

DPI
Pupil Nondiscrimination Self-Evaluation Report
Fall 2024

Self Evaluation Report and Related
Requirements



SCHOOL DISTRICT OF
REEDSBURG

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Section I - General Overview of PI-9 Pupil Nondiscrimination

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.

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.

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..."
- "Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district"
- "Participation trends and patterns and school district support of athletic, extracurricular and recreational activities"

Cycle IV: In 2011-12, districts were once again required to complete 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.

Cycle V: In 2017-18, districts were once again required to complete the self-evaluation. Cycle V required districts to evaluate the same three elements as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. Cycle VI requires districts to evaluate the following elements:

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

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.</p> <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> <div data-bbox="188 632 735 1003" style="border: 1px solid black; padding: 5px;"> <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 </div>	<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) (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 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,</p>

	<p>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 Cycle Report

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

Name	Position
Ann Franke	Director of Curriculum & Instruction
Dr. Roger Rindo	Superintendent
Mark Olson	Director of Data and PD
Matt Terry	Director of Human Resources
Deb Michel	Director of Business Services
Jeff Bindle	Director of Special Ed/Pupil Services

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report 9.06(2)

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- Via the district website
- Discussion item at an administrative meeting

Section III District Overview

The School District of Reedsburg serves the communities of Reedsburg, Ironton, LaValle, Loganville, and Rock Springs with an enrollment of 2,500 students in five schools including two elementary schools, one intermediate school, one middle school, and one high school. Our district covers about 264 miles

Mission Statement: Empowering all students to maximize their potential in pursuit of human excellence.

[Strategic Plan](#)

[District and School Report Cards](#)

In the School District of Reedsburg, student success is at the heart of everything we do. We begin each day focused on providing our students with a great experience in our schools and programs. In fact, we've continued this tradition of quality education for more than 100 years.

Multiple generations of families have raised children in Reedsburg and attended our district schools. That's pretty impressive. You'll also find that a substantial number of our teachers were born and raised right here in Reedsburg or the surrounding communities, and have chosen to stay here and teach. Together, this makes Reedsburg a tight-knit community of people who truly care about kids' success.

We understand the importance of giving kids a great start, so you'll find that all classes, from 4K through third grade, have no more than 18 students. After third grade, class sizes remain at a manageable level. Small class sizes maximize student achievement and ensure that kids get the personalized attention they need to be successful.

Our state-of-the-art communication, arts and learning center, and extensive list of activities and athletics mean students have many opportunities in the School District of Reedsburg. From four-year-old kindergarten through high school, we're preparing each and every student for the future by striving for excellence

Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school districts will have an opportunity to:

- 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.

Summary Report Data

Findings:

- The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies generally 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.
- Information is shared on school and district websites and student handbooks

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Review and Examination of administrative guidelines related to Pupil Nondiscrimination and Equal Education Opportunity
- Review of Student Handbooks

Supporting Information:

The following information was reviewed:

[Link to District Policy Page](#)

- PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
- PO 2260.01Section 504/ADA Prohibition Against Discrimination Based on Disability
- PO 2266 Nondiscrimination on the Basis of Sex
- PO 5517 Student Anti Harassment

- PO 5730 Equal Access for Non-District Sponsored Clubs/Activities
- School Student Handbooks
- Title IX procedures and investigative process materials

Recommendations for Improvement and Implementation Strategies:

- Need to include Title IX Coordinator's Title/Contact info in all handbook documents, application form. Can utilize verbiage from Course Description Guide. Nondiscrimination policy needs to be in activities brochure, newsletter (constant contact).

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Findings:

- Our data shows female students are underrepresented in Technology and Engineering Classes
- Our data shows students with disabilities, multilingual students, and students of color are underrepresented in Advanced Placement and Dual Credit opportunities

Method of Analysis:

- Reviewed course data trends in CTE, AP, and Dual Credit over the past three years

Supporting Information:

The following information was reviewed:

- Disaggregated course data

Recommendations for Improvement and Implementation Strategies:

- Increase the number of female students taking Technology and Engineering courses by increasing course advertising and actively recruiting female students.
- Increase the number of students with disabilities, multilingual students and students of color by increasing course advertising and actively recruiting.

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment

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.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Summary Report Data

Findings:

- In 2018 Wisconsin adopted the American School Counselor Association (ASCA) model. The ASCA National Model guides school counselors in the development of school counseling programs that:
 - are based on data-informed decision making
 - are delivered to all students systematically
 - include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
 - close achievement and opportunity gaps (see how equity is woven into the ASCA National Model)result in improved student achievement, attendance and discipline
- Beginning in 2023, Webb Middle School implemented Character Strong and Pineview and Westside Elementary Schools implemented PBIS. Prairie Ridge Intermediate School implemented PBIS in 2024.
- Xello is used 6-12
- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations, evening programs, and one on one student sessions.
- Various district and school forms have been provided in English and in Spanish, including those used for registration.
- The district provides accessible support services to students and families by providing interpreters as needed. The district has increased the number of staff that speak a second language through recent hiring practices, thus increasing the immediate access and availability of these resources within the district.

Method of Analysis:

- Participation and discussion with building level principals and district level administration
- Review of curriculum decisions and changes related to the counseling program

Supporting Information:

The following information was reviewed:

- Review of [counseling practices and procedures](#)

Recommendations for Improvement and Implementation Strategies:

- An increased emphasis should be placed on career exploration and planning. The district is currently using the Xello web based program extensively grades 6-12. An expansion and increased emphasis on Academic and Career Planning across grades 6-12 is recommended.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

Findings:

- Male students are much more likely to be suspended (both in school and out of school) than female students.
- There are students who are being suspended multiple times over the course of the year(s).

Method of Analysis:

- Review of suspension rates over multiple years
- Review of policies:
 - PO 5605 Suspension/Expulsion of Students with Disabilities
 - PO 5610 Suspension and Expulsion
 - PO 5610.02 In-school restriction/In-school suspension
 - PO 5611 Due Process Rights
- Analysis of WISE Dash Discipline Data

Supporting Information:

The following information was reviewed:

- WiseDash data

Recommendations for Improvement and Implementation Strategies:

- Regularly review suspension data throughout the year, especially for students who have received more than one suspension.
- Investigate strategies and best practices regarding dealing with student behavior in a more proactive way and develop professional learning opportunities for designated staff.
- Utilize grade level "top ten" lists to ensure students are receiving attention/intervention from appropriate staff.

Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- 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.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in

compliance with the three-part test if it meets any one of the following parts of the test:

- The number of male and female athletes is substantially proportionate to their respective enrollments; or
- The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
- The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

Findings:

- The number of girls participating in athletics has increased over the past several years, but still lags behind boys.

Methods of Analysis

- Data Analysis of participation rates.

Supporting Information

The following information was reviewed:

- Reedsburg Area High School athletic offerings
- Participation rates/data from the Activities Department

Recommendations for Improvement and Implementation Strategy

- Consider having the activities department at each middle school and the high school compile data annually on participation rates by gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status as part of their student success team planning.
- Identify any remaining barriers (such as fees) in each area for students facing economic challenges and identify community services/resources to eliminate those barriers.

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the 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.

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
- 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 non discretionary, 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.

Findings:

- The local scholarship program is directly administered by a scholarship committee.
- The high school counseling office keeps an annual list of the scholarships recipients
- Students with disabilities and English Language Learners have been consistently underrepresented as scholarship recipients over the last three years.

Methods of Analysis

- Review of policies, award recipients, and all scholarship related materials

Supporting Information

The following information was reviewed:

- Policy 5451.01 Academic Excellence Higher Education Scholarship Program

Recommendations for Improvement and Implementation Strategies

- Information on applying scholarships needs to be more readily available to all students and their families in their native language as much as feasible. This process should begin with translating the application into Spanish and then expand to other relevant documents.
- Scholarship tracking will be improved to include the scholarship received and the amount of the scholarship for each student.
- The scholarship committee will review the data annually and recommend changes to the process and procedures to improve student participation rates and scholarship recipients across gender, race, ethnicity, disability status, and English Language Learner Status.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Findings:

District-wide shared beliefs are directly shared in the strategic plan addressing:

- Meeting the unique needs of all requires a collective, urgent, and unwavering commitment to each learner.
- High expectations, combined with an environment that promotes risk-taking and collaboration motivates people to strive for greatness.
- High standards, ethical and honest behavior, and accountability promote a culture of excellence.
- Meaningful and collaborative community partnerships expand and enhance learning opportunities.
- Learning is a continuous, life-long endeavor.
- Treating all with dignity, respect, and kindness establishes the foundation for safe and effective learning environments.
- A rigorous, future-focused curriculum that challenges all students to achieve at their highest level is necessary to ensure success in a rapidly changing world.
- Integrated outdoor education promotes environmental stewardship.
- Students learn best when they understand the relevance of what they learn and it is integrated into their life experiences.
- Promoting creativity, innovation, independence, and critical thinking is vital for continuous growth

Method of Analysis

[Review/Discussion of Strategic Plan and process](#)

Supporting Information:

The following information was reviewed:

[District Strategic Plan](#)

Recommendations for Improvement and Implementation Strategies:

- The district has a Strategic Plan that measures and reports out to the community and school board the progress in several areas. This plan encompasses the focus and expectations for providing a world class educational education for all students. Updates of this strategic plan and the results will be shared with all shareholders within the school and community.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.

Method of Analysis:

- Review of processes and procedures in place to ensure notices are included in all relevant electronic and paper documents.

Supporting Information:

The following information was reviewed:

- District website
- Student and staff handbooks
- District/School Newsletters

Recommendations for Improvement and Implementation Strategies:

Revise the district's procedures to ensure that a nondiscrimination notice includes all of the protected groups and appropriate federal citations included in:

- Staff Handbooks,
- Student and Parent Handbooks
- Student Activity brochures or books
- Newsletters/magazines
- Application forms