

PUPIL NONDISCRIMINATION SELF- EVALUATION REPORT

(S. 118.13, PI 9)

SCHOOL DISTRICT OF LA FARGE

APPROVED BY SCHOOL BOARD ON:

CYCLE 11

February 20, 2017

**PUPIL NON-DISCRIMINATION
SELF EVALUATION 2016- 2017**

CHARGE:

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 district.**

Committee Members:

Shawn Donovan, District Administrator

Angela Egge, K4-12 Principal

Tim Slack, K-12 Guidance Counselor and Scheduling Coordinator

Todd Camlek, Athletic Director and 5th grade teacher

Patty Gabrielson, Administrative Assistant

Area #1 Counseling

1. What are the district's policies and practices regarding multiple perspectives in and through counseling?

Our general policy of non-discrimination allows for multiple perspectives to be covered throughout the district. The counseling program brings multiple perspectives in during both developmental guidance lessons and individual/group counseling sessions.

2. The following questions pertain to the type of training counselors have received.

How have they been trained to recognize bias or stereotypes?

Counselors receive training in multicultural competence through the requirements of graduate school.

How have they been trained to recognize and present multiple perspectives in and through counseling?

Graduate school requires that counselors understand the importance of recognizing and presenting multiple perspectives. The district also supports its counselors as they attend workshops and conferences dedicated to the topic.

How often has the above training occurred?

The training occurs throughout the year as the in-service, workshop and conference opportunities arise.

Was the training optional or required?

The training is optional in our district. However, it is highly recommended.

How effective was the training in improving counseling?

The training has made our counselor feel more comfortable in his position. This is a key component that allows students to feel comfortable accessing counseling services.

3. How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?

The district trusts that the counselor will use techniques and materials that best reflect the great diversity that is present in the world. Topics covered include many types of cultural differences (race, gender, socioeconomic status, family composition, disability, etc.).

4. Does the district provide culturally and linguistically accessible support services to students and families?

The district provides the WIDA and ACCESS Proficiency Assessment for any family that lists Spanish as a language spoken in the home. These scores allow us to realize the services that are necessary for each student. We also work closely with families to ensure that cultural support services are in place when requested.

5. Does academic planning and support services assist students in closing the achievement gap?

We use multiple processes to identify students who are in need of extra support services. These include referrals from teachers, parents, administrators, public health professionals, etc. We do our best to recognize students' needs as early as possible in order to best serve them and close the achievement gap. When necessary, a Child Study Team is formed where staff members sit down as a collective and lay out an intervention strategy that is best for the child and their family.

6. How are counseling or student services aligned with mainstream curriculum, instruction and assessment?

Our child study teams make sure that a student's services are in line directly with the mainstream curriculum in the classroom. The student's success is the main goal and the staff involved does everything they can to make that happen. Individual counseling sessions focus on helping the student with any issues (anxiety, phobias, depression, social issues, etc.) they may be facing. Helping with these issues allows the student to focus more on the curriculum, instruction and assessment.

What are your recommendations for improvement?

Our district is largely of low socioeconomic status and many of our students come from divorced families. I would recommend more training in working with these at risk populations.

More training and workshops that discuss the research concerning our at risk population and how their situations impact their academic and social development.

Be more intentional in our purchasing of materials that accurately reflect the diversity of the human population.

How will these recommendations be implemented?

RTI training will continue to be a focus for our district.

Materials will be analyzed and purchased based on their accuracy in reflecting the diversity in our world.

The district will continue to promote any professional development opportunities in regard to working with diverse populations.

The district will be in close contact with other districts in an attempt to discover and implement the best techniques available to better serve our student population.

Area 2: Athletic Programs

1. Review participation data in athletic programs and activities for at least the past three years. Review data by sex and disability. Identify trends and patterns.

2008-2009:	Males	38	Females	45
2009-2010:	Males	43	Females	40
2010-2011	Males	42	Females	37
Three year average:	Males	41	Females	41 (see attached grid)

2. Are some groups underrepresented in athletic programs and activities?

Based on gender students are equally represented. Special needs student involvement is at approximately 10%. La Farge does not have a significant ELL population at this time.

3. Are effective procedures in place to track participation in athletic programs and activities by sex and disability?

Participation numbers are compiled and reported to WIAA yearly. We track them annually when completing the DPI Performance Report.

4. In responding to the following questions, review interscholastic athletic opportunities for male and female students. Student opportunities are equal for male and female.

Male	Female
Football	Volleyball
Cross Country	Cross Country
Basketball	Basketball
Baseball	Softball
Wrestling	Wrestling Cheerleading
Track	Track

Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?

Yes, they are currently even male and female.

Are the opportunities comparable in scope and type?

Yes

5. Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas: (provide the data)

Coaching and other staff salaries - Salary schedule shows that male and female sports are compensated at the same rate comparatively.

Equipment and supplies – equally based on needs of sports.

Scheduling of games and practice times - All sports are scheduled at the beginning of the season to insure that equal gym time for practice is available for both girls and boys sports.

Provision of transportation – Travel is evaluated based on distance traveled.

Opportunity to receive experienced coaching, academic tutoring, medical, or other type of services - Experienced, qualified coaches are sought at all levels and follow WIAA guidelines for coaching. An athletic trainer is shared with Kickapoo School District; provided for most Varsity sports and he is on-call to provide daily care for all sports, male and female.

Access to locker rooms, practice and competitive facilities – We have equal number of locker rooms for boys and girls. Competitive facilities are shared with boys and girls teams equally and scheduled annually based on need.

Publicity efforts – We work with local media to promote all sports.

6. Are school mascots, team names and logos free from stereotyping? Our school mascot is the Wildcat.

7. Does attendance at athletic events reflect the diversity of the students in the school? Athletic events are moderately attended by community and student body, both girls and boys events.

8. Do coaches receive training in recognizing communication styles and in recognizing and neutralizing bias or stereotyping? Coaching staff follow guidelines set up by WIAA. Non-teacher coaches are required to complete an online coaching course which covers these areas outlined by the WIAA.

- 9. Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?** Yes results are attached.
- 10. Are special accommodations available for students with disabilities?** Locker rooms and gymnasiums are accessible for handicapped athletes.
Are effective procedures in place to track participation, by group in extracurricular and recreational activities? We track them annually when completing the DPI Performance Report.
- 11. Are activities provided to meet the expressed interest of all groups?**
Yes with 12 varsity sports and other activities La Farge has a diverse and extensive activity base for a school our size.
- 12. How often and in what forums are the district's nondiscrimination policies and practices regarding athletic, extracurricular, recreational and other activities communicated to students and parents/guardians?** Discussed and reviewed at preseason meeting for each sport. Materials are in extracurricular handbooks given to each student at the start of the season, these handbooks have to be signed by parent or guardian before student can participate in sports.
- 13. How might this communication be improved?** The district's webpage is under construction. When construction is done, non discrimination policies and practices can be placed on the webpage.
- 14. Is information regarding athletic, extracurricular, recreational, and other activities published in other languages in addition to English?** At this time our population does not warrant it necessary.
- 15. Is the information available in Braille or audio versions?** The handbooks may be read using adaptive programs common with most computers.
- 16. What are your recommendations for increasing participation of underrepresented groups in athletic, extracurricular and recreational activities?**
Have athletic handbook translated to Spanish. Advertise extracurricular events and opportunities on local Spanish radio programs.

Response by Females

Survey of Interest in Athletics-2011

(40 female respondents: 10 Freshman, 6 Sophomores, 6 Juniors, 8 Seniors)

Volleyball	1111111111111111
Softball	111111111111
Track	11111111
Cheerleading	111
Basketball	1111111111111111
Cross Country	1
Equestrian	1

1. Other sports I would to see offered:

Soccer 11111111
 Gymnastics 11
 Powder Puff Football 1
 Dance Team/Zumba 1
 Archery
 Ultimate Frisbee
 Tennis 11
 Dog Sledding
 Bad mitten
 Ping Pong
 Hockey11

2. What do you like about sports:

I don't like sports 111

Socializing 1

Stay fit 111

Competing

Helps me meet people.

Makes me feel good about myself.

Exercise

Feels like you are representing your school.

Doing what I love to do and getting recognition for it.

Get students involved and get good exercise.

I like being with a team and working together.

It gets you out to have fun with other friends.

You get a sense of competition and teamwork.

I like that it is a good way to spend time with others.

I like the fact that you get exercise but you can pick the ones you like to play.

I like to watch my friends participate in them.

Exercise, fun, being with friends.

They keep me in shape and I love being athletic.

Meet new people.

Keeps you active and lets you meet new people.

It's good exercise.

They keep you active and healthy.

It gives me something to do.

I like how they keep me active and I get to be with my friends.

They are fun.

I like spending time with my friends and the exercise.

It teaches you leadership and working with other people.

Its fun, keeps you in shape, teacher good sportsmanship.

Meet new people.

3. How would you improve the sports program?

Fund raiser and other fun things.

Somehow get more people involved, offer less homework for students who play.

I would get more people involved because we are short on players.

I wouldn't improve anything.

I would tell kids if they went out for sports there would be less homework.

Have more people go out for sports.

Encourage more people to go out.

I'm not good at sports so I probably wouldn't improve the program.

Encourage more people to go out.

Fund raisers

I would have more girls of course go out for sports because it 's getting really hard to be able to play when there isn't enough people.

More people need to participate. Home games need more fans.

Encourage more students to try them.

Better coaches and another gym.

I don't know, make time for each schedule and each schedule should have better times.

Another gym. Try to get more people to go out.

Try to get more people involved.

I don't know.

Not sure

Have more people go out.

Have it so everyone could play.

Make it more enjoyable and push more students to go out.

I would ask people to be more involvedmake it more of a big deal around school, and make sure that ALL of the people involved in the programs get recognition.

Encourage more to participate by offering P.E. credit for it.

Everyone play one sport in high school at least once.

Another gym.

Not such a long basketball season.

Shorter basketball season.

I don't know.

LaFarge Boys Sports Survey Summary:

Future LF participation Projections for Boys Sports

Sport	Cross Country Coop					Sport	Wrestling				
Grade	9 th	10 th	11 th	12 th	total	Grade	9 th	10 th	11 th	12 th	total
2011	1	0	0	0	1	2011	2	0	1	0	2
2012	0	1	0	0	1	2012	1	2	0	1	4
2013	1	0	1	0	2	2013	1	1	2	0	4
2014	0	1	0	1	2	2014	0	1	1	2	4

Sport	Football Coop				
Grade	9 th	10 th	11 th	12 th	total
2011	2	0	1	1	4
2012	4	2	0	1	7
2013	0	4	2	0	6
2014	1	0	4	2	7

Sport	Basketball					Sport	Track and Field coop				
Grade	9 th	10 th	11 th	12 th	total	Grade	9 th	10 th	11 th	12 th	total
2011	3	4	2	2	11	2011	1	0	0	1	2
2012	4	3	4	2	13	2012	0	1	0	0	1
2013	1	4	3	4	12	2013	1	0	1	0	2
2014	4	1	4	3	12	2014	1	1	0	1	3

Sport	Baseball				
Grade	9 th	10 th	11 th	12 th	total
2011	2	5	2	1	10
2012	3	2	5	2	12
2013	1	3	2	5	11
2014	2	1	3	2	8

Middle School Football: 44% currently play (8 of 18).

However, 3 of those 8 do not plan on continuing Football into High School

because they don't like it or they want to try a different sport.

The major reason that the other 56% did not go out is because they do not like the game.

High School Football: 14% currently play (4 of 29). The major reasons that 86% do not play Football are ranked in the survey, but 60% is because they do not want to start practice 3-4 weeks before school.

If LaFarge was to start it's own 8 or 11 man football team would you participate?

7 middle school players said yes. However, 3 of them contradicted themselves by giving the following reasons as why they don't currently play football:

- I don't like FB, won't play coop, but would play with just LF.
- I am not good, won't play for the coop, but would play with just LF.
- I don't like FB, won't play coop, but would play with just LF.

So this number is realistically only 4 middle school participants.

18 High School students said yes. However, 11 of them contradicted themselves by giving the following reasons as why they don't currently play football:

- 9th doesn't want to start practice 3-4 weeks early and prefers to work, but would play with LF?
- 10th doesn't want to start practice 3-4 weeks early, but would play with LF?
- 10th prefers to Bull ride and work after school, but would play with LF?
- 10th I have a health condition that prevents me from playing FB, but would play with LF?
- 10th, I prefer to work, but would play LF?
- 10th, I don't like FB and am concerned about getting hurt, but would play LF?
- 10th, prefers Bull riding but would play LF?
- 11th, Prefer to work, but would play LF?
- 11th, prefer to work and don't want to start practice 3-4 weeks early, but would play LF?
- 12th, don't want to start practice early, but would play for LF?
- 12th, don't care for current coaches, but would play for LF?

So realistically, 11 of the 18 had previously stated reasons for not playing football, that would still be obstacles if we were not a coop... I expect this number to be more around 7.

Projections for a LaFarge 8 or 11 man Football team: (Range= minimum-maximum)

Sport	Football Coop				
	9 th	10 th	11 th	12 th	total
2012	5-6	3-4	3-8	2-4	13-22
2013	1	5-6	3-4	3-8	12-18
2014	0	1	5-6	3-4	9-11

****I would caution towards the high end and expect closer numbers to the low end due to their previous reasons for not playing football. Realistically, we could support a team for 1 or two years and hope for no injuries, but it would have no growth and would eventually fold in a year or two. (Opinion: Blake Herken).

If Football Vanished at LaFarge, what Fall sport would you play in High School?							
	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Boys Soccer	5	4	6	3	2	0	0
Boys Volleyball	1	0	1	2	0	1	1
Cross-Country	0	1					
None	1	2	2	2	7	5	1

Summary: some Middle Schooler's are interested in Soccer, but I feel they have not had adequate exposure to the sport to make a sound commitment. The greater problem is those that selected none.

16 of 47 boy athletes do not play any sports (34%).

Complete survey results below:

High School Sports Survey

Grade	9 th	10 th	11 th	12 th	Total
Sample size	10	10	6	3	29

What Sports do you currently participate in?												%	
X Country	9												3%
Basketball	9	9	9	10	10	10	10	11	11	12	12		38%
Football	9	9	11	12									14%
Baseball	9	9	10	10	10	10	10	11	11	12			34%
Track	9	12											7%
Wrestling	9	9	11										10%
None	9	9	9	10	10	10	11	11	11	11	12		38%

I do not play football because?																
I don't want to start practice 3-4 weeks before school starts	9	9	9	9	9	10	10	10	10	10	11	11	11	11	12	6
I don't like Football	9	9	9	9	10	10	11	11								3
I don't like traveling to Kickapoo for practices	9	9	9	10	10	11	11	12								3
I prefer to work after school versus playing football	9	10	10	10	11	11										2
I don't want to play cooperatively with Kickapoo in football.	9	9	9	11	11											2
I would rather do my own thing than participate in a group	9	10	11	11	11											2
I do not care for the current coaches	10	11	11	12												1

AREA #3 TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION

1. Review data and information on award recipients and applicants for at least the past three years. Identify trends and patterns. (Include all data)

- To what extent do the applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin or disability?**

Typically the percentage of female students who apply for scholarships is significantly higher than the percentage of male students who apply.

Total Students	Males	Females	Total Students	Students Receiving Sped Services
2009	46	35	81	14 males 3 females
2010	45	41	86	9 males 6 females
2011	34	42	76	9 males 4 females

Scholarship Applicants	Males	Females	Total Students
2009	24 (52%)	25 (74%)	49
2010	24 (53%)	30 (73%)	54
2011	17 (50%)	29 (69%)	46

- To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?**

La Farge doesn't have much diversity in terms of race and national origin. Other than that, typically the number and amount of scholarships and other awards fairly closely reflect the overall composition of student population.

- **What criteria does the district use in order to ensure or promote a representative distribution?**

Although we do not have a specific policy to ensure a representative distribution for scholarships and awards, we do have specific committees identified for each individual scholarship that is charged with selecting the recipient for the scholarship. Criteria are set for each individual award and the recipient is selected based on that criteria.

- **What other efforts does the district undertake to ensure or promote a representative distribution?**

Teachers and staff encourage all students to apply for the local scholarships. In years past, we have awarded a scholarship to each applicant.

- 2. What procedures are in place to track and analyze applications for and awarding of scholarships and other forms of recognition by protected class status?**

At this time there is no procedure in place to track recognition by protected class status. This is done informally, however. For many of our awards, there is both a male and female recipient identified.

- **Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?**

We may want to consider adding this to our scholarship policy the next time it is up for review.

- 3. What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?**

The criteria used in selecting recipients for each scholarship is identified at the establishment of each scholarship and approved by our Board of Education prior to the initial selection. I do not believe that there are any that contain bias or stereotyping that exclude certain groups.

Other scholarships and awards

4. To what extent do students assisted by school officials for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin and disability?

Typically there are fewer students with disabilities who apply for scholarships than their percentage in the class. This may be due to the fact that a smaller number of students with disabilities continue their education beyond high school than in the general population.

5. What criteria does the district use in order to ensure or promote a representative distribution?

Many of our awards identify both a male and female recipient. Efforts include individual meetings with families as well as each member of graduating class; individualized tracking and support of students and electronic notification of all scholarship opportunities to each student.

- **What other efforts does the district undertake to ensure or promote a representative distribution?**

We do promote and encourage all students, especially students with disabilities, to apply and compete for awards and scholarships.

6. What annual procedures are in place to track and analyze the role of school officials in assisting students?

I am not certain that there are any formal procedures in place; however, all students receive the same assistance in identifying and applying for scholarships, with additional help available for any students who request it.

- **Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?**

Including a basic scholarship application process and product as part of current Vocational English level class is being explored.

Notice

7. How often, and in what settings, are staff, students, and parents/guardians made aware of the district's nondiscrimination policies and practices in the awarding of scholarships and other forms of recognition?

The district's nondiscrimination policies will be posted on the website, as well as in some print material. The practices in the awarding of scholarships are posted on our

website and in letters/postcards mailed home to students and parents. This information is also shared with students in individual and class meetings.

8. How has the district involved parents and community members from diverse backgrounds in developing effective strategies to publicize available awards and explain how to pursue these opportunities?

We need to pursue these opportunities by having meetings with before the school year begins with parents and community members from diverse backgrounds. We will establish these meeting in August, 2012

9. Is there an effective process in place for ensuring that all public information regarding scholarships and other forms of recognition are inclusive and free of bias, stereotyping and discrimination, including language and visuals? Public information includes press releases, brochures, announcements, et cetera.

We will add this to the Honors program, as well as the Student Services scholarship webpage.

10. Does the disseminated information clearly explain the scholarship application process?

Yes. Students receive information during individual and class meetings with the counselor. Students and their parents also receive written and electronic notification of the scholarship process at the start of the year as well as when the scholarship application is available.

- **Is the information published in other languages in addition to English?**

No.

- **Is the information available in Braille, video, or audio versions?**

No.

Recommendations

11. What are your recommendations for increasing distribution of scholarships and other awards to underrepresented groups?

We will continue to encourage all students at all levels to apply for awards and scholarships, and offer additional assistance to students as needed or requested by students and parents.

We will add our non-discrimination clause to the letter that is sent to scholarship committees reminding them that they need to publish their meeting to select the annual recipient for their scholarship.

- **How will these recommendations be implemented?**

By updating forms and the website.