

SCHOOL DISTRICT OF AMERY
PUPIL NONDISCRIMINATION SELF-
EVALUATION, 2024

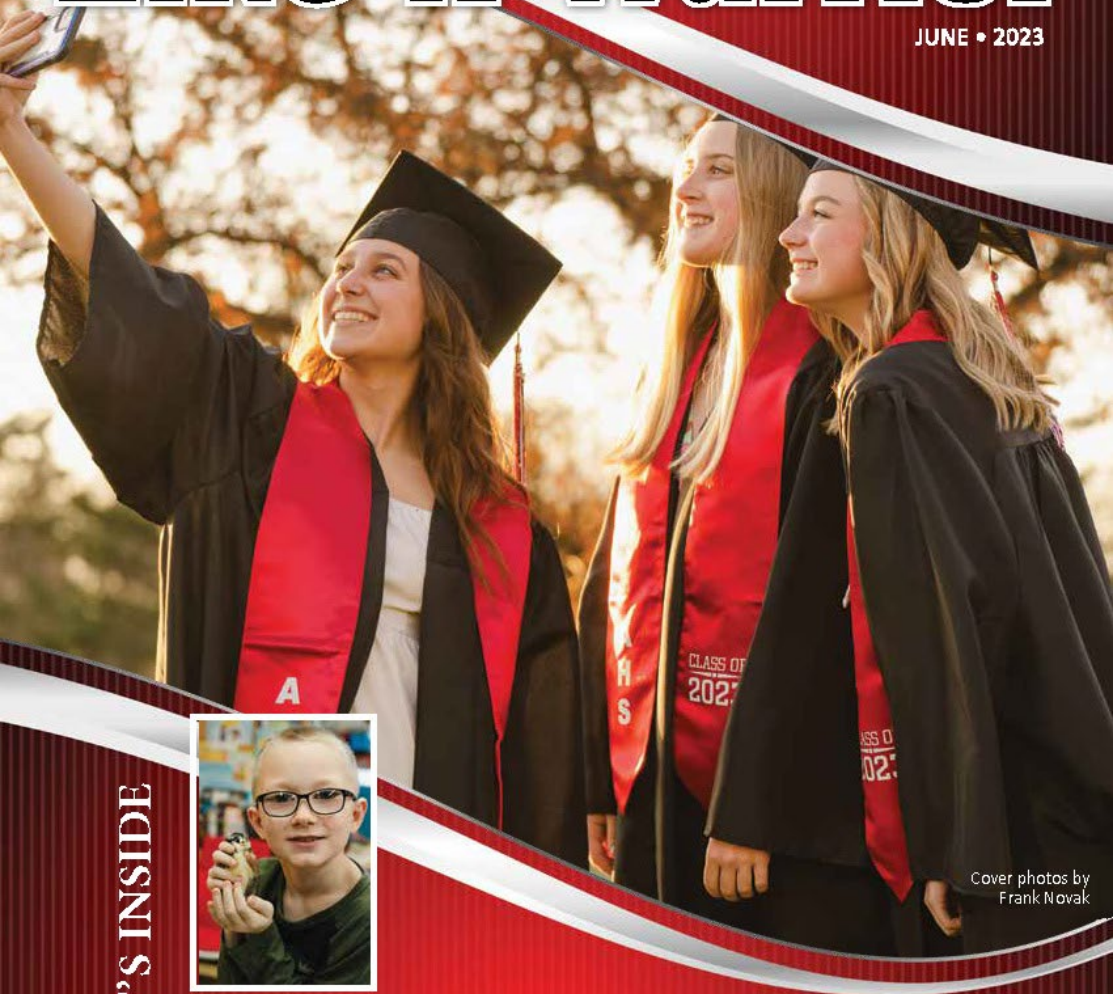
8 Components



- Overview (Wisconsin Statute, Schedule)
- Policies & Procedures
- Enrollment Trends
- Methods, practices, curriculum, counseling & assessment
- Trends & Patterns in discipline/harassment
- Participation in extra-curricular and recreational activities
- Scholarships and recognition
- Efforts in equality of educational opportunity and nondiscrimination

Like A Warrior

JUNE • 2023



Cover photos by Frank Novak

WHAT'S INSIDE

- 2-3 Second Grade Hatches Eggs
- 4 Teachers Travel to Alaska
- 6-7 Class of 2023
- 12 Community Education

Congratulations Class of 2023

Overview (1)

During the district self-evaluation, the district must provide an opportunity for participation by pupils, teachers, administrators, parents/guardians and residents of the school district. In addition, the district must prepare a written report of the evaluation which shall be available for examination by residents of the school district.

The self-evaluation process must be completed by **May 30, 2024**. Districts will be required to assure the Department that: the district's self-evaluation explored the eight required areas; provided an opportunity for participation in the process by pupils, teachers, administrators, parents/guardians, and residents of the school district; and resulted in a written report available for examination by residents of the school district. The district must also submit a copy of this written report to the Department upon request.

Primary Benchmarks:

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Findings & Recommendations:

- The district's nondiscrimination policies apply to all areas of school operations, including school-sponsored programs and activities.
- These policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
- The grievance procedures and nondiscrimination notices are posted in common areas around the school district.
- The district's designated representative for discrimination and harassment complaints should receive updated training.
- Some of the nondiscrimination language in the student handbooks and on the website are not up to date with district PO 5517 or AG 2260. Recommendation to update the language to reflect these statutes.

Policies & Procedures (2)

Enrollment:

- 52% Male, 48% Female
- 98% White, 3.9% Hispanic, 3.5% Two or More Race/Ethnicities, & American Indian, Black and Asian Representation
- 16.3% Students with Disabilities
- 41.2% Economically Disadvantaged

Findings/Recommendations:

- Disparate gender in Youth Apprenticeship in non-traditional gender roles enrollments/courses
- Underrepresentation of Hispanic, Black, & students with disabilities in Advanced Placement Courses
- Increase awareness and referral process for Gifted Talented
- Increase opportunities for job shadow, apprenticeship in non-traditional careers with respect gender/race/disability status

Enrollment Trends (3)

Methods, practices, curriculum, counseling & assessment (4)

Goals:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.

Findings/Recommendations:

- High School Curriculum:
Overall bias not found
- SEL Curriculum, PBIS, TSS & Safety/Wellness initiatives targeted toward all students
- Continue to monitor and improve EMLSS system to ensure equitable intervention for all students

Benchmarks:

- **Disciplinary measures, including suspensions and expulsions are applied consistently to all students.**
- **Alternative educational opportunities are provided for children in the district who are expelled.**
- **The pupil nondiscrimination policies either address harassment or there is a separate anti - harassment policy.**
- **Staff, students and parents/guardians are aware of how to file a complaint of harassment.**

Findings/Recommendations:

- Disparity in office/discipline referrals & suspensions between Male and Females and SWD and non-SWD.
- Instruction on harassment/bullying prevention available to students through Second Step PK-5 and supplemental opportunities for bullying/harassment at grade levels 10-12.
- Discrimination/Harassment reports have been responded to in a timely fashion.
- Review ways in which information regarding harassment, anti-harassment policies and complaint procedures are disseminated.
- Determine where students learn about these issues.
- Develop and implement recommendations to effectively address and prevent incidents of harassment.

Trends/Patterns in Discipline & Harassment (5)

Participation in Extracurricular and Recreational Activities (6)

Benchmarks:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

Findings/Recommendations:

- 48 student activities open for all students, with females participating at slightly lower rates than males in athletics at the MS and HS levels.
- Students identified as economically disadvantaged comprise about 30% of our student population, but participate at slightly lower rates of about 23%. Slightly lower participation rates for SWDs as well.
- Improve participation rates of students identifying as racially, ethnically, culturally and linguistically diverse (ELL) in athletics, activities and music.
- Make connections with students and specifically work toward inclusion of specific groups (ELL, SWDs) that participate at lower rates. Consider Diversity Club.

Scholarships & Recognition (07)

Benchmarks:

- Identify and develop ways to publicize awards and scholarship so all are informed
- Develop recommendations to ensure awards are equitably distributed

Findings/Recommendations:

- Scholarship information distributed through school website, announcements & student/parent letter
- HS Guidance encourages all students to apply, regardless of background.
- 2023 scholarship applications were 55% female and 45% male. There were 137 scholarships delivered to students for a total of \$180, 325
- The evaluation committee recommends the HS Scholarship committee continue to monitor the composition of the class and encourage all to participate in the program.

Efforts in Equality of Educational Opportunity & Nondiscrimination & Technology (8)

Benchmarks:

- Ensure staff have high expectations for students.
- Check in on efforts to achieve equality in educational opportunity.
- Equality and nondiscrimination are considered in planning and staff development.
- Policies are available in multiple formats for students, parents and staff.

Findings/Recommendations:

- A multi-disciplinary leadership team attended equitable Multi-Level-Systems of Support training in Trego, WI sponsored by DPI this year.
- Counseling teams, in tandem with PBIS teams and teachers, are completing the eMLSS mapping to identify potential gaps in services and achievement.
- District-Wide strategic planning will take into account eMLSS mapping and recommendations from the self-evaluation report.
- Notice recommendations included in this report will be added to website for communication to staff, parents and students.

Contributors to the Pupil Nondiscrimination Self-Evaluation Report

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