

# Kiel Area School District



## Five-Year Self-Evaluation on the Status of Pupil Nondiscrimination and Educational Equity

**PI 9 District Designee:**

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**Approved by the Kiel Area School District Board of Education**

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This report is available in the district office of the Kiel Area School District, and is posted on the Kiel Area School District website: website [www.kiel.k12.wi.us](http://www.kiel.k12.wi.us)

*The Kiel Area School District does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability. (KASD Board Policy 2260)*

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# Section I: Requirements for Completing the Pupil Non-Discrimination Self-Evaluation

## During school year 2016-17, all districts must:

- Evaluate the status of nondiscrimination and equality of educational opportunity in the school district. The evaluation shall include the following:
  - Methods, practices, curriculum and materials used in counseling;
  - Participation trends and patterns and school district support of athletic, extracurricular and recreational activities; and
  - Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
- Provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.
- Prepare a written report of the evaluation which shall be available for examination by residents of the school district.
- Assure the department the evaluation has been completed.

## A CAUTION REGARDING DATA:

In conducting the evaluation, all relevant data and information, from all available sources, should be considered and evaluated by the evaluation team or committee. This may include data that has already been submitted to the department.

In responding to questions concerning trends and patterns, the department suggests that data from at least the past three years be reviewed. This is necessary for an accurate assessment. Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

Take care to avoid disclosure of confidential information about small groups of students, either directly or indirectly. A group is considered small if the number of students in the group is five or less. Indirect disclosure occurs when data are reported both for all students in a group and for a large subset of this group leaving only a small subset not reported. Sometimes, you will be unable to report data about groups larger than five in order to avoid possible indirect disclosure of confidential information about the smaller group.

The disaggregated data should be compared with overall enrollment data to determine if there is proportionate representation. If a significant disparity exists, the district should then consider what factors might influence this trend.

In responding to questions that do not involve disaggregated pupil data, all of the protected groups listed under Wisconsin's Pupil Nondiscrimination Law, sec. 118.13, Stats., should be considered.

*THE REPORT SHOULD NOT INCLUDE ANY CONFIDENTIAL STUDENT INFORMATION. In addition to student-specific information (i.e., information found in pupil records or in a complaint involving a student), you may not include data that directly or indirectly discloses confidential information about small groups of students.*

## Section II: Contributors to and Process Used to Complete the Pupil Nondiscrimination Self-Evaluation Report

The following individuals participated in the Pupil Nondiscrimination Self Evaluation process, identifying findings and recommendations that are compiled within the report:

Name	Role
Heidi Aprill	Kiel High School Counselor
Ryleigh DeBroux	Kiel High School Student
Kristin DeTroye	Parent
Aaryn Faust	KASD District Technology Integration Specialist
Zachary Herschberg	KASD English Language Learner Teacher/Coordinator
Trish Lato	Kiel High School Counselor
Marilee Laumann	Community Member
Larry Marcus	Parent
Ashley Miller	Kiel Middle School Counselor
Dawn Mueller	KASD Director of Student Services
Trisha Sabel	KASD Director of Library Services
Dr. Deborah Sixel	Kiel Middle School Principal/Director of Curriculum and Instruction
Michael Steinhardt	Mayor, City of Kiel; Community Member

### PI 9.06(2) Requirements for Participation and Process:

School districts are required to provide an opportunity for pupils, teachers, administrators, parents, and residents to participate in the self-evaluation process. School districts are not required to use any particular process in conducting the self-evaluation. Each individual school district should choose a plan that will work best for that district.

### KASD Process:

- The Director of Student Services worked with the data management secretary, school counselors, athletic director, and other staff to compile the data and evidence for the self-evaluation committee to review.
- All parents in the Kiel Area School District were sent an email through Skyward soliciting interest for participation on the self-evaluation committee. Parents were asked to contact the Director of Student Services by email or phone if they were interested.

- Key staff members were requested to participate on the self-evaluation committee. This included the school counselors, an administrative representative, the English Language Teacher/Coordinator, and others who expressed interest.
- Student participation was solicited by contacting the Kiel High School Student Council Advisor to inform students of the self-evaluation committee, its purpose, and to contact the Director of Student Services if they were interested in being on the committee.
- Community representation was solicited by the Director of Student Services of individuals who have expressed interest in participating in these types of activities in the past.
- The self-evaluation committee convened for ½ day on March 23, 2017 to review the data and evidence compiled, to answer specific questions related to the information, and to identify recommendations for each of the three areas required to be evaluated to comply with PI 9.06. The findings and recommendations will be included in this self-evaluation report in subsequent sections.

## Section III: Demographics of the Kiel Area School District

As part of the self-evaluation process, the committee spent time reviewing the student demographics of the Kiel Area School District. This activity allowed for the participants to have an understanding of the diversity of the student population, as well as trends in regards to the student population over the span of the last nine (9) years.

**Kiel Area School District  
Demographic Data**

School Year	Total Enrollment	Female	Male	% of Students with Disabilities	% Economically Disadvantaged	Race/Ethnicity							English Language Learners (ELL)	Homeless
						% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% White	% Two or More		
2002-2003	1,475	49.00%	51.00%	13.10%	9.10%	0.30%	0.70%	0.40%	1.80%	NA	96.80%	NA	1.20%	Data Not Available
2003-2004	1,485	47.80%	52.20%	13.20%	9.20%	0.50%	0.60%	0.40%	1.30%	NA	97.20%	NA	1.20%	
2004-2005	1,420	49.20%	50.80%	13.90%	9.70%	0.40%	0.80%	0.70%	1.70%	NA	96.50%	NA	1.30%	
2005-2006	1,425	49.40%	50.60%	12.70%	10.00%	0.40%	1.00%	0.70%	1.70%	NA	96.20%	NA	2.10%	0.20%
2006-2007	1,472	49.00%	51.00%	12.40%	11.50%	0.50%	0.80%	0.70%	2.30%	NA	95.60%	NA	2.20%	0%
2007-2008	1,495	49.10%	50.90%	12.10%	12.00%	0.50%	0.90%	0.70%	2.20%	NA	95.70%	NA	1.70%	0%
2008-2009	1,485	49.80%	50.20%	12.10%	14.90%	0.50%	1.10%	0.50%	2.50%	NA	95.40%	NA	1.90%	<.1%
2009-2010	1,465	49.40%	50.60%	12.70%	20.80%	0.50%	1.20%	1.20%	2.40%	NA	94.70%	NA	1.80%	1%
2010-2011	1,431	50.20%	49.80%	12.10%	21.80%	0.10%	0.80%	0.80%	2.70%	0.30%	92.80%	2.60%	2.00%	1.50%
2011-2012	1,418	49.90%	51.00%	12.20%	19.50%	0.10%	0.70%	0.80%	2.80%	0.20%	92.70%	2.70%	1.60%	1.70%
2012-2013	1,455	49.97%	50.00%	12.60%	23%*	0.10%	0.80%	0.80%	4.50%	0.20%	90.60%	2.95%	2.20%	2.80%
2013-2014	1398	50.70%	49.30%	10.40%	24.20%	<.1%	0.70%	0.60%	3.90%	<.1%	91.40%	2.90%	1.90%	2.60%
2014-2015	1384	50.10%	49.90%	11.80%	22.80%	<.1%	0.80%	0.50%	4.80%	0.20%	90.60%	3.00%	1.95%	1.70%
2015-2016	1331	49.50%	50.50%	10.90%	21.30%	0.30%	0.70%	0.60%	5.30%	0.20%	89.90%	3.00%	2.10%	

**Elementary (Zielanis and Meeme)  
Demographic Data**

School Year	Total Enrollment	Female	Male	% of Students with Disabilities	% Economically Disadvantaged	Race/Ethnicity							English Language Learners (ELL)
						% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% White	% Two or More	
2007-2008	594	50.00%	50.00%	11.80%	13.80%	0.20%	NA	0.20%	2.70%	0.50%	96.50%	NA	1.60%
2008-2009	593	52.10%	47.90%	10.10%	16.50%	0.20%	NA	0.20%	2.90%	1.00%	95.80%	NA	2.50%
2009-2010	601	50.70%	49.30%	11.60%	23.00%	0.20%	NA	1.30%	2.70%	1.50%	94.30%	NA	1.50%
2010-2011	563	48.30%	51.70%	10.50%	24.70%	0.20%	0.90%	1.10%	3.40%	0.50%	91.10%	2.80%	2.30%
2011-2012	563	47.20%	52.80%	10.80%	20.20%	0.20%	0.70%	1.10%	3.70%	0.50%	91.10%	3.00%	1.80%
2012-2013	580	45.00%	55.00%	13.30%	26.7%(ME); 23.9%(ZE)	0.30%	0.90%	1.00%	5.70%	0.30%	88.60%	3.10%	2.20%
2013-2014 (ME)	68	52.90%	47.10%	5.90%	16.20%	0%	0%	0%	2.90%	0%	95.60%	1.50%	2.90%
2013-2014 (ZE)	472	46.40%	53.60%	9.30%	25.60%	<.1%	1.10%	1.30%	5.70%	0.40%	88.60%	2.80%	3.00%
2014-2015 (ME)	50	54.00%	46.00%	8.00%	20.00%	0.00%	0.00%	2%	10.00%	0.00%	86.00%	4.00%	6.00%
2014-2015 (ZE)	477	47.20%	52.80%	10.70%	23.30%	0.40%	0.80%	1%	6.50%	0.40%	87.80%	3.60%	2.70%
2015-2016	505	46.90%	53.10%	8.50%	21.40%	0.20%	0.80%	0.60%	8.70%	0.20%	86.10%	3.80%	3.60%

**Kiel Middle School  
Demographic Data**

School Year	Total Enrollment	Female	Male	% of Students with Disabilities	% Economically Disadvantaged	Race/Ethnicity							English Language Learners (ELL)
						% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% White	% Two or More	
2007-2008	396	52.50%	47.50%	12.40%	14.40%	1.00%	NA	1.50%	2.80%	1.00%	93.70%	NA	2.30%
2008-2009	394	50.50%	49.50%	13.50%	17.30%	1.30%	NA	1.00%	3.00%	1.30%	93.40%	NA	2.30%
2009-2010	392	52.80%	47.20%	12.50%	21.40%	0.80%	NA	0.80%	3.10%	0.50%	94.90%	NA	2.80%
2010-2011	413	55.00%	45.00%	12.30%	21.80%	0.00%	0.50%	0.50%	2.90%	0.00%	94.40%	1.70%	3.20%
2011-2012	410	52.90%	47.10%	12.90%	21.00%	0.20%	0.50%	1.00%	2.20%	0.00%	93.70%	2.40%	2.20%
2012-2013	422	52.80%	47.20%	10.20%	21.90%	0.00%	0.50%	0.90%	3.80%	0.20%	91.70%	2.80%	3.30%
2013-2014	418	49.80%	50.20%	10%	26.10%	<.1%	0.50%	0.70%	2.40%	<.1%	92.30%	2.60%	1.40%
2014-2015	388	48%	52%	10.60%	25%	0.30%	0.80%	0.30%	3.40%	0.50%	91.20%	3.60%	1.80%
2015-2016	364	49.50%	50.50%	10.70%	23.40%	0.80%	0.80%	0.80%	2.70%	0.50%	91.50%	2.70%	1.40%



**Kiel High School  
Demographic Data**

School Year	Total Enrollment	Female	Male	% of Students with Disabilities	% Economically Disadvantaged	Race/Ethnicity							English Language Learners (ELL)
						% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% White	% Two or More	
2007-2008	505	45.30%	54.70%	12.30%	8.10%	0.60%	NA	0.60%	1.20%	1.20%	96.40%	NA	1.20%
2008-2009	498	46.60%	53.40%	13.50%	11.00%	0.20%	NA	0.60%	1.60%	1.20%	96.40%	NA	1.00%
2009-2010	465	44.90%	55.10%	14.40%	17.20%	0.60%	NA	1.30%	1.50%	1.50%	95.10%	NA	1.00%
2010-2011	455	48.40%	51.60%	13.80%	18.20%	0.00%	0.90%	0.70%	1.80%	0.00%	93.40%	3.10%	0.60%
2011-2012	445	50.30%	49.70%	13.30%	17.10%	0.00%	0.90%	0.70%	2.20%	0.00%	93.70%	2.50%	0.90%
2012-2013	453	53.60%	46.50%	14.20%	21.80%	0.00%	1.10%	0.40%	3.10%	0.00%	92.50%	2.90%	1.10%
2013-2014	438	55.90%	44.10%	12.60%	21.70%	0%	0.70%	0%	3.70%	0%	92.90%	2.70%	0.90%
2014-2015	469	54.40%	45.6	14.50%	20.70%	0%	0.90%	0.20%	3.60%	0.20%	93.40%	1.70%	1.10%
2015-2016	462	52.40%	47.60%	13.60%	19.50%	0.20%	0.40%	0.40%	3.70%	0%	92.90%	2.40%	1.10%

**Observations Regarding the building and district-level demographic data:**

- Whereas the district-level data indicates a closer to 50/50 split with gender, the high school data since 2012-2013 indicated a higher percentage of females than males in attendance
- Percentage of students with disabilities for the 2015-2016 school year was 10.9%.
  - o High school has the highest percentage of students with disabilities compared to the other buildings. This higher percentage at the high school is potentially due to the high school still evolving with implementing interventions within general education; whereas the elementary and middle school have had general education interventions in place for a few years already.
- Students who are economically disadvantaged continues to be on the increase.
  - o The percentage has more than doubled since 2002-2003 (district-level from 9.1% in 2002-2003 to 21.3% in 2015-2016.
  - o This percentage does not account for families who may be eligible for free/reduced lunch but choose not to submit the application to determine eligibility.
- Our diversity based upon race/ethnicity has grown. As a district we are now below 90% white

- This increase in race/ethnicities other than white is not fully attributable to a growing English Language Learner (ELL) population.
  - o The District’s ELL population has remained roughly around 2% over the past four years
- Students who are identified as homeless under the McKinney-Vento Homeless Educational Assistance Act continues to increase

Overall our data is telling us that we are seeing greater diversity with the students we are educating from where we initially began with reviewing our demographic data. While our students with disabilities population is decreasing, we have more students experiencing economic hardship, are of another race/ethnicity, speak another language as a first language, and are without adequate permanent housing.

For purposed of our activities for the day in reviewing trends and patterns of participation in co-curricular activities and the awarding of scholarships, the committee focused on the demographics specific to the protected classes defined within section 118.13, of the Wisconsin Statute (sex, race, religion, creed, age, national origin, ancestry, pregnancy, marital status, parental status, sexual orientation, and disability). As a district we are mindful that some of the protected groups identified within state statute cannot be evaluated as there are too few students within those groups. When those specific protected groups are referenced within this document, you will see \*\*\* denoting there are either no students or too few students to be able to report the data. The chart below highlights the protected groups identified by the committee for which data could be evaluated.

	Middle School	High School
<b>Males</b>		
2013-2014	50.2%	44.1%
2014-2015	52%	45.6%
2015-2016	50.5%	47.6%
<b>Females</b>		
2013-2014	49.8%	55.9%
2014-2015	48%	54.4%
2015-2016	49.5%	52.4%
<b>Students with Disabilities</b>		
2013-2014	10%	12.6%
2014-2015	10.6%	14.5%
2015-2016	10.7%	13.6%
<b>Other Ethnicities (not white)</b>		
2013-2014	7.7%	7.1%
2014-2015	8.8%	6.6%
2015-2016	8.5%	7.1%

## Section IV - Methods, Practices, Curriculum and Materials used in Counseling

This section asks the district to examine the method, practices, curriculum and materials used in counseling to determine whether all students are being included in the learning process. The district should evaluate whether there are forms of bias or stereotyping present in ability grouping and tracking and counseling strategies.

This section generally asks the district to determine the extent to which it provides a supportive school environment for all students to ensure that all students, regardless of background and prior achievement, have an opportunity to succeed. In doing so, the district should consider all of the protected groups listed under sec. 118.13, of the Wisconsin Statutes.

### Materials Reviewed by the Committee:

- Kiel Area School District Board Policy 2260: Pupil Nondiscrimination
- Kiel Area School District Board Policy 2210: Curriculum Development
- Kiel Area School District Board Policy 2521: Selection of Instructional Materials and Equipment
- Kiel Area School District Socio-Emotional Learning Continuum
- Sample Elementary Guidance Lesson
- Sample Middle School Guidance Lesson
- Junior Academic and Career Planning Conference materials
- Kiel Area School District's progress with implementing Academic and Career Planning

### Findings of the committee:

#### Counseling Materials

- Policies and practices are in place that address non-discrimination
- There are tiered levels of socio-emotional supports available at all schools
  - o Instruction on socio-emotional learning is available to all students, grades 4K – 12
  - o Socio-emotional supports increase with intensity and frequency based upon data and staff observations of the student experiencing greater difficulties than peers with socio-emotional needs
- Academic and career planning is provided to all students in the district
  - o All 8<sup>th</sup> grade students and parents are invited to participate in an individual conference with the school counselor to prepare for high school
  - o All juniors and parents are invited to participate in an individual conference with the school counselor to prepare for high school
  - o Students meet with the school counselor to go over the academic and career plan even if the parent or another significant adult does not accompany them
  - o High school counselors reported that they have high turnout of parents or another significant adult for attending the conference (fewer than 10 students did not have a parent attend the conference in the past few years)

- Academic and Career Planning: many diverse options are offered to students for post-high school (e.g., 2-year, 4-year, apprenticeship, military, direct employment, etc.)
- A review of the school counseling curriculum indicates as a district we have awareness of bias and stereotyping; the materials reflect the diversity of other ethnicities.
- Accessibility for families who speak another language:
  - o All forms have been translated for parents
  - o The District enrollment form includes a question asking the parent if they prefer to have written and oral communication in another language
  - o The English Language Learner Teacher/Coordinator translates verbal and written information to parents who speak Spanish.
  - o The ELL Teacher/Coordinator participates in the academic and career planning conferences with parents who need speak Spanish.
  - o For those families who speak another language other than English or Spanish, the District has contracted for an interpreter to provide parents access to the information.
- The committee also discussed the Connections Survey that was piloted for one grade level in each building during the 2016-2017 school year
  - o All students for the pilot grades were asked to identify 3 adults and 3 students with whom they feel they have a connection
  - o Students who did not identify many connections were targeted to help build connections between peers and with adults.
  - o Significant buy-in was evident with staff to implement this survey and follow-up with students
- Selection of School Counseling Materials
  - o School board policies are in place
  - o Survey of parents, staff, and students to identify specific needs to then develop large and small group instruction
  - o The elementary engages in a review of the behavioral data of the students to identify specific needs of a student or groups of students to then provide targeted instruction and support for developing their social and emotional skills.
  - o The middle and high school are aligning with the state model for Academic and Career Planning

## Counselor Training

- The school counselors identified they engage in continuous professional development. Within the most recent few years the following training opportunities were provided and attended:
  - o Academic and Career Planning
  - o Mental Health and building relationships
  - o Mindfulness
  - o Regional school counselor meetings with counselors from neighboring districts
  - o Adverse Childhood Experiences and Trauma Informed Care
  - o ACT and Workkeys
  - o Tribes training
  - o Social Thinking
  - o Comprehensive School Counseling Model

- Identification of further training needs for school counselors and all staff to meet the diverse needs of students:
  - o Transgender
  - o Mental Health
  - o Crisis Response
  - o Trauma Informed Care
  - o Academic and Career Planning
- School counselors are evaluated with a rubric aligned with the Wisconsin Educator Effectiveness Model

**Recommendations:**

- Provide further professional development to school counselors and all staff on the following topics:
  - o Transgender
  - o Mental Health
  - o Crisis Response
  - o Trauma Informed Care
  - o Academic and Career Planning

## Section V - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities PI-9.06 (1)(e)

In this section, the district is asked to review participation trends in athletic, extracurricular and recreational activities. In doing so, the district should consider whether all of the protected groups participate and are encouraged to participate in these activities. The district should also identify any factors that might be causing or influencing these trends.

As a reminder, numerical data should only be disaggregated on the basis of race, national origin, sex and disability. In addition, data from at least the past three years should be reviewed when analyzing trends and patterns.

### Materials Reviewed by the Committee:

- Kiel Middle School Co-Curricular Activities
- Kiel Middle School Co-Curricular Handbook
- Kiel High School Co-Curricular Activities
- Kiel High School Co-Curricular Handbook
- Salaries of coaches and advisors
- Participation Rate of students in co-curricular activities – see charts below

#### Athletics - Grades 9-12

	2013-2014	2014-2015	2015-2016
Total Students Participating	283	275	275
Males	123 43.5%	125 45.5%	129 46.9%
Females	160 56.5%	150 54.5%	146 53.1%
Students with Disabilities	27 9.5%	25 9%	23 8.4%
White	266 94%	260 94.5%	259 94.2%
Other Race/Ethnicity	17 6%	15 5.4%	16 5.8%

English Language Learners	6 2.1%	7 2.5%	8 2.9%
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**Academics (e.g., NHS)- Grades 9-12**

	2013-2014	2014-2015	2015-2016
Total Students Participating	192	228	179
Males	63 32.8%	74 32.5%	63 35.2%
Females	129 67.2%	154 67.5%	116 64.8%
Students with Disabilities	18 9.4%	25 11%	22 12.3%
White	179 93.2%	211 92.5%	166 92.7%
Other Race/Ethnicity	13 6.8%	17 7.1%	13 7.3%
English Language Learners	****	8 3.5%	****

Other (e.g., Musical, School Play)- Grades 9-12

	2013-2014	2014-2015	2015-2016
Total Students Participating	55	54	44
Males	19 34.5%	13 24%	13 29.5%
Females	36 65.5%	41 76%	31 70.5%
Students with Disabilities	****	****	****
White	51 92.7%	50 92.6%	42 95.5%
Other Race/Ethnicity	****	****	****
English Language Learners	****	****	****

**Findings of the committee:**

- Trends identified within the data:
  - o The “other” activities (e.g., musical) are under-represented for English Language Learners, race/ethnicity, and students with disabilities
    - More females than males participating
- Females are more involved than males in academics and “other” activities
- Participation rate in athletics between males and females is representative of the high school demographics
- Students with disabilities participation in athletics is higher than anticipated
- A review of the salary schedules for coaches and advisors indicated equitable compensation between male and female activities/sports
- As a whole the District provides many, diverse co-curricular opportunities for students
- We questioned why more students with disabilities are not participating in academic and “other” activities compared to athletics
- In reviewing the data, we questioned whether or not the coaches and advisors were provided sensitivity training to reduce bias and stereotyping. Is the only training provided the WIAA training?
- Do students feel empowered to bring forward equity or hazing concerns without repercussions?
- For the musical, do students step away from this activity when they do not initially get a part – how do we keep these students engaged in the musical in other ways?



- Is there a stigma amongst the students as to why they are not participating in the musical?
- The Booster Club is an organization that supports all activities
- Mascot – there is no bias or stereotyping present
- Handbook – do parents know fees can be waived due to financial hardship – should a statement be added to the handbooks outlining the potential waiving of fees due to financial hardship

**Recommendations:**

- Provide sensitivity training to coaches and advisors to help decrease bias and stereotyping and how to support students with bringing forward concerns with equity/hazing and not feeling like there are repercussions.
- Identify the percentage of coaches/advisors that are also school staff compared to non-school staff
- Identify why more students of other ethnicities, second language, and with disabilities are not participating and how we can go about creating greater awareness for involvement
- Add a statement to the co-curricular handbooks the potential waiving of fees due to financial hardship
- Survey the students as to why they are not participating in the musical
- Share information regarding our student demographics and participation rate with the community-based youth groups to create awareness
- Share demographics and participation rate of students with all of our staff to create awareness

## Section VI - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition

This section asks the district to evaluate the trends and patterns in awarding scholarships and other forms of recognition and achievement. In evaluating this area, districts should determine whether some groups are significantly underrepresented as recipients of awards or other forms of recognition.

Numerical data should only be disaggregated and reviewed on the basis of race, sex, national origin and disability. Data from at least the past three years should be reviewed in order to accurately depict any trends or patterns, and any disparity greater than 5% should be considered significant. The district might also consider whether a record system is needed to better provide this information.

In this section, the district should also identify any contributing factors. These factors may include, for example, the criteria used for recipient selection and/or nomination. Questions to consider might be whether the criteria are objective and measurable, whether the criteria are free of bias or stereotyping, and whether procedures are used to ensure that criteria are applied in a nondiscriminatory manner. Another contributing factor may be how the information is disseminated. Thus, questions to consider might include whether all groups are informed of scholarship or award opportunities and whether the information is readily accessible.

### ***What are the guidelines for scholarships, awards, gifts and grants?***

School districts may not award or assist in the awarding of scholarships in a way that discriminates on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Sec. 118.13, Stats.; *See also*, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Title VI of Civil Rights Act Of 1965, which prohibits discrimination on the basis of race, color, and national origin; and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.

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. 34 CFR § 106.37. To determine if the overall effect is nondiscriminatory, 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. 34 CFR § 106.37 (b)(2). A district may also choose to not administer or assist in administering sex-restrict 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. 34 CFR § 106.37

Scholarships or financial aid may be awarded to disadvantaged students even if they disproportionately benefit minority students, as long as they are not awarded on the basis of race or national origin. Colleges may award scholarships based on race and/or national origin if they are awarded under Federal Statutes that authorize the use of race or national origin. Colleges can award scholarships based on race or national origin if it is necessary to remedy the effects of its past discrimination or if the scholarship is narrowly tailored to create a diverse student population at that particular college or university. However, the scholarship programs cannot unduly restrict those students who are not eligible from access to financial aid. The United States Department of Education, Policy Guidance, Fed. Register Vol. 59, No. 36 (Wednesday, February 23, 1994)

### **Materials Reviewed by the Committee:**

- Scholarship Information posted on the Kiel High School counseling website
- Kiel High School Scholarship List
- Kiel High School Scholarship Recipient Data (see chart)

## Scholarship Recipients

	2013-2014	2014-2015	2015-2016
Total Students Receiving Scholarships	44	43	45
Males	15 34.1%	15 34.9%	18 40%
Females	29 65.9%	28 65.1%	27 60%
Students with Disabilities	****	****	****
Other Race/Ethnicity	****	****	****
English Language Learners	****	****	****

### Findings of the Committee:

- Almost ½ of the graduating classes received a scholarship
- Are more females pursuing post-high school education compared to males and is that why fewer males received scholarships?
- The committee discussed how some families may need more assistance with completing the applications, based upon their skills with using technology, or reading level
- Are students with disabilities and other ethnicities, and English Language Learners pursuing post-high school education? If they are not, is that why they are not as represented with being awarded scholarships?
- In reviewing the different scholarships, there is a wide representation available
- Another source of scholarship information available to families that is not represented in the information presented is the Student and Family Assistance Program (SFAP) – parents can call the 800 number and ask for assistance with searching for scholarships
- Moving forward, as we implement Career Cruising with all students, there is information included within this program about scholarships available

### Recommendations:

- Evaluate our current practices of informing students and parents of scholarship opportunities to ensure equal access and all protected classes have opportunities to apply

## Section VII – Implementation Strategies and Timeline

Recommendation For Improvement	Implementation Strategy	Assigned To	Timeline for Monitoring & Completion Date
Professional Development (Counseling)	Student services staff (school counselors, school psychologists, school nurse, and police school liaison) will be provided further professional development in the following areas: transgender, mental health, crisis response, trauma informed care, academic and career planning	Director of Student Services	Ongoing  Director of Student Services and Student Services staff will identify specific trainings to attend by December 2017
Professional Development (Instructional Staff)	A plan will be developed to provide professional development to all instructional staff in the following areas: transgender, mental health, crisis response, trauma informed care, and academic and career planning	Director of Student Services & Student Services Staff	Director of Student Services and Student Services staff will identify the specific trainings for staff to attend by December 2017
Sensitivity Training	Provide sensitivity training to coaches and advisors to help decrease bias and stereotyping	Activities Director	Develop training: 2017-2018 school year  Implement training: 2018-2019 school year
School staff versus non-school staff coaches	Identify the percentage of coaches/advisors that are school staff compared to non-school staff	Activities Director	Completed by January 2018
Participation rate of protected groups in co-curriculars	Identify why more students of other ethnicities, second language, and with disabilities are not participating in co-curriculars and develop a plan on how to create greater awareness and increase involvement of these protected classes	Activities Director	Plan developed by January 2019
Waiving of co-curricular fees	Add a statement to the co-curricular handbooks for the middle and high school indicating the potential waiving of fees due to financial hardship	Building principals and activities director	Complete and add statement to handbook by September 2017
Survey of students	Survey students to determine why they are not participating in the musical	Musical director	Survey completed by December 2017
Create awareness	Share the data and information gathered as part of this self-evaluation with district staff and community youth groups to create awareness	Director of Student Services & Activities Director	Complete by December 2017
Awarding of Scholarships	Evaluate our current practices of informing students and parents of scholarship opportunities to ensure equal access and all protected classes have opportunities to apply	School counselors	Complete by June 2018

**REFERENCES:**

DPI Pupil Nondiscrimination Self-Evaluation Resources <http://dpi.wi.gov/sped/pndg-toc.html>  
 CESA 5 Pupil Nondiscrimination Self-Evaluation/template