

**Wisconsin Department of Public Instruction
Pupil Nondiscrimination Self Evaluation Report
September 2017**

Hartland Lakeside J3 School District

**Submitted by
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The Hartland Lakeside School Board has provided feedback on this report. It is scheduled to be approved on Monday, October 16, 2017. Students, parents, and community members have had opportunities to provide feedback on the findings, which are posted on the district website.

Section I: General Overview of PI-9 Pupil Nondiscrimination

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 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 requires 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)
- Trends and patterns in awarding scholarships and other forms of recognition (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)

Section II: Contributors to Self-Evaluation Report

The following individuals contributed to the data collection and review:

<u>Name</u>	<u>Title</u>
Nancy Nikolay	Assistant Superintendent of Curriculum and Instruction
Heather Grindatti	Principal, Hartland North Elementary/Hartland Fine Arts Leadership Academy
Michele Schmidt	Principal, North Shore Middle School/Life Entrepreneurial School
Heather Whalen	School Counselor
John Nekich	Athletic Director
Michele Davis	District Coordinator
Val Wisniewski	Parent
Mary Beth Meeusen	Community Member

Section III: Evaluating Methods, Practices, Curriculum, and Materials Used in Counseling

The purpose of this section is to examine the methods, practices, curriculum, and materials used in school counseling programs. By evaluating this area, school districts have the opportunity to ensure that school counseling programs:

1. Support equity and high achievement for all students
2. Include no form of discrimination, bias, or stereotyping
3. Emphasize that all courses, programs, careers, and roles are open to all regardless of protected class

Methods of Analysis

- Data collection and discussions with Self-Evaluation Team
- Review of student handbooks and district policies
- Review of curricular materials
- Review of student achievement data

Methods and Practices

How are accommodations and support services provided for students?

- Accommodations and support services are provided in an inclusive environment within the regular education classroom
- The district uses common benchmark assessments to monitor student learning and plan instruction to meet student's needs
- Struggling learners are provided interventions that meet their needs
- Support Services and accommodations are identified within Individualized Education Programs (IEP)
- IEPs are implemented in an inclusive setting with the collaboration of regular and special education teachers
- 504 Plans are created for students who need accommodations, but do not have IEP's
- Counseling is included as needed within IEPs, typically added on a consult basis
- Access Testing is conducted annually to determine support needed for English Language Learners (ELL)
- Classroom teachers provide the academic support for ELL using technology and other resources

How are support services provided for families?

- Translation services are provided to families as needed
- Parent liaison supports families who have children with disabilities
- School counselor monitors student attendance and works with families and Social Services to address truancy issues
- School counselor supports families who are homeless
- Fees for classes, technology, materials, sports, and field trips are waived based upon family need
- Parent resource manual is provided on the district website and in hard copy as needed. The resource manual is translated as needed
- Parent consortium provides timely information on topics of interest
- Homework Club (Grades 3-8) provides assistance after school to support academic achievement
- IEP process, including goal setting, is conducted in collaboration with parents
- The Family Engagement Committee is focused on creating partnerships with all parents around student learning
- Ongoing events are held in buildings across the district to build a sense of belonging for all families
- Individual welcome conferences are held at the beginning of the year to establish relationships of support between the teacher, family, and students
- Parent teacher conferences are held twice each year
- Principals and teachers have an open door policy and will meet with families upon request
- Teachers have ongoing communication with families through Facebook, emails, phone calls, etc.
- Parents in Education (PIE) meetings are held monthly with the District Administrator to share information and solicit input from families
- Coffee and Conversations, sponsored by the Parent/Teacher Organization (PTO), are held monthly at the elementary buildings to share information with families and answer questions
- District newsletter goes out to families each week to share information
- District website is updated continuously with information for students and families
- Donation funds are set aside to assist families with any needs, supplies, and resources including: school supplies, technology needs, clothing, and outside counseling

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

- Last year, the district implemented Academic and Career Planning through the use of Career Cruising, which identifies students' strengths and aligns academic planning with career pathways

- Regular and Special Education teachers meet as teams on an ongoing basis to monitor student learning and plan for instruction
- All students have personal technology that helps differentiate learning
- Google Translate is used with English Language Learners to improve communication and learning
- All students, including students with disabilities, have access to assistive technology to enhance learning
- Apps related to academic and social-emotional needs are used frequently to enhance learning
- The school counselor works with Hartland Arrowhead High School to support students with transition to high school
- Career Day is provided for 7th grade students
- Students have opportunities to go into the community to observe careers in action
- Professional development for all teachers continues to address achievement gaps

How are counseling or student services aligned with classroom curriculum, instruction, and assessment?

- Our district is an inclusive environment. Counselors and student services staff collaborate on teams with classrooms teachers to ensure their services align with classroom curriculum, instruction, and assessments.

Counseling Curriculum and Materials

How do counselors emphasize that courses, programs, and career opportunities are open to all students regardless of gender, race, sexual orientation, and disability?

- District counselor is trained in and implement the Wisconsin Comprehensive School Counseling Model
- In the adoption of materials, we follow the American School Counselor Association Model ensuring that materials and resources avoid bias and stereotyping
- Our counselors have been trained to recognize and present multiple perspectives within counseling through coursework and professional development opportunities
- Equity serves as the cornerstone of all of our professional development in the district. All students can achieve high standards when they receive strategic services and instruction designed to meet their needs. Our focus on data ensures we are examining gaps in achievement and finding ways to ensure all students reach high standards

- Each summer our educators attend equity institutes across the country and state. They learn about all the factors that influence learning including, gender, culture, disabilities, and sexual orientation
- Extra curricular clubs have been instituted to encourage all students to pursue careers in science, technology, engineering, and math (STEM)
- Curriculum represents multiple cultures and issues of social justice
- Positive Behavior Supports (PBS) and restorative practices in the classroom create school cultures in which students are inclusive and reflective problem solvers

Summary of Findings

Our 4K-8 counseling program supports equity and high achievement for all students. The district conducts an equity audit to monitor student achievement and achievement gaps. Goals are set with teachers each year to close any gaps that exist. The district's ongoing professional development and data analysis is built upon the principles of equity for all students. All curricular materials and instructional practices are continually monitored for bias and stereotyping.

The needs of our ELL students are met by individual teachers within the classroom. More needs to be done at the system level to support teachers with the needs of our ELL students.

Recommendations

- Create a comprehensive plan that addresses the needs of ELL students
- Provide professional development to support teachers with implementation of the comprehensive ELL plan
- Continue to monitor counseling methods, practices, curriculum and materials for bias and stereotyping
- Continue to disaggregate and analyze data to ensure all students are reaching high standards. Professional development will involve the collaboration of regular and special education teachers to meet students' needs

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

In this section, the district reviews participation trends in athletic, extracurricular, and recreational activities to determine whether all of the protected groups participate and/or are encouraged to participate in school sponsored activities.

Methods of Analysis

- Data collection and discussions with Self-Evaluation Team
- Review of student handbooks and district policies
- Review of athletic and extracurricular procedures
- Review of student participation data

Participation Trends and Patterns in Athletic Programs

Over the past 3 years, what are the athletic participation rates of students, based on gender, race, national origin, and disability?

- Within the total school population 49.1% are female and 50.9% are male. Within our athletic programs, 48% of participants are female and 52% are males
- At this time athletic participation data is not tracked based upon race, national origin, or disability

Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?

- At the elementary level (K-5) all athletic opportunities are coed. At the 6-8 level the interscholastic athletic opportunities are proportionate to their respective enrollment. The following athletic opportunities are offered 6-8:
 - Boys Basketball
 - Girls Basketball
 - Boys Volleyball
 - Girls Volleyball
 - Coed Track
 - Coed Cross Country

Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas?

- Equitable support is provided for separate boys' and girls' programs. Coaching salaries are based upon position, not gender. The number of coaching positions is based upon participation numbers. Uniforms, equipment, supplies, game and practice schedules, transportation, locker rooms, facilities, and medical services are equitable for both sexes

District Support and Equitable Access of Athletic Programs

Are school mascots, team names, and logos free from bias or stereotyping?

- District mascot, team names, and logos are free from bias and stereotyping

Are accommodations available for students with disabilities who participate in athletics?

- Yes. Students with disabilities are included in athletics and given any accommodations needed. Our inclusive classroom environments foster inclusion in all extracurricular activities

Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping?

- Our athletic director has received training in recognizing diverse communication styles and in recognizing and neutralizing bias and stereotyping. Other coaches have not received formalized training in this area

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

- Our athletic director has received training to prevent hazing and harassment of, and by, athletes. Other coaches have not received formalized training in this area

Publications and Notice

How often and in what forums are the district's nondiscrimination policies and practices regarding athletic activities communicated to students and parents?

- The Parent/Student Handbook contains the district's nondiscrimination policies and practices. The handbook also includes written policies on harassment and bullying. Qualifications for participation are made public through parent email, letters, and the district website. This information is published in English, but can be translated as needed

Participation Trends and Patterns in Extracurricular Activities

To what extent do participation rates in extracurricular and recreational activities reflect the overall composition of the student population by race, gender, national origin, or disability?

- At this time this data is not tracked by the district

District Support and Equitable Access of Extracurricular Activities

Has the district periodically conducted surveys in order to determine whether student interests are being represented in extra curricular activities?

- Surveys have not been conducted to determine whether student interests are being represented in extra curricular activities. However, the district is open to student input. Many of the clubs across the district have been student initiated

Is there a fair process by which all groups seeking school-approved status can apply? Are all groups that follow the process and meet criteria approved?

- Yes there is a process in place. To this date, no requests have been turned down

Publications and Notice

How often and in what forums are the district's nondiscrimination policies and practices regarding extracurricular activities communicated to students and parents?

- The Parent/Student Handbook contains the district's nondiscrimination policies and practices. The handbook also includes written policies on harassment and bullying. This information is published in English, but can be translated as needed

How are extracurricular activities being publicized?

- Extracurricular activities are made public through parent email, letters, and the district website. This information is published in English, but can be translated as needed

Summary of Findings

The district has robust athletic and extracurricular programs. Males and females alike participate in sports in numbers substantially proportionate to their respective enrollment in the district. However, participation data for sports is not being collected by race, national origin, or disability for sports and extracurricular activities. Participation data for extracurricular activities is not being tracked by sex, race, national origin, or disability.

The coaching staff is not being trained on how to recognize bias and stereotyping or prevent hazing and harassment. Our athletic policies do not address issues of gender identity.

Recommendations

- Continue to track participation in sports by sex and add race, national origin, and disability so we can examine participation trends
- Track extracurricular activities by sex, race, national origin, and disability, so we can examine participation trends
- Train staff in the following areas: recognizing bias and stereotyping and preventing hazing and harassment
- Conduct surveys to identify student and family interest in extracurricular activities. Use that information to update our extracurricular opportunities
- Address gender identity issues within our athletic policies

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

Hartland Lakeside is a K-8 School District and does not award scholarships and formal recognition awards.