion at administrative meetings
- Student surveys at the Junior and Senior High Level
- Staff Survey
- Community and Parent Survey
- Individual Meetings with principals and District Administrator
- Open forum at board meetings (3rd Monday of each month).
- Posted on district web site for input.

Section III–Methods, Practices, Curriculum and Materials used in School Counseling

Findings/Supporting Information

The purpose of this section is to ask the Wonewoc–Center School District to examine the method, practices, curriculum and materials used in PK–12 counseling to determine whether all students are being included in the learning process.

Wonewoc–Center School District is a small rural school district in south–central Wisconsin with a population of approximately 350 students in grades 4K–12. We have 1 K–12 Guidance Counselor in the building. Our counselor is trained in reflecting on and minimizing their own personal bias and stereotypes and challenging those of others in a respectful and developmental manner.

The Wonewoc–Center Elementary School students 4K– 5 receive 45 minutes of instruction in Guidance on a weekly basis. In addition students receive further instruction in guidance through integrated curriculum in social studies and health. Instruction is delivered by classroom teachers and physical education instructor. Curriculum was written and aligned with Wisconsin Comprehensive School Counseling Model (WCSCM).

The Wonewoc–Center Middle School students receive a 47 minute/day class for 9 weeks which deals with Academic and Career Planning. In addition students receive a 9 week course in health and a year–long course in social studies. In each of these classes the Wisconsin Comprehensive School Counseling Model is being used.

The Wonewoc–Center High School requires 2 different courses as part of student’s graduation requirements. The first class is on Career Development and the second class is Financial Literacy. Again, preparing students for the future. Students are also required to have 30 hours of approved community service.

The Wonewoc–Center written guidance curriculum emphasizes academics, personal and social and career domains.

The Wonewoc–Center School District 4K–12 has adopted and operated under PBIS (Positive Behavior Intervention Support). Through this program we have found that many of the curricula taught in guidance are put into every day practice.

Parent–involvement is a key component to our guidance curriculum. Parents are included in the curriculum at Elementary level by doing parent questionnaire’s and assignments with their students. At the 6th, 7th and 8th grade levels the district conducts parent meetings to discuss Academic and Career Planning. Each grade level has a 9 week course. High–School students also have group parent meetings with guidance counselor, but she also conducts one–on–one meetings with students and parents.

The district pupil nondiscrimination statement is included in all student/parent handbooks at the elementary and middle/high school level. It is also included on our webpage and Facebook page. It is included on school stationary as well as all postings done by the district.

The District has board Policy that address curriculum development as well as curriculum materials (including counseling materials) and selection process. Curriculum and curriculum materials are covered under Wonewoc-Center Board Policies 2210 and 2521. The Board also has policies with govern the Alternative School Curriculum (2451) and the Board Curriculum Committee (0155). Course guides are covered under policy 2230.

In a survey conducted by the district students reported that the materials they receive from the district are free of bias and stereotype.

Support services are provided to students and families on an individual, as-need basis. The district works closely with Juneau County Social Services and Juneau County Juvenile Justice to support the needs of our students. The district also works with CESA 4, West, Salem, WI to provide linguistic needs of students and families.

The Wonewoc-Center School District has taken steps to close the achievement gap by implementing several systems of support for our students. The first step was to develop and effective RTI (Response to Intervention Program) for our students. We use MAP (Measure of Academic Progress) as our Universal Screener. Students who do not meet benchmark have an individualized program designed for them through Compass Learning. The intervention may last from 6 to 9 weeks, and a re-evaluation is done. If the program is successful it is continued. In not successful a second Research/Evidenced Based Program is used. Once 3 or more interventions have been exhausted we then meet with parents to establish if further testing is needed for special education. In most cases the referral is not needed as students to reach appropriate benchmarks.

Wonewoc-Center School District was a Wisconsin Pilot School for Academic and Career Planning. Being part of the Pilot program the district has designed an effective Career Exploration Program for students in grades 6-12. The district has implemented a 9 week course at each grade level in middle school, and has also added two semester courses at high school.

The district also has parent meetings with all students in grades 6-12 at least one time per year. Older grade level has several meetings per year. All high school students along with their parents meet with the guidance counselor every year.

The district has an active ACP (Academic and Career Planning) Committee which consists of District Administrator, MS/HS Principal, Guidance Counselor,

Ag Teacher, Tech Ed Teacher, Business Education Teacher, Math Teacher, Science Teacher, and Language Arts Teacher.

The district is in the process of developing a Health Academy along with a Tech Ed Academy. The district and a number of businesses have come together to create these two programs. The partnerships have provided finances as well as needed curriculum for our students.


Recommendations

- 1) The district should offer district wide Culturally Responsive Practice trainings to all staff members.
- 2) Staff members should continue to look for trainings that will provide opportunities for them to develop their awareness and skills for serving a diverse student population.
- 3) Continue to include the pupil nondiscrimination statement in all printed materials created by the district.
- 4) Continue to refine policies that meet the need of curricular changes in the district. Curriculum should provide unbiased materials to all students.
- 5) Develop a systemic approach to anticipate the need for cultural and/or linguistic support.
- 6) Continue to improve and develop processes that meet the needs of all students.
- 7) Continue to develop curriculum that explores opportunities for sharing information about non-traditional careers with students.
- 8) ACP Committee will continue to meet on monthly basis to develop programs that meet the needs of the students and parents of the district.
- 9) Revise and implement an effective 4K-5 Education for Employment Program

**Section IV–Trends and Patterns of School District Support of Athletic,
Extracurricular, and Recreational Activities.**

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

Findings and Support

The Wonewoc–Center Mascot is non–biased and is not stereotypical. The district mascot is the “Wolves” (). The Wonewoc–Center sport athletics programs were reviewed for the past three years by race, sex, and disability. Due to the low number of students, data was not disaggregated based on national origin or ELL status. To do so would potentially identify individual students and violate student confidentiality. This data was compared to district–wide averages to determine if any trends or patterns of participation existed. Any disparity greater than 5% is considered significant. At the Junior High and High School levels there is low racial diversity present within the general population. Enrollment for the past four years by race is as follows:

2016–17 School Year

Grade	white	Multi	Pacific	Black	Asian	Hispanic
6	19	2	0	0	0	0
7	19	3	1	0	0	0
8	29	0	0	0	0	0
9	15	3	1	0	0	0
10	29	0	0	2	0	0
11	24	0	0	0	1	1
12	22	0	0	0	1	0

The breakdown of student body by race is 92% white, 5% multi–cultural, 1% Pacific, 1% Asian, and .6% Hispanic

The 2015–16 School year is as follows:

Grade	White	Multi	Pacific	Black	Asian	Hispanic
6	19	3	1	0	0	0
7	29	0	0	0	0	0
8	15	3	1	0	0	0
9	29	0	0	2	0	0
10	24	0	0	0	1	1
11	24	0	0	0	1	0
12	22	0	0	0	0	0

The breakdown for the 2015-2016 school year of student body by race is 93% white, 3% multi-cultural, 1% black, 1% Pacific, 1% Asian, and .6% Hispanic

The 2014-2015 School Year student body is as follows:

The 2013-2014 School year is as follows:

Grade	White	Multi	Pacific	Black	Asian	Hispanic
6	15	3	1	0	0	0
7	29	0	0	2	0	0
8	24	0	0	0	1	1
9	24	0	0	0	1	0
10	22	0	0	0	0	0
11	29	0	0	0	0	0
12	24	0	0	0	0	0

The breakdown for the 2013-2014 school of student body by race is 95% white, 1.71% Multi-cultural, .5% pacific, 1% black, 1% Asian, .5% Hispanic.

The Wonewoc-Center School District offers the following sports for Middle School. Students in grades 6, 7 and 8. For female students we have volleyball, basketball, and track. For the junior high male students we have football, basketball and track. Enrollment numbers for each sport within the last 3years have been as follows:

Football (Middle School-Grades 6, 7, and 8)

2016-2017		2015-2016		2014-2015		2013-2014	
Males	Females	Males	Females	Males	Females	Males	Females
19	1			15			

Volleyball (Middle School-Grades 6, 7, and 8)

2016-2017	2015-2016	2014-2015	2013-2014
25	13	23	

Girls' Basketball (Middle School-Grades 6, 7, and 8)

2016-2017	2015-2016	2014-2015	2013-2014
24	20	19	

Boys' Basketball (Middle School-Grades 6, 7, and 8)

2016-2017	2015-2016	2014-2015	2013-2014
19	15	14	

Track Middle School (Grades 6, 7, and 8)

2016-2017		2015-2016		2014-2015		2013-2014	
Male	Female	Male	Female	Male	Female	Male	Female
		6	10	9	13		

Middle School Findings

- Approximately 33% of our middle school students are involved in athletics throughout the year, over the last 3 years.
- There are slightly more females engaged in sports than males in our district.
- Between 10 and 25% of our Special Needs students participate in middle school sports. The greatest percentage of special needs students participate in track vs. the other sports offered.
- At the middle school level in the last 4 years the district has averaged 47% females and 53% males.
- The average special education population at the middle school is 11%.

High School Sports

At the High School Level the following sports are offered. Football, Volleyball, Basketball (Boys and Girls), Track (Boys and Girls), Baseball, Softball and Cheerleading was added for the 2016-2017 school year. This year the Wonewoc-Center School District started a co-op football program with Weston for high school students. The reason behind the co-op was declining enrollment in both football programs. The numbers of students involved in each of the sports for JV and Varsity is as follows.

Football (There was not a JV Football Team)

	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
JV								
Varsity	10		19		18		13	

Volleyball

	2016-2017	2015-2016	2014-2015	2013-2014
C- Squad	6	0	0	11
JV	7	13	7	8
Varsity	10	11	10	11

Boys' Basketball

	2016-2017	2015-2016	2014-2015	2013-2014
JV	6	8	7	6
Varsity	7	12	10	11

Girls' Basketball

	2016-2017	2015-2016	2014-2015	2013-2014
JV	6	7	7	7
Varsity	6	6	8	11

Track

	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
	8	7	11	7	12	3	8	7

Softball

	2016-2017	2015-2016	2014-2015	2013-2014
JV	0	0	0	0
Varsity	14	11	12	11

Baseball

	2016-2017	2015-2016	2014-2015	2013-2014
JV	0	0	0	0
Varsity	14	13	12	13

Cheerleading (just started this school year)

	2016-2017		2015-2016	2014-2015	2013-2014
	Males	Females			
Football		9			
Basketball	1	8			

Findings

- At the high school level the district has averaged 50% male and 50% female.
- At the high school level 16% of our students qualify for special education.
- A greater percentage of female students participate in fall sports than males.
- A greater percentage of male students participate in winter sports than females.
- A greater percent of male students participate in spring sports than females.
- The percentage of both male and females who participate in the sports program here at school. The number continues to decline. This year 32%

of students participated in fall sports, 25% in winter sports, and 42% in spring sports.

- Approximately 1% of our special needs population participates in sports.
- We have a small percentage of students that are of a race other than white, but very few of the students of different races participate in our sports programs.
- At the middle school level females have the opportunity to participate in 4 sports (football, volleyball, girls' basketball and track. Males at the middle school level have the opportunity to participate in 3 sports (football, basketball and track).
- At the high school level females have the opportunity to participate in 5 sports (football, volleyball, basketball, track, and softball).
- At the high level males have the opportunity to participate in 4 sports (football, basketball, track, and baseball).
- This year we added cheerleading as an additional sport and both males and females may participate.
- Uniform upgrades are made on a rotating basis every five years.
- Transportation is provided to all teams for away events.
- Boys and girls athletic teams are provided with equally experienced and qualified coaches.
- Coaching salaries are equalized for boys' and girls' sports.
- Special accommodations are made on a case-by-case basis for students with disabilities.
- Wonevot-Center does have a Booster Club which supports the athletic programs in the district.
- The Wonevot-Center School Board has policies that govern other Recreational Activities at school (7510). The district has a Coaching Policy (3120.08) and an Interscholastic Activities Policy (2431). All policies are accessible through our web page.

In discussion with students some sports that they would like to see added to our present offerings are golf, cross country, and wrestling.

Recommendations

- 1) Research other sports that could be offered at the Wonevot-Center School District. (Cross-country, golf, wrestling, tennis etc.)
- 2) Contact other neighboring school district to approach the idea of offering more co-op sports programs (Weston, Hillsboro, Royall, and New Lisbon).
- 3) Survey students and have group discussion with students as to why they are not participating in sports.
- 4) Continue to provide free access to all sports programs offered by the district.

- 5) Include the Booster Club in school board meetings where sports are being discussed.
- 6) Continue to provide a system that allows equal access for both boys and girls to all areas.
- 7) Continue to advocate for equal media coverage of male and female athletic competitions.
- 8) Continue to promote sports to special needs students, and survey parents and students as to why they do not participate.
- 9) Continue to promote sports to our non-white population of students.
- 10) Track attendance at our athletic events.
- 11) Require training at coach meetings and find outside voices/speakers to address topics.
- 12) Survey community each school year as to their attitudes and beliefs about the Wonewoc-Center sports program.
- 13) Introduce adaptive sports opportunities for special needs students.

Elementary Sports Programs

The WJCI along with Varsity and JV Coaches and parents offer elementary sports programs after school and on weekends. Elementary students may participate in Wrestling, Boy's and Girls' Basketball, and Soccer. During the summer the Wonewoc-Center School District offers a number of sporting opportunities from volleyball and basketball camps, as well as summer recreational programs for all ages in softball and baseball.

Other Extracurricular, Recreational, and School Sponsored Activities

The Wonewoc-Center School District offers a number of Extra-Curricular, Recreational and School Sponsored Activities. The district offerings for middle school are FFA and FBLA. At the high school level we offer Student Council, FFA, FBLA, National Honor Society, Drama Club, Spanish Club, Art Club, Solo and Ensemble, Forensics, Leadership, Musical, Spring Play, and Yearbook. In addition we have Young Author's Night and Fine Art's Night. The district does offer a Before and After School Program for students in grades K-8. The program assists students with homework, interventions, and provides enrichment in all areas. High School students are paid to work for the program along with certified and support staff members.

Participation in programs:

Activity	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
Forensics	1	5	2	8	3	4		

MS FBLA	1	5	4	6				
Leadership	3	3	3	3	2	4		
Musical	11	28	14	34	16	24	8	19
National Honor Society 9-12	4	5	7	8	5	11	6	10
Pep Band							9	12
Student Council	5	3	14	25	13	20		
Spring Play	8	15	12	17	13	20	10	16
FFA	18	25	24	19	25	20	15	31
Yearbook		12	2	6	2	14		
Spanish Club			9	16	5	9		
Madrigals					3	6		

Other activities our students participate in are All-Conference Band and Choir. Students try out each year for this event. In 2014 we had 1 male and 3 females participate.

The participation data for the Wonewoc-Center School District for extracurricular programs and activities for the past three years by race, sex, and disability have been reviewed. Because of the small numbers included in EEL, national origin and race are small this data has not been disaggregated due to confidentiality and possibility of identifying individuals.

Students with disabilities are more involved in our extracurricular programs and activities than they are in our sports programs. Females make up the greatest population in extracurricular programs and activities than do males, except for FFA. In FFA male membership is slightly higher than female membership.

Students interested in starting a new club may do so by talking with a staff member who would be willing to be the advisor and then approaching the administration. The advisor and students need to develop the program and then present to the district school board for approval. The district usually helps fund the first year of the organization and then the organization must support itself after that.

About 50% of our male population and 60% of the female population participate in extracurricular programs and activities. Approximately 30% of our special education students participate in these programs.

The district schedule has a 30 minute homeroom each day. Advisors to organizations can sign up to have meetings during this time. This elevates the problem of students having to find transportation into school for evening

meetings. This is probably one of the reasons for the high percentage of participation.

Next year we have added to additional organizations to our offerings. The first is trap shooting and the second is SKILLS USA.

Recommendations

- 1) District needs to develop a more accurate data collection on the involvement in Extracurricular Programs, School Activities and School Sponsored Events. In many cases it was difficult to find actual participation numbers, and information was not kept each year.
- 2) The middle school does not have many opportunities in this area.
- 3) We start a Middle School National Honor Society.
- 4) Develop and conduct a student interest survey every 5 years that is specific to extracurricular activities and athletics.
- 5) Formalize district guidelines and procedures for originating an extracurricular program based on student interest.
- 6) Encourage special needs students to become more involved in extracurricular programs and school activities.

Section V: Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement

The purpose of this section is to evaluate the trends and patterns in awarding scholarships, and 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.

High School scholarship recipients are chosen by a community scholarship committee which is made up of staff members, community members and a school board member. The counselor assists in disseminating scholarship applications to students but are not involved in the selection of the recipients. Scholarship information is also posted on the school website for parents and students to view. Selection criteria for scholarships are based on a number of factors.

Applicants must:

- Be a senior
- Meet the academic qualifications of the scholarship
- Attend a post-secondary school within Wisconsin, unless scholarship states otherwise.
- Declare a major or interest in a certain field
- For some scholarships financial need must be demonstrated.

High School scholarship, academic award, and athletic award recipient's data were reviewed for the past three years. During the review student's race, sex, and disability were considered, but not disaggregated because of the low numbers in each category. By identifying students you would infringe on their confidentiality and the student may be identified.

The school district 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 nondiscriminatory.

Scholarships

The chart below indicates the number of scholarships given out each year and the monetary reward totals by gender. Because our population of non-white students is very small disaggregating this material may violate a student's confidentiality and actually identify the student.

Number of Students receiving scholarships	2016		2015		2014		2013	
	Male	Females	Male	Female	Male	Female	Male	Female

	5	6	7	10	5	8	5	5
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Value of Money received	2016		2015		2014		2013	
	Male	Females	Male	Female	Male	Female	Male	Female
	\$131,200	\$27,350	\$20350	\$93175	\$51650	\$15,500	\$11450	\$77,350

There were 22 graduates in the class of 2016. The class had 11 males and 11 females. There was a total of \$158,570 scholarship money awarded to the graduating class in 60 different scholarships. Twenty-six scholarships went to females, and 34 scholarships went to males. The class was made up of all white students and 4 special needs students. No special needs students received scholarships.

There were 28 graduates in the class of 2015. All graduates were white and there was one special education student in the class. The class members were awarded 52 different scholarships for a total of \$115,025. Ten females and seven males received scholarship money. Special needs student did not receive a scholarship.

There were 24 students in the graduating class of 2014. The class had 12 males and 12 females. The class was 100% white with 2 special education students. There was a total of \$67,150 in scholarship money for the class. Eight females and 5 males received scholarships. The total amount for males was \$51,650 and for females \$15,650. No special needs students received scholarship money.

There were 21 students in the class of 2013. The class had 10 females in and 11 male students. There were 4 students with disabilities. There were 19 white students, 1 black student, and 1 Hispanic student. The class received 53 scholarships for a total of \$77,350. Males received \$11,450 and females received \$57,400 in scholarships. No special needs students received scholarships.

Findings

- The amount of scholarship money received by graduating students has almost doubled over the past four years.
- Females receive slightly more scholarships than males, but overall it is relatively even.
- There is no pattern as to males or females receiving more money than the other. It seems to go back and forth from one year to another.
- Our special needs students are not receiving scholarships.
- In the past most of our graduating classes have been predominately white so we have no statistics on scholarships and race.

- Information about scholarships is presented to students and their parents at a parent/student meeting. The guidance counselor also contacts students about scholarships. Several times throughout the year students have time to work with staff members on completing scholarships.
- The district has policies on scholarships (5451.01 and 5451.02).

Recommendation

- Post scholarships on district website.
- Develop a systematic and comprehensive plan on collecting data on scholarship awards. Identifying gender, race, national origin and disability.
- Report annually to the board the statistics on scholarship awards.
- Create a handbook for students and parents on scholarships that are available, due dates, and key points to filling out a scholarship.
- Consider tracking the use of scholarships that have been awarded to students.

Honor Roll

Honor Roll data was analyzed for the past three years at the Junior High and High School Levels. Students making the honor roll are recognized by having their names published in the local newspaper, on the school website, and in the District newsletter. At the end of each school year students and parents come together for an Honor Roll Awards Banquet. At this time National Honor Society students receive their induction into the organization.

The district has two honor rolls each quarter a high honor roll students have to earn a 3.5 GPA or better and an honor roll where GPA is between a 3.00 and 3.49. Student honor roll start in 6th grade and go through 12th grade.

High School

Quarter 1	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
High Honors			15	25	13	24	16	21
Honors			8	11	11	11	7	13

Quarter 2	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
High Honors			10	25	12	19	10	19
Honors			13	12	9	13	10	16

Quarter 3	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female

High Honors			14	25	12	19	12	17
Honors			11	6	9	8	11	19

Quarter 4	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
High Honors			13	26	11	17	16	17
Honors			10	7	8	10	5	16

In the 2015-16 school year first quarter 1 special needs student made high honor roll, and 6 made honor roll during first. Second and fourth quarter. Third quarter 2 special needs students made high honor roll and 3 honor roll.

During the 2014-15 school year First quart 1 Special needs student made high honor roll and 1 special needs student made honor roll. Quarter 1, 1 special needs student made high honor roll and 3 special needs students made honor roll. Quarter 3 and 4, 1 special needs student made high honor roll and 2 special needs students made honor roll.

During the 2013-14 school year first, second, and third quarter 2 special needs student made honor roll, and during fourth quarter 3 special needs students made honor roll.

Middle School Honor Roll

Quarter 1	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
High Honors			6	17	13	24	4	4
Honors			10	13	11	11	2	8

Quarter 2	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
High Honors			4	17	12	19	4	4
Honors			8	11	9	13	2	8

Quarter 3	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female

High Honors			4	18	12	19	3	4
Honors			12	14	9	8	5	6

Quarter 4	2016-2017		2015-2016		2014-2015		2013-2014	
	Male	Female	Male	Female	Male	Female	Male	Female
High Honors			4	21	11	17	3	5
Honors			11	11	8	10	2	9

During the 2015-2016 school year during first quarter, 4 special needs student made honor roll, second and third quarter, 3 special needs students made honor roll, and during fourth quarter, 1 special needs student made high honor roll and 4 made honor roll.

During the first quarter 1 special needs student made high honor roll, and 1 made honor roll. Second quarter, 1 special needs student made high honor roll and 3 made honor roll, and during third and fourth quarter 1 special needs student made high honor roll, and 2 made honor roll.

During the 2013-2014 first and fourth quarter, 1 special needs student made high honor roll, and 1 made honor roll. Second quarter, 2 special needs students made honor roll, and 3 made honor roll, third quarter.

Findings

- Males lag behind females at the high school level in making academic honors. About 40 percent of the honor roll is male and 60% are female.
- Special Ed students are represented in the honor roll.
- We have a small variance in race, but different races are represented in the honor roll.
- At the middle school level boys make-up about 35% of the honor roll.

Recommendations

- Survey students to find out their perception of academic success.
- Implement additional intervention programs for those not meeting benchmarks
- Research the implementation of a National Honor Society at the Middle School Level.

Other Recognition and Achievement Opportunities

Sports Awards

When comparing first team awards in all sports, athletes at Wonewoc-Center over a three year period we find that by males and females are equally represented. Because disaggregating students by race may identify individuals this data was not reported.

- Students receive sport awards for each sport. Students receive local awards based on stats kept from that sport. All sports teams have criteria outlined for students. Males and Females have equal access to awards.
- Coaches take part in conference nominations for both males and females.
- Music Program-Both band and choir have a reward ceremony at the end of the year. Both programs have most valuable, most improved and other awards. Students also receive medals for solo and ensembles. The band and choir. Band is made up of 58% males and Choir has approximately 26% males. Both band and choir have students of all racial backgrounds as well as special needs students.
- Students receive recognition through FFA, FBLA, Art Club, Spanish Club and Drama Club.

Elementary Level Recognition and Rewards

At the elementary level we really promote reading and students receive reading rewards on a monthly basis. Students are also involved in the Spelling Bee, Speaking Contests, Science Fair etc. They receive rewards for all of these. Students also are rewarded through PBIS (Positive Behavior Intervention Support).

Recommendations

- Develop a comprehensive system for keeping accurate data on recognition achieved by students.
- Work with Special Needs students to become more involved in activities outside of the regular school day.
- Include organization advisors in IEP meetings to make sure parents are aware of recognition opportunities.
- Research why males do not do as well academically as females.
- Promote music programs.
- Continue to monitor the data for equity trends in school activities, organizations, and recognition.

Section VI-Policies and Procedures

In this section, the district will review whether its policies and procedures are in compliance with the requirements of the pupil nondiscrimination law. In doing so, the district will also assess whether the policies and procedures are effective in preventing discrimination, resolving complaints, and promoting correction action. The pupil nondiscrimination policies for the Wonewoc-Center School District were reviewed through NEOLA and revised and passed at the December, 2016 board meeting. All policies are now posted on the district website, as well as a printed copy is in the District's Main Office, and the Superintendent's office.

The Wonewoc-Center School District has a written board-approved policy (2260) that prohibits discrimination against pupils based on: sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, and physical, mental, emotional, and learning disabled.

The Wonewoc-Center School District has board-approved policies that prohibit discrimination against pupils in the following areas:

- Admission to any school, class, program or activity (Policy 2260.01), standards and rules of behavior including pupil harassment (5517, 5517.01, 5516).
- Discipline areas, including suspension and expulsions (5610)
- Acceptance and administration of gifts, requests, scholarships and other aids, benefits and services to pupils from private agencies, organizations, or persons. (Academic Excellence 5451.01 and Technical Academic Excellence 5451.02, Gifts 7230)
- Methods, practices, and materials used for testing, evaluating, and counseling pupils, and grading (5421).
- Opportunities for participating in athletic programs or activities (2430, 5611).
- School-sponsored food service programs (8500)

Based on review of the above mentioned policies, the Wonewoc-Center School District's pupil nondiscrimination policies apply to all areas of school operations including school-sponsored programs and activities.

Complaint Procedure:

The Wonewoc-Center School District has a Policy and procedure (5710) for filing, investigating, and resolving complaints of pupil discrimination. The complaint procedure provides that the district administrator will report in writing the findings and the resolution of the case to the grievant within 15 days after receiving the complaint. If the grievant is dissatisfied with the decision of the District Administrator, he/she may appeal the decision in writing to the Board of

Education. The complaint procedure includes a notice of the right to appeal to the state superintendent within 30 days of the decision.

The district designated employee who receives pupil discrimination complaints is Tory Needham (athletic director), Leigh Hembd (assistant principal), or Dr. Sharon Ennis (district administrator).

The district publishes annually at the beginning of each school year a notice of the Pupil Nondiscrimination policy and the accompanying complaint procedures. These notices are posted in each building within the district. A pupil nondiscrimination statement and complaint procedures are included in all student/parent and employee handbooks. Complaint procedures and policies are explained in on-technical language. Translations are not currently provided in other languages or Braille. At this time they are in English only. Measures are taken to increase student and parent knowledge of pupil nondiscrimination policies and complaints through Open House and Parent/Teacher Conferences.

Recommendations:

- Provide Handbooks in different languages that meet the needs of the student population.
- Continue to review policies and procedures every 6 months.

VII-Methods Used in Conducting the Self-Evaluation

The purpose of this section is to assess how the district provided residents, students, teachers, administrators, and parents with an opportunity to participate in the self-evaluation. Active and meaningful participation of each of these groups was essential to achieving a comprehensive and informative evaluation.

Procedures used by the Wonewoc-Center School District were:

- School district staff assembled relevant data/evidence.
- School district established a self-evaluation team.
- Input was obtained from teachers, parents, students and community members through on-line surveys.
- Administrators provided information at administrative meetings throughout the school year. Administrative meetings were held weekly.
- All data was reviewed by district administrator and assembled. Once assembled written report was reviewed by the team.
- The self-evaluation process addressed the status of nondiscrimination and equality of education opportunity in all required areas of inquiry.
- The 2016-17 Pupil Nondiscrimination Self-Evaluation report was given to the Wonewoc-Center School Board members March 30, 2017 and will be approved at the April 17, 2017 Board Meeting.
- Required assures of completion were provided to the Department of Public Instruction by April 1, 2017.