

School District of Horicon

Self-Evaluation of the Status of Pupil Nondiscrimination

May 2024

It is the policy of the School District of Horicon that no person shall be discriminated against on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability.

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INTRODUCTION

This evaluation process has been conducted in compliance with Wisconsin State Statute 118.13 and Wisconsin Administrative Code Chapter PI 9. The process has taken into consideration the existing Board of Education Policies related to pupil nondiscrimination. The last nondiscrimination self-evaluation occurred in March 2017. The gender and ethnic make-up of the school district has not changed substantially since that time however, we have seen a marked increase in the number of economically disadvantaged students.

This evaluation was revised by students, parents, staff, and administration of the school district. This written report of the evaluation will be made available to the residents of the school district and will be posted on the district website.

This report represents data surrounding many aspects of district policies and procedures in all operations of the district where pupil discrimination could potentially exist. The outcomes of these investigations reveal compliance with all nondiscrimination requirements.

The School District of Horicon began the implementation of the Positive Behavior Intervention and Support (PBIS) framework at the start of the 2010-11 school year. As part of the initiative, students and staff are routinely educated regarding expectations related to harassment and other discrimination issues. Complaint procedures are also communicated to students and parents.

The student Youth Risk Behavior Survey and School Climate Survey are given every two years to students. Data from these surveys are used to assess student perceptions related to many aspects of the operations of the school district including discrimination.

SELF-EVALUATION REVIEW COMMITTEE

Rich Appel	District Administrator
Teresa Graven	High School Principal & Parent
Lisa Sawyer	Elementary School Principal
Cynthia Borgstrom	Elementary Asst. Principal/Counselor, Parent
Katie Schwartz	Director of Special Ed./Student Learning & Parent
Ella Vorlob	Student Strat. Planning Rep. & Student Council Rep.
Kim DeZeeuw	Middle/High School Counselor
Trish LaBlanc	Admin. Asst. to the Superintendent & BOE, Parent
Mike LeBouton	Middle School Principal & Activities Director

Staff, students, parents, and residents of the school district were given the opportunity to make comments and otherwise provide feedback during this evaluation process.

STUDENT DEMOGRAPHICS

796 students currently attend the School District of Horicon. We are a small, rural community located in Dodge County, Wisconsin that is currently experiencing steady, increasing enrollment. There are 376 female students and 420 male students. 358 (44.9%) students are economically disadvantaged (qualify for free/reduced lunch), 19 (2.4%) students are identified as English Language Learners. 672 (84.4%) students are identified as white/non-Hispanic, 51 (6.4%) as Black, not Hispanic, and 51 (6.4%) Hispanic. 22 (2.8%) of students represent the remaining ethnic categories. 153 (19.2%) students are identified as students with disabilities.

Based on the small numbers of students in other sub-groups, our analysis of the status of pupil nondiscrimination was confined to gender data. This is consistent with past self-evaluations and audits as per Department of Public Instruction guidelines.

REVIEW OF MATERIALS

The following materials were reviewed to determine if they contained the required nondiscrimination statement as well as required complaint procedures:

- High School Course Registration Handbook
- Athletic Co-Curricular Code
- District Student/Parent Handbook
- District Annual Calendar Mailer

All publications were found to be in compliance.

NON-DISCRIMINATION POLICIES AND COMPLAINT PROCEDURES

It is the policy of the School District of Horicon that no person shall be discriminated against on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability.

Non-discrimination policies and procedures have been found to be in compliance with state and federal guidelines and legislation. Policies are routinely reviewed by administration and the Board of Education. Copies of all Board policies are kept in the district office located at 841 Gray Street Horicon, WI. Policies can also be viewed on the school district website. Information about policies and complaint procedures can also be found in student handbooks as well as other publications such as course description booklets and athletic code handbooks.

The annual publication of our nondiscrimination policy in the form of a Class 1 legal notice appears in our officially designated newspaper. The policy appears annually in mid-August in the Dodge County Pionier. Nondiscrimination statements are also placed in front of each school publication and in the district-wide calendar that is mailed to every resident in the district boundaries of the School District of Horicon.

ENROLLMENT TRENDS IN CLASSES AND PROGRAMS

Enrollments in elective classes at the high school and middle school were reviewed on April 3, 2024. Enrollment trends by subgroup were reviewed. The largest trends include a continued difference in the gender makeup of several elective classes as well as students with and without disabilities, although these differences have improved in the past five years. The following is a review of some of the data related to gender gaps in elective courses for the 2023-24 school year.

<u>Elective Courses%</u>	<u>Female Students%</u>	<u>Male Student%</u>	<u>SwoD/SwD %</u>
	HS Female total: 52%	HS Male total: 52%	HS SwD total: 14.5%
High School Choir	88%	12%	88% / 12%
High School Band	64%	36%	100% / 0%
College Prep/AP Electives	50%	50%	99% / 1%
Middle School Band	43%	57%	89% / 11%
Middle School Choir	66%	34%	77% / 23%
High School Spanish	57%	43%	83% / 17%
High School Agriculture	56%	44%	88% / 12%
High School Business	37%	63%	95% / 5%
High School Elective PE/Health/Wellness	55%	45%	88% / 12%
High School Technology Education	13%	87%	82% / 18%
High School Art Electives	69%	31%	89% / 11%

We have found no evidence that discrimination takes place during the registration and enrollment process in any of our elective classes. All students have an equal opportunity to take any elective class provided they meet the pre-requisite requirements for that particular course. The District will continue to review current practices for enrollment in order to provide for equitable opportunities for all students in all subgroups.

METHODS, PRACTICES, CURRICULUM, AND MATERIALS USED IN COUNSELING

The School District of Horicon employs one school counselor at the middle/high school serving students in grades 6 – 12. At the elementary school, the counselor works in the capacity of assistant principal and is serving students in grades PreK-5. Both have been trained in ASCA National Model for the basic structure of their programs. This model includes four components, which are define, manage, deliver, & assess, and addresses student academic, personal/social and career development. Services are offered to all students in the district without discrimination.

Counselors have also taken graduate level courses related to diversity with an emphasis on nondiscrimination. Other counselor workshops and conferences have increased their knowledge and understanding in areas such as English Language Learners, Students with Disabilities, cultural barriers, gender biases, and sexual orientation issues. The Wisconsin School Counselors Association Conference, Restorative Practice training, Response to Intervention training, and Positive Behavior Support and Intervention training have all supported our efforts to provide for a nondiscriminatory environment within the school district.

Counselors review all counseling materials to verify that bias and stereotyping are absent from all materials. Past training and support from the Wisconsin School Counselors Association the Wisconsin Department of Public Instruction have also helped to provide appropriate training. Curricula materials are also standards-based to ensure their appropriateness.

Translation support that is used for English Language Learners and their families includes local translation support, CESA translation services and computer-based translation. ACCESS testing is administered, and results are used to formulate plans for each student individually. While this is an on-going challenge for many small school districts, we provide appropriate services as recommended by DPI.

Individual planning conferences and career counseling meetings are held with each student and his/her parents in 10th grade. Discussions include long-term goals and various services that are available to students. Discussions also include programs available for closing the achievement gap for students who need that service. District Strategic Plan goals related to student achievement are also used to improve services to all students.

**PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT
OF ATHLETIC, EXTRA-CURRICULAR, AND RECREATIONAL ACTIVITIES**

The School District of Horicon follows recommendations from the joint publication of the Wisconsin Department of Public Instruction and Wisconsin Interscholastic Athletic Association, *The Pupil Nondiscrimination Guidelines for Athletics*. This publication can be found online at: <https://www.wiaawi.org/Schools/Pupil-Nondiscrimination>

Participation levels for co-curricular activities and athletics during the past three years at the high school level are as follows (males are listed first followed by females):

High School Co-Curricular Activities

<u>Activity</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Academic Bowl	5/10	7/8	6/9
Art Club	0/20	3/25	2/32
Drama	7/14	3/17	4/18
FBLA	N/A	N/A	7/11
FFA	60/68	31/34	107/85
Forensics	2/6	1/8	0/8
Jazz Band	8/17	4/10	7/9
Math Team	N/A	N/A	5/9
Musical	N/A	N/A	5/18
National Honor Society	11/29	13/25	18/30
Student Council	7/25	7/29	4/34
Science Olympiad	N/A	5/3	7/6
Talent Show	N/A	3/9	2/5
Total	100/189	77/168	174/274

High School Athletics

<u>Activity</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Baseball	18/0	19/0	17/0
Basketball	29/24	26/19	22/15
Cross Country	20/8	16/7	9/12
Football	20/0	17/0	20/0
Golf	10/0	10/1	10/0
Softball	0/17	0/13	0/18
Track	41/21	37/27	31/25
Volleyball	0/39	0/36	0/33
Wrestling	24/4	16/5	16/7
Total	162/113	141/108	125/110

Participation levels for co-curricular activities and athletics during the past three years at the elementary and middle school level are as follows (males are listed first followed by females):

Elementary School Co-Curricular Activities

<u>Activity</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Elementary Musical	14/34	17/52	21/47
Drama Club	N/A	13/36	3/22
Total	48	118	88

Middle School Athletics

<u>Activity</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Basketball	26/15	26/21	29/14
Cross Country	7/5	9/11	9/8
Football	18/0	16/0	17/0
Track	17/12	23/25	28/24
Volleyball	0/22	1/22	0/18
Wrestling	<u>32/0</u>	<u>19/11</u>	<u>20/5</u>
Total	100/54	94/90	103/69

<u>Activity</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
FFA	20/20	15/15	25/25
Forensics	0/0	2/10	0/1
Jazz Band	0/1	3/1	4/5
Musical	unknown	N/A	5/6
Drama/Play	4/5	9/9	5/6
Talent Show	<u>N/A</u>	<u>1/1</u>	<u>1/0</u>
Total	24/26	30/36	40/43

At the high school, participation in co-curricular academic activities has been dominated by females, but participation in sports has been mostly males. At the middle school, athletics have a similar trend with more males participating, but the academic co-curriculars are far more evenly split. We have found no evidence that discrimination takes place during the decision-making process related to participation in the co-curricular activities and athletics. All students have an equal opportunity to participate and are equally encouraged to participate. Our analysis of the total unique individuals participating in some sort of co-curricular academic, athletic, or club activity found that in the last year, approximately 90% of our students participated in some school-related activity outside of the classroom.

TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT

Students in the School District of Horicon have several opportunities to receive recognition for achievement including post-secondary scholarships. All materials related to recognition have been found to be in compliance with nondiscrimination policies and laws.

Elementary School:

The first opportunity for public recognition is our elementary school Student of the Week Awards. Nominations for these weekly awards are made by classroom teachers and support staff and are based on students who have added to the positive atmosphere of the classroom. During the 2023-24 school year we found the following award recipients:

4K =	20 males	13 females
Kindergarten =	18 males	28 females
1 st Grade =	29 males	27 females
2 nd Grade =	26 males	18 females
3 rd Grade =	24 males	31 females
4 th Grade =	39 males	28 females
5 th Grade =	22 males	35 females
Total =	178 males	180 females
Percentage =	49.7%	50.3%
Nominated by Female Teachers =	77.1%	81.7%
Nominated by Male Teachers =	23.1%	18.3%

We had a total of 20 regular education teachers in our school for the 2023-24 school year. 17 of these teachers were female and 3 were male. Female teachers nominated a total of 147 female students and 137 male students. Male teachers nominated a total of 33 female students and 41 male students.

Middle School:

Students begin receiving academic recognition at the middle school level through our honor roll which is published in the local newspaper at the end of each quarter:

Honor Roll

<u>Year</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
2022-23	63	48	111
2023-24	57	47	104

High School:

Scholarship application materials are handed out to all seniors in class with the application procedures being explained at that time. Additionally, all materials are posted on our district website. Students are also educated on ways to use online search engines for other scholarships. When applications are read by the selection committee, all identifying information is removed to prevent potential discrimination. Recipients are selected based on their completed application which includes grade point average, extra-curricular involvement, leadership, awards/recognition, and essay answers to questions related to their goals and their strengths.

Honor Roll (2022-23)

<u>Q/S</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1 st Quarter	73	87	160
2 nd Quarter	54	70	124
1 st Semester	56	72	128
3 rd Quarter	60	78	138
4 th Quarter	62	70	132
2 nd Semester	<u>59</u>	<u>66</u>	<u>125</u>
Average	60.7	73.8	134.5

Scholarship Applicants

<u>Year</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>
2022	27	11	16	2	0
2023	20	8	12	1	1
2024	38	20	18	4	2
Total	85	39	46	7	3

Scholarship Recipients

<u>Year</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>
2022	24	10	14	2	0
2023	19	7	12	1	1
2024	30	13	17	3	1
Total	73	30	43	6	2

73 out of 85 applicants (85.9%) received a scholarship. 30 out of 39 male applicants (77.0%) received scholarships while 43 of 46 female applicants (93.5%) received scholarships. 2 out of 3 special education applicants (66.7%) received a scholarship. 6 out of 7 (85.7%) of minority applicants received a scholarship. There was nothing in our audit that would lead us to conclude that the differences were a result of discrimination. It is our conclusion that the higher number of applications from female students and the higher percentage of recipients from female applications was due to other factors. It is believed that these factors are related to the selection criteria discussed above.

School District Technology & Electronic Communication

Student Usage and Communication

The School District of Horicon ensures that technology is accessible and non-discriminatory for all students.

- **Middle and High School Students:** Each student is provided with a Chromebook to facilitate educational activities. This enables students to access the curriculum, communicate with teachers, and submit assignments electronically.
- **Elementary School Students:** Technology access is provided at a ratio of 2:1, meaning that one device is shared between two students. These devices are used for technology programs and assignments as needed.

Parents Communication

The School District of Horicon uses various platforms and programs to communicate effectively with parents:

- **Primary Communication Methods:**
 - **School Messenger:** A system used for sending messages to parents.
 - **Class Dojo:** A communication app connecting teachers and parents.
 - **Email:** Direct electronic communication.
 - **Phone Messenger:** Voice messages to parents' phones.
 - **Social Media:** Platforms including Facebook, Instagram, and X (Twitter) for updates and announcements.

Parents have the flexibility to choose their preferred methods of communication or accept all available options to stay informed.

CONCLUSIONS

Although there are clear differences in participation levels, achievements, and awards between female and male students, no evidence suggests that these differences are due to discrimination. Female students consistently participate more and achieve higher than their male peers. We believe it is important to encourage male students to become more active and strive for higher achievements, but this should not be done by favoring them over female students.

SUMMARY OF SPECIFIC LEGAL REQUIREMENTS

Policies – The Board of Education has developed policies prohibiting discrimination against students.

Complaint Procedure – The Board of Education has developed a procedure of receiving and resolving complaints and has identified the complaint officer.

Public Notice –The Annual Class 1 Legal Notice is published.

Evaluation – This report complies with required evaluation procedures.

Reporting – The annual compliance report has been submitted.

Printed Materials – Nondiscrimination statements are contained in printed materials.

Input – The opportunity for input has been provided to students, staff, administrators, parents, and residents of the school district.

Written Report – The written report is available for review by anyone.

RECOMMENDATIONS

It is recommended that the School District of Horicon do the following:

- Maintain records of data related to participation in all school district activities and award recipients to better analyze trends over time.
- Regularly review policies for compliance and ensure that printed materials and publications consistently include the nondiscrimination statement and complaint procedures.
- Provide ongoing training for staff and students to identify potential discrimination, and ensure any concerns are immediately reported to the complaint officer.
- Monitor student participation in all activities, with particular attention to areas where participation is imbalanced.