

Pupil Nondiscrimination Self-Evaluation Report: June 2024

Minocqua J1 School District

**Approved by the School Board on
June 17, 2024**

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TABLE OF CONTENTS

- I. General Overview Of PI-9 Pupil Nondiscrimination**
 - a. Introduction To The Pupil Nondiscrimination Self Evaluation**
 - b. Wisconsin State Statute 118.13**

- II. Contributors To The Self Evaluation Report**

- III. District Overview**

- IV. School board policies and administrative procedures.**

- V. Enrollment trends in classes and programs.**

- VI. Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.**

- VII. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.**

- VIII. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.**

- IX. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.**

- X. School district efforts to achieve equality of educational opportunity and nondiscrimination.**

- XI. School district technology, including electronic communications by school district staff.**

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. (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 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, 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>

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
Jim Ellis	District Administrator/Athletic Director
Dayle VanderLeest	Director of Student Services
Sid Hunter	Dean of Students
Carol Melms	Administrative Assistant
Erin Skubal	Secretary
Betty Gruszynski	Principal
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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:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Discussion item at an administrative meeting
- Report Posted on District Website

Section III District Overview - Minocqua J1 School District

The Minocqua J1 School District encompasses 323 square miles, including 4 different municipalities. Minocqua J1 is a 4K-8 school district located one hour north of Wausau and one hour south of the Upper Peninsula of Michigan. Minocqua J1 School District is home to two main schools: MHLT Elementary is a 4K-8 School with 518 students and Lakeland STAR is a 6-8 school with 5 students.

Our Mission

- Building Relationships one student at a time
- To provide a high quality education in a safe and nutritious environment that promotes the success of each individual student.

Our Strategic Plan

Please refer to the link to our Strategic Plan: [Link to Strategic Plan](#)

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISEdash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2020-21 school year. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2021-2022 and 2022-23 data will be the primary focus and given greater emphasis. It is also important to note that all data present in the WISEdash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.

District Enrollment:

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Economic Disadvantaged</u>	<u>Non-White Race</u>	<u>Special Education</u>	<u>Total</u>
2022-2023	280 (51%)	273 (49%)	210 (37%)	69 (12%)	100 (18%)	553
2021-2022	288 (52%)	266 (48%)	211 (38%)	66 (12%)	101 (18%)	554
2020-2021	302 (52%)	276 (48%)	241 (41%)	76 (13%)	104 (18%)	578
2019-2020	314 (51%)	296 (49%)	253 (41%)	97 (16%)	108 (18%)	610
2018-2019	316 (52%)	296 (48%)	270 (44%)	98 (16%)	108 (18%)	612

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.
- The district has trained multiple compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.
- Information is shared on school and district websites, in new student orientation sessions, 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 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
- PO 2260.02 Services for Bilingual Students/English Learners
- PO 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
- PO 5517 Student Anti Harassment
- PO 5517.01 Bullying

Recommendations for Improvement and Implementation Strategies:

- The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks as required in Policy 2260.
- Maintain the non-discrimination statement in its current prominent location within the school website or policy entry page.
- Appropriately revise and update the Title IX procedures and investigation process materials.

Section V – Enrollment Trends in Classes and Programs

The Minocqua J1 District values offering a wide range of course and program options for our students. The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district. Utilizing the school report card, we have prioritized the following data to evaluate or current progress in this focus:

- Expand middle school course offerings
- Bringing back Technology Education and Family and Consumer Education classes
- Keeping our student to teacher ratio low for more individualized instruction.

Summary Report Data

We utilized data from the following district report card to support our analysis:

[Link to Report Cards](#)

Findings:

Classes are open to all students.

- ‘ Life-long skill classes are needed.

Method of Analysis:

- Data was analyzed based on the information provided by the WISEdash Report Card linked above.

Recommendations for Improvement and Implementation Strategies:

- Minocqua is a 4K-8 school district. We offer courses to all students that are appropriate for the students' age and grade level.
- Maintain partnerships with other Lakeland Schools and community businesses.

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 the 4K-8 curriculum, instruction, student services, pupil assessment, and testing to determine whether all students are being included in the learning environment.

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

- Ensure that the goals of equity and excellence for all students are demonstrated.
- Ensure that the 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.
- Curriculum and instruction is implemented across the district in an equitable manner to be consistent with the needs of the students.
- Instructional practices are reviewed yearly.
- In collaboration with the Project Awareness Grant, the district has been able to provide individual counseling to students within the school buildings. In addition, we coordinate services with local providers.
- The district provides culturally and linguistically accessible support services to students and families by providing interpreters as needed.
- The School Counseling curriculum is delivered to students through a combination of individual learning meetings and large group instruction.
- School forms and documents have been provided both in digital and paper format
- A comprehensive review conducted: A thorough analysis of the curriculum, assessment materials covering all subjects and grade levels to ensure inclusivity and fairness.
- Inclusive content: The curriculum was found to include diverse perspectives, culture, experiences, reflecting a commitment to representation and equity.
- Assessment fairness: Assessment were designed to measure student learning objectively, with questions and tasks that were free from bias or discriminatory language.
- In the Minocqua J1 School District students are actively involved in their own positive decision-making, with expectations set for perseverance and doing their best on assignments. All students have individual goals.
 - Continuous Improvement: Curriculum development focuses on what is best for all students,

aiming to increase opportunities for everyone. Staff members constantly meet students where they are and actively contribute to helping them progress toward their goals.

- High Expectations at the Forefront: While acknowledging variations in practice, a significant majority of teachers and counselors demonstrate commitment through setting high goals in their Student Learning Objectives (SLOs) and utilizing common assessments.
- Commitment to the School Mission: Staff members actively encourage and align with the District's mission.
- Tools and Processes for Support: The school has established tools and processes to support students in reaching high expectations, ensuring a systematic approach to empowerment.

Method of Analysis:

- Review of 4K-8 Curriculum, Instruction, and Assessment.
- Review of 4K-8 Counseling program
- Review of statewide best practices

Supporting Information:

The following information was reviewed:

- Minocqua J1 School District Counseling lessons scope and sequence.
- Project AWARE Goals and Outcomes
- Review of counseling practices and procedures (individual counseling, small group offerings, risk assessment procedures, and student support plans). School counselors facilitate SST (Student Support Team) meetings to support the academic, social/emotional and behavioral growth of students.

Recommendations for Improvement and Implementation Strategies:

- An increased emphasis on career exploration and planning.
- Continue to increase the data tracking and decision-making related to the multi layered systems of support using data from eduCLIMBER and teacher input.
- Expand the use of small group interventions, thus reducing the need for extensive individual student interventions.
- Continue to collaborate with local health care providers and municipal leaders to get more school-based community providers into our schools.

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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 uniformly to all students.
- Harassment policies clearly define harassment by providing examples, consequences, and prohibit retaliation, while providing confidentiality to all students.
- Staff, students, and parents/guardians are aware of the policies and how to file a harassment complaint.
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

eduCLIMBER In-School Suspensions

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Special Education</u>	<u>Total</u>
2022-2023	19 (95%)	1 (5%)	8 (40%)	20
2021-2022	5 (83%)	1 (17%)	2 (33%)	6
2020-2021	0	0	0	0
2019-2020	7 (78%)	2 (22%)	1 (11%)	9
2018-2019	23 (85%)	4 (15%)	7 (26%)	27

eduCLIMBER Out-of-School Suspensions

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Special Education</u>	<u>Total</u>
2022-2023	3 (60%)	2 (40%)	4 (80%)	5
2021-2022	16 (76%)	5 (24%)	7 (33%)	21
2020-2021	13 (72%)	5 (28%)	2 (11%)	18
2019-2020	17 (89%)	2 (11%)	10 (53%)	19
2018-2019	19 (68%)	9 (32%)	11 (39%)	28

eduCLIMBER Expulsions

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Special Education</u>	<u>Total</u>
2022-2023	0	0	0	0
2021-2022	0	0	0	0
2020-2021	0	0	0	0
2019-2020	0	0	0	0
2018-2019	0	0	0	0

Findings:

- Per data provided above, male students are more likely to be suspended than female students.
- Minocqua J1 has had no expulsions in the past five years.

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 5611 Due Process Rights
- Review of Student Handbooks.
- Analysis of WISEdash Discipline Data.
- Review of Annual State Pupil Nondiscrimination Reports.

Supporting Information:

The following information was reviewed:

- WISEdash Data Review
- WI Pupil Nondiscrimination Annual Reports

Recommendations for Improvement and Implementation Strategies:

- Allocate professional development training to ensure data comprehension and entry, thereby maintaining consistencies in EduCLIMBER and WISEdash disciplinary data.
- Research alternative strategies, other than Out-Of-School Suspensions, for student discipline, especially for our male students.
- Continue to have our Firebird classroom for needed break
- Continue to train and certify employees in Non-Violent Crisis Intervention (NVCi) with our in-house trainer.
- Create strategies for high level accountability when reporting seclusion and restraint data.
- Provide professional development opportunities for behavior modification strategies for our male students demonstrating disruptive behaviors.

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 6-8 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

Minocqua J1 Middle School Athletic Offerings		
Male Athletics	Female Athletics	
Football	Volleyball	
Cross Country	Cross Country	
Wrestling	Wrestling	
Boys Basketball	Girls Basketball	
Track	Gymnastics	
	Track	

Findings:

- Students with IEPs are less likely to be involved in athletics.
- More females are involved in athletics than males.

Methods of Analysis:

- Participation and discussion with coaches Athletic Director.
- Data pulled from Infinite Campus Student Management system.
- Data Analysis of participation rates.

Supporting Information:

The following information was reviewed:

- Minocqua J1 middle school athletic offerings.
- Participation rates/data from coaches and Athletic Director
- Skyward data.

Recommendations for Improvement and Implementation Strategies:

- Consider having the middle school athletics compile data annually on participation rates by gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status as part in-service training..
- Continue to focus on improving the participation rates of students with disabilities in all areas.
- Identify any remaining barriers 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.

- The Minocqua J1 School District is a 4k-8 school district and it does not offer scholarships. As a result, the district's focus is primarily on preparing students for transition to high school. Instead of scholarships, the district offers graduating 8th graders certificates of excellence in the areas of academic achievement, leadership, and citizenship.

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:

- The District continues to examine the quality of education being offered to students
- The District will review guidelines for providing a safe and welcoming environment while ensuring that all voices are heard in an inclusive way.
- District-wide goals are directly shared in the strategic plan addressing:
 - Ensuring every student meets or exceeds grade level standards.
 - Developing trusting relationships.
 - Build student voice, choice, and ownership of their learning and growth.
 - Create inclusive environments that show an understanding of and care for every student, staff, family member, and visitor.
 - Support the academic, physical, social, and emotional wellness of students and staff.
 - Speak and act swiftly against inequities, harassment, discrimination, racism, and hate.
- The district will continue training for all staff members.

Method of Analysis:

- School Board Agendas
- Review/Discussion of Strategic Plan and process.
- Review of Data.

Supporting Information:

The following information was reviewed:

[Link to Strategic Plan](#)

Recommendations for Improvement and Implementation Strategies:

- The district has a Strategic Plan that measures and reports out to the school board of the progress in several areas. Updates of this strategic plan and the results should 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 in the self evaluation process.
- Students, teachers, parents, and community members were made aware of the opportunity to make comments about this evaluation by a notice published in the local newspaper.
- 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:

- Communication via handbooks and the school's website.
- Reviewing all Nondiscrimination policies:
 - PO 2260 Nondiscrimination and Equal Access to Equal Educational Opportunity
 - PO 5517 Student Anti-harassment
 - PO 7540 Technology
 - PO 7540.02 Web Content, Apps and Services

Supporting Information:

- Consistently review the website, handbooks, and school board policy..

Recommendations for Improvement and Implementation Strategies:

- Review policies for potential revision at least once annually.
- Offer translations services for interpretation of district policies