

**CEDARBURG SCHOOL DISTRICT
W 68 N 611 Evergreen Blvd.
Cedarburg, Wisconsin**

**Pupil Nondiscrimination Self-Evaluation Report
to Meet Requirements of
S.118.13, Wis. Stats., & PI 9, Wisconsin Administrative Code**

March, 2017

The Cedarburg School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

Table of Contents

	<u>Page</u>
Introduction and Self-Evaluation Process.....	ii
Self-Evaluation Review Committee.....	iii
I. District Profile.....	1
II. Methods, Practices, Curriculum and Materials Used in Counseling.....	3
III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities.....	4
IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the School District.....	15
Summary of Specific Legal Requirements.....	16
Recommendations.....	17
Appendices	

Introduction and Self-Evaluation Process

In compliance with S.118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code, the Cedarburg School District conducted a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunity.

This review took place in February & March, 2017. The District contracted with Fred A. Skebba, Educational Consultant, to review documents, interview key staff members, and prepare the printed report. Skebba is a former member of the Wisconsin Equity Cadre and has provided assistance since 1996 to school districts in CESA #9. He also has three years' experience working with the American Diabetes Association, Wisconsin Chapter, to resolve parental complaints against Wisconsin school districts regarding harassment and/or discrimination of students with Diabetes.

The following is a brief time line of the basic procedures.

November 1, 2016, to February 9, 2017	Preparation for the onsite review.
February 10, 2017	Onsite review of documents and data – interviews.
March 12, 2017	Preparation of the draft report.
March 14-17, 2017	Administrative review of the draft report.
March 18, 2017	Preparation of the final report.
April 24, 2017	School board approval of the report.
April 25, 2017	Summary report, PI 1198 sent electronically to DPI. Legal notice posted indicating that the report is available for review.
Ongoing	Implementation of recommendations.

Self-Evaluation Review Committee

The following staff members provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Todd Bugnacki	Superintendent
Ted Noll	Director of Student Services
Alan Groth	Director of Curriculum/Instruction
Dave Pentek	High School Athletics and Activities
Tony DeRosa	Transitional School Principal
Dan Reinert	Transitional School Assistant Principal and Athletics/Activities
Adam Kurth	High School Principal
Nicole Kikkert	Elementary School Psychologist
Patrick Sorensen	Transitional School Psychologist
Brooklyn Justinger	Elementary School Psychologist
Betsy Pelischek	Elementary School Psychologist
Diane Jakubowski	High School Counselor
Pamela Geiser	High School Counselor
Tim Labinski	High School Counselor
Greg Johnson	High School Counselor
Gil Janssen	Transitional School Counselor
Beth Frei	Transitional School Counselor
Jayne Holck	Elementary School Principal
Angela Little	Elementary School Principal
Katie Ramos	Elementary School Principal

Students, staff, parents, and residents of the school district were given an opportunity to make comments. No comments were received prior to the onsite review on February 10, 2017.

I. District Profile

A. District Enrollment

District Enrollment – 2016-17

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
1530 (49.6%)	1557 (50.4%)	208 (6.7%)	281 (9.1%)	3087

Special Education

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Total</u>
188 (66.9%)	93 (33.1%)	28 (10.0%)	281

Students of Poverty

215 of 3087 students on free or reduced-cost lunch = 7.0%

B. District Structure

The district is comprised of the following schools:

Early Childhood – Special Education
4K Program
Elementary – Grades K1-5
Middle School – Grades 6-8
High School – Grades 9-12

C. Review of Printed Materials

The following printed materials were reviewed to determine if they meet the requirements of PI 9.05:

Meet the Requirements

2016-17 High School Profile
2016-17 Elementary Student Handbook
High School Student Planner
2013-14 High School Extracurricular Guidebook

Do Not Meet the Requirements

2016-17 High School Course Planning & Course Guide*

***Needs the following statement: All career & technical education programs, courses, and related activities are open to all students.**

Legal Reference: Federal Civil Rights

D. General Comments

The district is sensitive to providing equal opportunity to all students without discrimination. The following comments made during the interview process will reinforce this commitment by the district. They are listed in the order in which they were received during the onsite review.

There have been no formal, written complaints in recent years.

Students are strongly encouraged to participate in athletics and activities.

District efforts to encourage student participation and ensure equal opportunity include the following:

Registration orientation night for students and families
Various publicity efforts, including regular announcements

Use of the website
Use of current social media
Grade 5 transition into Grade 6
Grade 8 transition into Grade 9
Surveys of students and parents
Presentations during resource time

Legal Reference: PI 9.06(1) (g)

Planning for the ACP (Academic & Career Plan) initiative is underway with implementation scheduled for the 2017-18 school year.

Accommodations are made for individual students when necessary to ensure their participation in athletics and activities.

II. Methods, Practices, Curriculum, and Materials Used in Counseling

The district employs six school counselors and four school psychologists with the following assignments:

Elementary – 3 full-time school psychologists
Transitional – 2 full-time counselors
High School – 4 full-time counselors
High School & Transitional School – 1 full-time psychologist

The counselors are continuing to implement the Wisconsin Comprehensive School Counseling Model.

Some highlights of the counseling program are shown in the appendices as outlined in reference to the self-evaluation review.

Anyone desiring more information on the school counseling program may contact the school counselor.

III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities

A. Athletics

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:

They are comparable in scope.

They are comparable in type.

Participation of males/females is representative of their enrollment in the district.

Middle School Athletics

Male Athletics

Basketball
Cross Country
Track
Wrestling

Female Athletics

Basketball
Cross Country
Track
Volleyball

High School Athletics

Male Athletics

Basketball
Cross Country
Hockey
Soccer
Swimming
Track
Football
Wrestling

Female Athletics

Basketball
Cross Country
Hockey*
Soccer
Swimming
Track
Volleyball
Gymnastics**

Tennis
Golf
Baseball
Volleyball
Ski Team

Tennis
Cheerleading & Dance
Softball
Ski Team

*Co-op with a number of other high schools

**Co-op with Grafton

The following comments were presented by the athletic director:

The district has access to an athletic trainer.

The athletic director and coaches are aware of the DPI/WIAA guidelines for nondiscrimination as a resource for situations that may arise.

Accommodations are made for students when necessary.

Coaches are aware of individual student health concerns.

All coaches will be trained in first aid and CPR (Cardiopulmonary Resuscitation) in preparation for the 2017-18 school year.

The district equitably supports all athletics.

There have been no formal, written complaints in recent years.

B. Other Activities

Middle School

<u>Year</u>	<u>Art Activity Club</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	0	11	1	2	11
2014-15	6	30	3	0	36
2013-14	10	26	1	2	36
Totals	16 (19.3%)	67 (80.7%)	5 (6%)	4 (4.8%)	83

<u>Year</u>	<u>Best Buddies</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	13	32	5	5	45
2014-15	13	38	1	8	51
2013-14	16	33	1	15	49
Totals	42 (29%)	103 (71%)	7 (4.8%)	28 (19.3%)	145

<u>Year</u>	<u>Early Bird Book Club</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	34	20	5	4	54
2014-15	9	32	3	1	41
2013-14	17	40	2	4	57
Totals	60 (39.5%)	92 (60.5%)	10 (6.6%)	9 (5.9%)	152

<u>Year</u>	<u>Game Club</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	34	8	4	3	42
2014-15	18	8	0	0	26
2013-14	17	3	0	1	20
Totals	69 (78.4%)	19 (21.6%)	4 (4.5%)	4 (4.5%)	88

<u>Green Team</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	26	6	3	3	32
2014-15	6	24	3	2	30
2013-14	7	5	1	3	12
Totals	39 (52.7%)	35 (47.3%)	7 (9.5%)	8 (10.8%)	74

<u>Jazz Band</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	18	11	5	0	29
2014-15	21	5	2	1	26
2013-14	21	9	3	1	30
Totals	60 (70.6%)	25 (29.4%)	10 (11.8%)	2 (2.4%)	85

<u>Leadership Camp</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	20	3	2	23
2014-15	2	16	2	0	18
2013-14	12	41	3	0	53
Totals	17 (18.1%)	77 (81.9%)	8 (8.5%)	2 (2.1%)	94

<u>Lego/Robotics Club</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	9	1	3	1	10
2014-15	10	0	3	3	10
2013-14	8	0	1	0	8
Totals	27 (96.4%)	1 (3.6%)	7 (25%)	4 (14.3%)	28

<u>Media Club</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	18	41	0	2	59
2014-15	23	28	1	2	51
2013-14	23	22	2	1	45
Totals	64 (41.3%)	91 (58.7%)	8 (1.9%)	5 (3.2%)	155

<u>Musical</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	17	71	1	2	88
2014-15	21	82	7	4	103
2013-14	14	56	4	2	70
Totals	52 (19.9%)	209 (80.1%)	12 (4.6%)	8 (3.1%)	261

<u>Ski Club</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	88	83	12	6	171
2014-15	79	59	8	4	138
2013-14	67	53	4	1	120
Totals	234 (54.5%)	195 (45.5%)	24 (5.6%)	11 (2.6%)	429

<u>Spring Choir</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	10	28	2	4	38
2014-15	2	19	1	2	21
2013-14	4	17	1	1	21
Totals	16 (20%)	64 (80%)	4 (5%)	7 (8.8%)	80

<u>Year</u>	<u>Student Council</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	8	28	3	2	36
2014-15	8	24	5	0	32
2013-14	14	28	7	3	42
Totals	30 (27.3%)	80 (72.7%)	15 (13.6%)	5 (4.5%)	110

<u>Year</u>	<u>Writing Club</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	6	19	2	2	25
2014-15	17	4	2	3	21
2013-14	5	14	1	0	19
Totals	28 (43.1%)	37 (56.9%)	5 (7.7%)	5 (7.7%)	65

High School

<u>Year</u>	<u>A F S</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	3	15	1	0	18
2014-15	7	7	1	0	14
2013-14	17	36	3	1	53
Totals	27 (31.8%)	58 (68.2%)	3 (3.5%)	1 (1.2%)	85

<u>Year</u>	<u>Art Club</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	1	19	1	1	20
2014-15	2	14	0	0	16
2013-14	5	35	0	1	40
Totals	8 (10.5%)	68 (89.5%)	1 (1.3%)	2 (2.6%)	76

Marching/Jazz Bands

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	81	51	2	4	132
2014-15	96	56	2	7	152
2013-14	92	65	1	5	157
Totals	269 (61%)	172 (39%)	5 (1.1%)	16 (3.6%)	441

Best Buddies

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	14	0	3	20
2014-15	5	14	0	2	19
2013-14	11	31	0	2	42
Totals	22 (27.2%)	59 (72.8%)	0 (0%)	7 (8.6%)	81

Choir

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	16	71	5	4	87
2014-15	18	72	1	4	90
2013-14	21	73	4	2	94
Totals	55 (20.3%)	216 (79.7%)	10 (3.7%)	10 (3.7%)	271

Common Sense

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	4	37	1	0	41
2014-15	10	27	1	0	37
2013-14	23	45	1	0	68
Totals	37 (25.3%)	109 (74.7%)	3 (2.1%)	0 (0%)	146

<u>Debate</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	0	0	0	3
2014-15	8	2	0	0	10
2013-14	9	3	0	0	12
Totals	20 (80%)	5 (20%)	0 (0%)	0 (0%)	25

<u>Drama</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	8	24	0	0	32
2014-15	16	35	0	0	51
2013-14	7	19	0	0	26
Totals	31 (28.4%)	78 (71.6%)	0 (0%)	0 (0%)	109

<u>Fall Play</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	16	33	0	0	49
2014-15	13	19	0	0	32
2013-14	9	12	0	0	21
Totals	38 (37.3%)	64 (62.7%)	0 (0%)	0 (0%)	102

<u>F B L A</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	28	13	0	0	41
2014-15	51	30	0	0	81
2013-14	47	38	0	0	85
Totals	126 (60.9%)	81 (39.1%)	0 (0%)	0 (0%)	207

<u>Year</u>	<u>Forensics</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	8	7	0	0	15
2014-15	12	9	0	0	21
2013-14	17	16	0	0	33
Totals	37 (53.6%)	32 (46.4%)	0 (0%)	0 (0%)	69

<u>Year</u>	<u>German Club</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	9	8	0	0	17
2014-15	10	12	1	0	22
2013-14	15	14	1	0	29
Totals	34 (50%)	34 (50%)	2 (2.9%)	0 (0%)	68

<u>Year</u>	<u>Lead</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	2	4	1	0	6
2014-15	2	10	1	0	12
2013-14	9	13	0	0	22
Totals	13 (32.5%)	27 (67.5%)	2 (5%)	0 (0%)	40

<u>Year</u>	<u>Math Team</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	13	19	1	1	32
2014-15	21	11	1	0	32
2013-14	28	15	0	0	43
Totals	62 (57.9%)	45 (42.1%)	2 (1.9%)	1 (1%)	107

<u>National Honor Society</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	29	57	1	0	86
2014-15	23	38	0	0	61
2013-14	31	29	1	0	60
Totals	83 (40.1%)	124 (59.9%)	2 (1%)	0 (0%)	207

<u>Principal's Cabinet</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	3	0	0	9
2014-15	5	6	0	0	11
2013-14	6	3	0	0	9
Totals	17 (58.6%)	12 (41.4%)	0 (0%)	0 (0%)	29

<u>Robotics</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	7	3	0	0	10
2014-15	15	2	0	0	17
2013-14	47	5	2	2	52
Totals	69 (87.3%)	10 (12.7%)	2 (2.5%)	2 (2.5%)	79

<u>Smart Team</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	5	0	0	8
2014-15	4	10	0	0	14
2013-14	14	10	0	0	24
Totals	21 (45.7%)	25 (54.3%)	0 (0%)	0 (0%)	46

<u>Student Council</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	7	0	0	13
2014-15	13	11	0	0	24
2013-14	17	17	0	0	34
Totals	36 (50.7%)	35 (49.3%)	0 (0%)	0 (0%)	71

<u>Teens Teaching Tolerance</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	20	29	0	0	49
2014-15	22	35	0	0	57
2013-14	34	31	0	0	65
Totals	76 (44.4%)	95 (55.6%)	0 (0%)	0 (0%)	171

<u>Yearbook</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	0	8	0	0	8
2014-15	1	5	0	0	6
2013-14	0	11	0	0	11
Totals	1 (40%)	24 (60%)	0 (0%)	0 (0%)	25

Findings: Nine middle school activities are female dominated.
 Five middle school activities are male dominated.
 Two high school activities are balanced on a male/female basis.
 Twelve high school activities are female dominated.
 Seven high school activities are male dominated.

Note: A percentage variance of 5% or more is considered significant.

Ten activities do not meet a generally-accepted minimum goal of 25% representation by one gender.

IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District

A. Scholarships

There is a process in place to ensure that all students and their parents are aware of scholarships and the application procedures. Some of the highlights of the process are outlined as follows:

- Student/parent conferences
- Newsletter
- Skyward messages
- Announcements
- Class meetings
- Use of the website

Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	46	58	2	2	104
2015	37	46	3	3	83
2014	44	33	2	2	77
Total	127 (48.1%)	137 (51.9%)	7 (2.7%)	7 (2.7%)	264

Findings: Scholarships are balanced on a male/female basis; however, there may be a trend developing toward female dominance – note in particular the variance for 2016 and 2015.

Summary of Specific Legal Requirements

The following is a summary of the district's current status regarding the requirements of Chapter PI 9, Wisconsin Administrative Code:

- PI 9.03 - Policies prohibiting discrimination against pupils.**

All policies are in place.

- PI 9.04 - Complaint procedure.**

The district has a complaint officer, and the complaint procedure is in place.

- PI 9.05 - Class 1 legal notice & printed materials.**

A Class 1 legal notice is published annually. Printed materials contain the nondiscrimination statement, except for one item noted on page 2 of this report.

- PI 9.06 - Evaluation, opportunity for input, opportunity to review the report.**

This report covers the three designated areas of nondiscrimination required by the Wisconsin Department of Public Instruction—counseling, athletics and other activities, scholarships and other awards.

A legal notice was published announcing the self evaluation and soliciting input from anyone in the school district.

A legal notice will be published after the school board approves the report indicating that anyone in the school district may review the report. A copy of PI 1198 will be sent to the Wisconsin Department of Public Instruction indicating that the self evaluation is complete.

Recommendations

At an appropriate time, update the high school course description to include the career & technical education statement. See page 2 of this report.

Legal Reference: **Federal Civil Rights Guideline**

Continue to monitor athletics and activities on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

Legal Reference: **PI 9.06(e)**

Continue to monitor scholarships on an annual basis. Include other awards in this review. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

Legal Reference: **PI 9.06(f)**

Date: April 2016
To: District Administrators
From: Barbara Van Haren, PhD, Director, Special Education Team
Subject: School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities

Response due April 1, 2017

PI 9.06, Wis. Admin. Code, requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the department. The department has determined that all but three of the required data elements are collected via other reports required since the adoption of PI 9, Wis. Admin. Code.

To meet the five-year evaluation and reporting requirements, districts must evaluate the status of nondiscrimination and equality of educational opportunity in the following three areas:

- Methods, practices, curriculum and materials used in...counseling...(PI 9.06(1)(c), 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)
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district (PI 9.06(1)(f), Wis. Admin. Code).

During the district self-evaluation, the district must provide an opportunity for participation by pupils, teachers, administrators, parents, and residents of the school district (PI 9.06(2), Wis. Admin. Code). In addition, the district must prepare a written report of the evaluation which shall be available for examination by residents of the school district (PI 9.06(3), Wis. Admin. Code).

Please find instructions online at <http://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>.

The self-evaluation process must be completed by **April 1, 2017**. Districts will be required to assure the department the district's self-evaluation explored the three required areas, provided an opportunity for participation in the process by pupils, teachers, administrators, parents, and residents of the school district, and resulted in a written report available for examination by residents of the school district. Instructions for filing the assurance with the department will be provided to districts in September 2016.

We welcome comments regarding our process for collecting this required data. If you have comments, questions, or concerns about this cycle of the pupil nondiscrimination self-evaluation, please contact Paul Sherman, Consultant, Pupil Nondiscrimination Program, at (608) 267-9157. Thank you for your efforts in completing this evaluation.

Chapter PI 9

PUPIL NONDISCRIMINATION

- PI 9.01 Discrimination prohibited.
- PI 9.02 Definitions.
- PI 9.03 Policies.
- PI 9.04 Complaint procedure.
- PI 9.05 Public notice.
- PI 9.06 Evaluation.
- PI 9.07 Reporting.
- PI 9.08 State superintendent.

PI 9.01 Discrimination prohibited. This chapter establishes procedures for compliance with s. 118.13, Stats., which provides that 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 sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This chapter does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school age parents, bilingual bicultural, at risk and other special programs; or programs designed to overcome the effects of past discrimination.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

PI 9.02 Definitions. In this chapter:

- (1) "Bias" means an inclination for or against a person or group of persons based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, that inhibits impartial or objective judgment affecting pupils.
- (2) "Board" means the school board in charge of the public schools of a district.
- (3) "Curricular program or activity" means a particular course or courses of study within the scope of the curriculum.
- (4) "Department" means the Wisconsin department of public instruction.
- (5) "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in

part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or which perpetuates the effects of past discrimination.

- (6) "Extracurricular program or activity" means an activity not falling within the scope of the curriculum and includes all organized pupils' activities which are approved or sponsored by the school board whether on or off school property.
- (7) "National origin" includes pupils whose dominant language is other than English.
- (8) "Pregnancy" includes any pregnancy related condition.
- (9) "Pupil harassment" means behavior towards pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment.
- (10) "Pupil services" means a program of pupil support services and activities including counseling, health and nursing, psychological and social work services.
- (11) "Recreational program or activity" means any leisure time activity for school age children approved or sponsored by the school board and includes city recreational programs which are administered by a school board.
- (12) "Sexual orientation" has the meaning defined in s. 111.32 (13m), Stats.
- (13) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.
- (14) "Stereotyping" means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis, in whole or in part, of their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

PI 9.03 Policies.

- (1) Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas:
 - (a) Admission to any school, class, program or activity. This does not prohibit placing a pupil in a school, class, program or activity based on objective standards of individual performance or need.
 - (b) Standards and rules of behavior, including pupil harassment.
 - (c) Disciplinary actions, including suspensions and expulsions.
 - (d) Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons.
 - (e) An instructional and library media materials selection policy consistent with s. 121.02 (1) (h), Stats., and s. PI 8.01 (2) (h).
 - (f) Methods, practices and materials used for testing, evaluating and counseling pupils. This does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of pupils.
 - (g) Facilities. This does not prohibit separate locker rooms, showers and toilets for males and females, but the separate facilities must be comparable.
 - (h) Opportunity for participation in athletic programs or activities. This does not prohibit separate programs in interscholastic athletics for males and females, but the programs shall be comparable in type, scope and support from the school district.
 - (i) School sponsored food service programs under 42 USC 1751 et. seq.

- (2) Existing board policies which meet the requirements of this chapter, including those adopted by the board in compliance with federal statutes such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, may be incorporated into the policies required under this chapter. These policies shall be included in those presented for public hearing and commentary under sub. (3).
- (3) The policies shall be adopted by the board following a public hearing or an opportunity for public commentary at a board meeting.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

PI 9.04 Complaint procedure. Each board shall:

- (1) Designate an employee of the school district to receive complaints regarding discrimination under s. 118.13, Stats., and this chapter.
- (2) Establish a procedure for receiving and resolving complaints from residents of the school district or aggrieved persons under s. 118.13, Stats., and this chapter, including a provision for written acknowledgement within 45 days of receipt of a written complaint and a determination of the complaint within 90 days of receipt of the written complaint unless the parties agree to an extension of time; except that:
 - (a) Appeals under 20 USC 1415 and ch. 115, Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by ch. 115, subch. V, Stats.
 - (b) Complaints under 20 USC 1231e-3 and 34 CFR 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.
- (3) Notify a complainant of the right to appeal a negative determination by the school board to the state superintendent and of the procedures for making the appeal.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

PI 9.05 Public notice. Each board shall:

- (1) Annually provide public notice of board policies on pupil nondiscrimination including the name and address of the designated employee under s. PI 9.04 (1) and the complaint procedure under s. PI 9.04 (2). The notice shall be a class 1 legal notice under ch. 985, Stats.
- (2) Include a pupil nondiscrimination statement on pupil and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.
- (3) Include the complaint procedure in pupil and staff handbooks.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

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:
 - (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 equality of educational opportunity and nondiscrimination.
- (2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.
 - (3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

PI 9.07 Reporting. Each board shall submit the following to the department:

- (1) Copies of policies and procedures under s. 118.13 (2) (a), Stats., and ss. PI 9.03 and 9.04, and notices under s. PI 9.05, upon request of the state superintendent.
- (2) An annual compliance report, including the name of the designated employee under s. PI 9.04 (1); and the number of complaints received during the year, a description of each complaint and its status.
- (3) A copy of the written report of the evaluation conducted under s. PI 9.06.

Note: Form PI 1197, *Compliance Report — Pupil Nondiscrimination*, may be obtained from Department of Public Instruction, Division for Handicapped Children and Pupil Services, P.O. Box 7841, Madison, WI 53707.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

PI 9.08 State superintendent.

- (1) The state superintendent shall:
 - (a) Decide appeals of board decisions made under s. 118.13 (2) (a), Stats., and this chapter as follows:
 - 1. The complainant may appeal a negative determination of the board to the state superintendent within 30 days of the board's decision.
 - 2. The complainant may appeal directly to the state superintendent if the board has not complied with the provisions of s. PI 9.04 (2).
 - 3. The state superintendent shall utilize the procedures under ch. PI 1 to resolve appeals under this subsection.
 - 4. If the state superintendent finds that the board violated s. 118.13, Stats., or this chapter, the state superintendent shall issue an order to comply which includes a requirement that the board submit a corrective action plan, including a schedule, within 30 days of the board's receipt of the order.
 - 5. The state superintendent shall refer a complaint to the board for resolution if it has not been filed with the board or if the complaint is currently under consideration by the board under the complaint procedure required by s. PI 9.04.
 - (b) Include in the department's biennial report under s. 15.04 (1) (d), Stats., information on the status of school district compliance with s. 118.13, Stats., and school district progress toward providing reasonable equality of educational opportunity and nondiscrimination for all pupils in Wisconsin.
- (2) The state superintendent may:
 - (a) Provide technical assistance to school districts.

- (b) Review the policies established by the board under ss. PI 9.03 and 9.04.
- (c) Review school district programs, activities and services to determine whether boards are complying with this chapter and with s. 118.13, Stats. The department may review school districts on a schedule which corresponds with the audit of compliance with school district standards under s. 121.02 (2), Stats. The scheduling of reviews does not prohibit the state superintendent from conducting an inquiry into compliance with this chapter upon receipt of a complaint.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

[Menu](#) » [Administrative Rules Related](#) » [Administrative Code](#) » [Department of Public Instruction \(PI\)](#) » [Chapter PI 9](#)

Published under s. 35.93, Stats. Updated on the first day of each month. Entire code is always current. The Register date on each page is the date the chapter was last published.

Chapter PI 26

EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

PI 26.01 Applicability and purpose.
PI 26.02 Definitions.
PI 26.03 Education for employment program.

PI 26.04 General requirements for school boards.
PI 26.05 Program approval.

Note: Chapter PI 26 was repealed and recreated by CR 15-025 Register November 2015 No. 719, eff. 12-1-15.

PI 26.01 Applicability and purpose. (1) Under s. 121.02 (1) (m), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. 115.28 (59), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017-18 school year.

(2) This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:

- (a) Prepare elementary and secondary pupils for future employment.
- (b) Ensure technological literacy; to promote lifelong learning.
- (c) Promote good citizenship.
- (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
- (e) Establish a role for public schools in the economic development of Wisconsin.

(3) The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

PI 26.02 Definitions. In this chapter:

(1) "Academic and career plan" means a comprehensive plan developed and maintained by a pupil that includes the pupil's academic, career, personal, and social goals and the means by which the pupil will achieve those goals both before and after high school graduation.

(2) "Academic and career planning services" means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.

(3) "Academic and career planning software tool" means the computer software program procured by the department under s. 115.28 (59) (b), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.

(4) "Child with a disability" has the meaning given in s. 115.76 (5), Stats.

(5) "Department" means the Wisconsin department of public instruction.

(6) "Education for employment program" means the program under s. 121.02 (1) (m), Stats.

(7) "Individualized education program" has the meaning given in s. 115.76 (9), Stats.

(8) "Parent" includes a guardian.

(9) "Pupil postsecondary outcomes" means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.

(10) "School board" has the meaning given in s. 115.001 (7), Stats.

(11) "State superintendent" means the state superintendent of public instruction.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

PI 26.03 Education for employment program.

(1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:

(a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.

(b) A process used to engage parents in academic and career planning. The process shall do all of the following:

1. Inform parents in each school year about what academic and career planning services their child receives.

2. Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning.

3. Update parents throughout the school year on the progress of their child's academic and career planning.

(c) A description of all of the following:

1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).

2. The career and technical education provided in the school district.

3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.

4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

(d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.

(2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

(a) Career awareness at the elementary grade levels, including developing an understanding of the following:

1. Why people work.
2. The kinds of conditions under which people work.
3. The levels of training and education needed for work.
4. Common expectations for employees in the workplace.

5. How expectations at school are related to expectations in the world of work.

(b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.

(c) Career planning and preparation at the high school grade levels, which shall include the following:

1. Conducting career research to identify personal preferences in relation to specific occupations.
2. School-supervised, work-based learning experiences.
3. Instruction in career decision making.
4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
5. Pupil access to career and technical education programs, including programs at technical colleges.
6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

(3) Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:

(a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

(b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and

career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.

(c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

(d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

PI 26.04 General requirements for school boards. The school board shall do the following:

(1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.

(2) Annually review and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.

(3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.

(4) Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under s. PI 26.03 (2) and (3), including the availability of programs at technical colleges.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15; correction in (4) made under s. 35.17, Stats., Register November 2015 No. 719.

PI 26.05 Program approval. A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss. 115.28 (59) and 121.02 (1) (m), Stats.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

Pupil Nondiscrimination Self Evaluation
Wis. Stats. 118.13 & PI 9 Wisconsin Administrative Code

REVISED
LEGAL NOTICE

(Opportunity for Residents to provide input for the self-evaluation)

Please note: the previous notice posted on Pupil Nondiscrimination Self-Evaluation was premature. The self-evaluation is currently being conducted and has not yet been completed, and the District is currently taking comments.

The Cedarburg School District provides assurance that no student is discriminated against because of the student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The Cedarburg School District is currently conducting a self-evaluation of its status of pupil nondiscrimination. Residents of the school district have an opportunity to provide comments in regard to the following areas of student activity:

- Methods, practices, curriculum and materials used in counseling.
- 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.

Comments on the status of pupil nondiscrimination in these areas can be sent prior to March 1, 2017, to:

Theodore Noll, Director of Pupil Services
Cedarburg School District
W68 N611 Evergreen Blvd
Cedarburg WI 53012

AFFIDAVIT OF PUBLICATION

State of Wisconsin Circuit Court Washington County

PROOF OF PUBLICATION

Account Name: Cedarburg School Dist. 2
Telephone Number: 262-376-6100
Address: W68 N611 Evergreen Blvd.
Cedarburg, WI 53012

ACCT Number: 147957

IN THE MATTER OF: Revised Nondiscrimination
AD Number: 99950003
AD Cost: 28.10

I, Marcia Alder, being sworn, state:

I am the billing coordinator of the Daily News, a public newspaper of general circulation, printed and published in the English language in the City of West Bend, in Washington County, Wisconsin, and fully complying with the laws of Wisconsin relating to the publication of legal notices.

The notice, of which a printed copy attached hereto, is a true copy taken from the newspaper as published on the following dates.

2/2/2017

Signed: _____



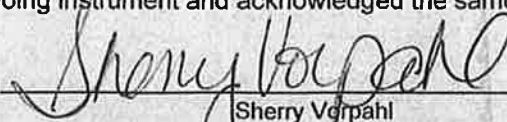
Marcia Alder, Billing Coordinator

STATE OF WISCONSIN SS.
WASHINGTON COUNTY

Personally came before me, this date of February 2, 2017

the above named Marcia Alder to me known to be the person who executed the foregoing instrument and acknowledged the same.

Signed: _____



Sherry Vorpahl

Notary Public, Wisconsin

SHERRY VORPAHL
Notary Public
State of Wisconsin

My Commission expires: 3/14/2018

Pupil Nondiscrimination Self Evaluation
Wis. Stats. 118.13 & PI 9 Wisconsin Administrative Code
REVISED LEGAL NOTICE
(Opportunity for Residents to provide input for the self-evaluation)

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that no student is discriminated against because of the student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The Cedarburg School District is currently conducting a self-evaluation of its status of pupil nondiscrimination. Residents of the school district have an opportunity to provide comments in regard to the following areas of student activity:

- Methods, practices, curriculum and materials used in counseling.
- 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.

Comments on the status of pupil nondiscrimination in these areas can be sent prior to March 1, 2017, to:

Theodore Noll,
Director of Pupil Svcs
Cedarburg School Dist.
W68 N611 Evergreen
Boulevard

AFFIDAVIT OF PUBLICATION

State of Wisconsin Circuit Court Ozaukee County

PROOF OF PUBLICATION

Account Name: Cedarburg School Dist. 2
Telephone Number: 262-376-6100
Address: W68 N611 Evergreen Blvd.
Cedarburg, WI 53012

ACCT Number: 147957

IN THE MATTER OF: Revised Nondiscrimination Notice
AD Number: 99950001
AD Cost: 25.63

Pupil Nondiscrimination Self Evaluation
Wis. Stats. 118.13 & PI 9 Wisconsin Administrative Code
REVISED LEGAL NOTICE
(Opportunity for Residents to provide input for the self-evaluation)

Please note: the previous notice posted on Pupil Nondiscrimination Self-Evaluation was premature. The self-evaluation is currently being conducted and has not yet been completed, and the District is currently taking comments.

The Cedarburg School District provides assurance that no student is discriminated against because of the student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The Cedarburg School District is currently conducting a self-evaluation

of its status of pupil nondiscrimination. Residents of the school district have an opportunity to provide comments in regard to the following areas of student activity:
• Methods, practices, curriculum and materials used in counseling.
• 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.
Comments on the status of pupil nondiscrimination in these areas can be sent prior to March 1, 2017, to:
Theodore Noll,
Director of Pupil Svcs
Cedarburg School Dist.
W68 N611 Evergreen

I, Marcia Alder, being sworn, state:

I am the billing coordinator of the News Graphic, a public newspaper of general circulation, printed and published in the English language in the City of Cedarburg, in Ozaukee County, Wisconsin, and fully complying with the laws of Wisconsin relating to the publication of legal notices.

The notice, of which a printed copy attached hereto, is a true copy taken from the newspaper as published on the following dates.

2/2/2017

Signed: Marcia C. Alder
Marcia Alder, Billing Coordinator

STATE OF WISCONSIN SS.
OZAUKEE COUNTY

Personally came before me, this date of February 2, 2017
the above named Marcia Alder to me known to be the person who executed
the foregoing instrument and acknowledged the same.

Signed: Sherry Vorpahl
Sherry Vorpahl
Notary Public, Wisconsin



My Commission expires: 3/14/2018



Cedarburg School District

PUBLIC NOTIFICATION OF STUDENT NONDISCRIMINATION POLICY

The Cedarburg School District prohibits all forms of unlawful discrimination against students and other persons in all aspects of the District's programs and operations. Accordingly, consistent with section 118.13 of the state statutes, no person shall unlawfully be denied admission to any public school in this District, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or physical, mental, emotional or learning disability. The District likewise requires and enforces nondiscrimination in a manner consistent with the rights and obligations established under all applicable federal civil rights laws, including the current provisions of Titles IV and VI of the Civil Rights Act of 1964 (race, color, religion, sex, or national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act (disability), the Americans with Disabilities Act (including Title II of the ADA, which prohibits discrimination on the basis of disability in state and local government services), and the civil rights provisions associated with the District's participation in federal meal programs.

All District career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the District's website or by contacting any school's guidance office.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) as identified under federal law shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The District shall provide legally-required accommodations and appropriate educational services or programs for students who have been identified as having a disability, regardless of the nature or severity of the disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

When acceptable to the complaining party, the District encourages informal resolution of discrimination complaints and related concerns. However, a formal complaint resolution

procedure is available to address allegations of unlawful discrimination and/or any alleged violation of the District's equal educational opportunities policies.

Any questions concerning this notice, the District's nondiscrimination and equal educational opportunities policies, policy compliance, or the District's complaint procedures may be directed to:

Theodore Noll, Director of Pupil Services
Cedarburg School District
W68 N611 Evergreen Blvd
Cedarburg WI 53012
262.376.6142, tnoll@cedarburg.k12.wi.us

Discrimination-related complaints may be filed with the Director of Pupil Services. The Director of Pupil Services also serves as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints) and Section 504 and Americans with Disabilities Act Coordinator (disability rights and disability-based discrimination issues) for all student and all non-employment related matters.

By following all required procedures and timelines, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction.

Pupil Nondiscrimination Self Evaluation
Wis. Stats. 118.13 & PI 9 Wisconsin Administrative Code

REVISED
LEGAL NOTICE

(Opportunity for Residents to provide input for the self-evaluation)

Please note: the previous notice posted on Pupil Nondiscrimination Self-Evaluation was premature. The self-evaluation is currently being conducted and has not yet been completed, and the District is currently taking comments.

The Cedarburg School District provides assurance that no student is discriminated against because of the student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The Cedarburg School District is currently conducting a self-evaluation of its status of pupil nondiscrimination. Residents of the school district have an opportunity to provide comments in regard to the following areas of student activity:

- Methods, practices, curriculum and materials used in counseling.
- 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.

Comments on the status of pupil nondiscrimination in these areas can be sent prior to March 1, 2017, to:

Theodore Noll, Director of Pupil Services
Cedarburg School District
W68 N611 Evergreen Blvd
Cedarburg WI 53012

School Counseling

Suggested Questions for Consideration

<p>Methods & Practices</p>	<p>How are accommodations and support services provided to students? (Students with disabilities, ELL, etc...) Individual Education Plan (IEP), 504 plans, Differentiated Education Plan (DEP), academic support, Individual Healthcare plans, reading support, math support, ELL teachers, At-risk coordinator, CHS at-risk team, case managers.</p> <p>How are accommodations and support services provided to families? Connect parents with outside resources; conferences held as needed in-person and via conference calls, parenting tips distributed through school communications, elementary Thursday folders, birth to 3 transition meetings; Individual Planning Conferences.</p> <p>Are culturally and linguistically accessible support services to students and families provided? Cultural and linguistic support services are accessible to students and families. The district will provide a translator if necessary; ELL teacher; E2020. <i>When a student enrolls in the district and there are indicators that there is a need, the correct staff member will be notified.</i></p> <p>Does academic planning and support services assist students in closing the achievement gap? Students are receiving interventions from academic, reading and math support via At-risk Coordinator, school counselors, teachers and other staff members. <i>Counselors are part of IEP teams and work with the case managers and families with academic</i> The middle school provides <i>after school tutoring which allows CHS students to work with students after school to improve academic skills.</i> K-5 staff have built in time to work on interventions based on student needs.</p> <p>How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability? The <i>CHS Career Planning and Course Guide</i> and other materials have the district's non-discrimination policy stated in it. Also, <i>6-8 students are utilizing Career Cruising.</i> Cedarburg School Counselor's model the motto, "By All For All."</p> <p>What strategies do counselors use to monitor their own biases and stereotypes? The counselors routinely evaluate their own counseling practices, programs and activities to ensure that they do not contribute to any discriminatory practices. The school counselors work together to share information and check in with each other and meet as a pupil services team. The counselors avoid generalization, global statements and assumptions. The counselors look at individual student's strengths, talents, goals, personality and areas of improvement. School Counselor's join professional organizations, attend conferences, workshops, classes, and meetings to monitor themselves.</p>
<p>Curriculum</p>	<p>Is the district trained and implementing the Wisconsin Comprehensive School Counseling Model? Explain how the model has improved the program.</p> <p>Yes, all the district school counselors are trained in the WCSCM. Individual Planning Conferences have been implemented in all the district schools at grades 8 and 9. The</p>

	<p>WCSCM has encouraged school counselors to evaluate how they use their time effectively and to increase student knowledge and achievement. The WCSCM training also increased the counselor's' knowledge about the district's non-discriminatory policy.</p> <p>Is there a written counseling curriculum for the district? There is not a counseling curriculum for 6-12. The district's policy dictates that all approved curriculum is reported on the district's program called Build Your Own Curriculum.</p> <p>How are counseling and support services aligned with classroom curriculum, instruction and assessment? The counseling curriculum aligns well with these models that are taught and reinforced by all staff. The 6-12 school counselors work closely with teachers, administrators, support staff and parents to help improve student achievement. The counselors use data such as MAPS, Forward, Aspire, STAR, Explore, Plan and ACT scores to help students and parents make informed decisions regarding course placement and appropriate interventions.</p> <p>How is the counseling curriculum implemented in the PK-12 classroom? The K-5 school psychologists provide counseling curriculum instruction monthly in classrooms. Academic Planning Conferences are held at grades 8 and 9. Counselors interact with students regarding personal/social, career and academic issues via individual, classroom and large group settings. Middle School Counselors work with teachers and develop homeroom lesson plans to provide career and postsecondary planning. High school counselors work with teachers as a resource for career and postsecondary planning (i.e. English 11 teachers collaborate with school counselors on a college essay writing unit).</p> <p>What is the process that involves all students in academic planning? What is the process that involves students in career planning? Counselors continuously work with teachers and students to assess students with their academic performance, achievement and aptitude. Counselors in the district will work with students who are academically at-risk by providing interventions such as study skills in either individual or small group settings. Counselors are an active member of the school's PBIS process.</p> <p>-Middle School Counselors are available to meet with students at any time. Additionally, they plan the homeroom lessons for career and postsecondary planning. -Middle School Counselors facilitate ACP meetings at the 8th grade level.</p> <p>-High school counselors meet with incoming freshmen during January of their 8th grade year to review courses choices based on ability, career goals and recommendations from teachers. -High school counselors meet with all 9-11 grade students for a career unit and scheduling for the next year. -High school counselors conduct career planning research opportunities during Resource. -High school counselors offer career speakers throughout the year and coordinate a county-wide career fair called Career Fest.</p>
Materials	What methods are used to insure that bias and stereotyping are absent from counseling resources and materials?

	<p>When selecting instructional materials, all perspectives are included and consideration is given to all protected groups listed in PI-9? (sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability)</p> <p>Are materials and resources published and/or available in languages other than English? Yes. We consult with our ELL teacher/World Language teachers and other on-line resources as needed.</p> <p>Does this department and department materials still refer to the name “Counseling and Guidance” or is the new term “School Counseling” in place? The K-12 counselors have changed their name to School Counselors and have converted materials to reflect the change.</p>
<p>Summary Report Data</p>	<p>Findings: All School Counselors in the district have been trained through Level 2 of the WI Comprehensive School Counselor Model. Throughout this training, counselors were trained in how to deliver services, prepare materials and increase awareness regarding non-discriminatory policies. As we move forward with RtI, the district is determining the role of the school counselor in the process.</p> <p>Methods of Analysis: The 6-12 school counselors will look at the changing role of the school counselor in education reform and continue and increase the use of data to make effective changes in student achievement.</p> <p>Recommendations for Improvement: All school counselors should review their curriculum, projects, and method of delivery to see if it the best use of counselor time. Determination of each task can be made through pre/post evaluations with parents and students. This data can help in deciding the impact on student achievement.</p>