

EDGAR SCHOOL DISTRICT
203 East Birch Street
Edgar, Wisconsin

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

October, 2016

The Edgar 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.

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Introduction and Self-Evaluation Process

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

This review took place in October, 2016. 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.

May 15, 2016, to October 25, 2016	Preparation for the onsite review.
October 10 & 26, 2016	Onsite review of documents and data – interviews.
November 5, 2016	Preparation of the draft report.
November 7-11, 2016	Administrative review of the draft report.
November 12, 2016	Preparation of the final report.
December 14, 2016	School board approval of the report.
December 15, 2016	Summary report, PI 1198 sent electronically to DPI. Legal notice posted indicating to residents of the school district 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>
Dr. Cari Guden	District Administrator
Kelly Kapitz	Director of Special Education
Jordan Sinz	Middle School/High School Principal
Lisa Witt	Elementary Principal/Director of Curriculum
Jim Steinke	Director of Athletics
Jackie Streveler	High School Counselor
Sara Tatro	Elementary/Middle School Counselor

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.

I. District Profile

A. District Enrollment

District Enrollment – 2015-16

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
329 (53.2%)	289 (46.8%)	25 (4.0%)	76 (12.3%)	618

Special Education

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Total</u>
51 (67.1%)	25 (32.9%)	4 (5.3%)	76

Students of Poverty

194/618 on free or reduced-price lunch = 31.9%

Findings: The overall district enrollment has dropped 47 students since the 2012 self-evaluation report, a decrease of 7.1%.

The number of special education students has dropped 5 students since the 2012 self-evaluation report, a decrease of 6.2%.

The number of minority students has increased by 5 since the 2012 self-evaluation report, an increase of 25%.

B. District Structure

The district is comprised of the following schools:

- Early Childhood Program
- Elementary – Grades K-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

School District of Edgar Employee Handbook

Edgar Middle School Handbook

Edgar High School Handbook

2016-17 Course Description Handbook

Do Not Meet the Requirements

2016-17 Edgar Parent/student Handbook*

School District of Edgar Co-curricular Code**

Edgar Girls Volleyball Player/Parent Handbook***

*Needs at a minimum reference to the district complaint procedure.

Legal Reference: PI 9.05(3)

**Needs the nondiscrimination statement.

Legal Reference: PI 9.05(2)

***Needs the nondiscrimination statement and at a minimum reference to the complaint procedure.

Legal Reference: PI 9.05(2) & (3)

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. Thus, the informal complaint process is working well when issues arise in the district.

The district had a civil rights review by staff members from the Wisconsin Department of Public Instruction in spring of 2012. A corrective action plan was developed by the district in response to the findings. Final approval of the plan was received in August of 2016. A copy of the approval letter is in the appendices.

Students throughout the district are strongly encouraged to participate in athletics and activities.

Accommodations are made for individual students if needed to ensure that they can participate in athletics and activities. The district provides financial assistance also to needy students and their families.

Activity advisors and principals monitor student participation on an annual basis, especially watching for trends that may develop. If necessary, corrective action is taken.

Planning for the Academic and Career Plan initiative is under way. Edgar was one of the state's pilot schools in the 2015-16 school year. More information is included in Section II of this report.

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

The district employs counselors on the following basis:

PK-8 – One full-time school counselor

High School, Grades 9-12 – One full-time school counselor

The school counselors are implementing the Wisconsin Comprehensive School Counseling Model throughout the district. There is a one-page summary of the four basic components of the Model in the appendices.

Some highlights of the counseling program are outlined as follows:

Elementary

Classroom instruction on a quarterly basis

Individual counseling as needed

Small-group counseling as needed

Secondary

Individual counseling as needed

Small-group counseling as needed

Use of Career Cruising software for student planning

Introduction of the 16 career clusters and 79 career pathways

Scholarships – more detail is in Section IV of this report

Portfolio program – enhanced as a result of the pilot year

The district has been involved in planning for the Academic & Career Plan initiative scheduled for full implementation in the 2017-18 school-year. The following are some highlights of this planning:

Pilot school in the 2015-16 school year

Participation in state workshops and CESA #9 training workshops

Introduction of the Career Cruising software

District planning team in place

Thirty-minute resource time in place

Staff participation in the December 6-7, 2016, state workshop

In the 2016-17 final planning year, the team will develop a plan based on PI 26, administrative rules. A copy of PI 26 is in the appendices.

The plan will be approved by the school board and then published on the district website.

Anyone desiring more information on the school counseling program may contact the school counselors or building principals.

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 male/female students is representative of their enrollment in the district.

Middle School Athletics

Male Athletics

Basketball
Cross Country
Track
Football
Wrestling

Female Athletics

Basketball
Cross Country
Track
Volleyball

High School Athletics

Male Athletics

Basketball
Cross Country
Track
Football
Baseball
Wrestling

Female Athletics

Basketball
Cross Country
Track
Volleyball
Softball

The following comments were presented by the athletic director:

There is a no-cut policy in place.

The district equitably supports all athletic teams.

Accommodations are made for individual students when needed.

Coaches are aware of student health concerns.

Participation of all students is monitored on an annual basis.

B. Other Activities

Middle School

Battle of the Books

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	2	6	0	0	8
2014-15	6	4	0	0	10
2013-14	4	6	0	0	10
Totals	12 (42.9 %)	16 (57.1%)	0 (0%)	0 (0%)	28

F C A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	10	0	1	13
2014-15	1	10	0	2	11
2013-14	1	10	0	2	11
Totals	5 (14.3%)	30 (85.7%)	0 (0%)	5 (14.3%)	35

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	5	0	0	6
2014-15	3	7	1	0	10
2013-14	6	4	1	0	10
Totals	10 (38.5%)	16 (61.5%)	2 (7.7%)	0 (0%)	26

Ski Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	15	9	1	5	24
2014-15	20	11	1	8	31
2013-14	23	8	1	7	31
Totals	58 (67.4%)	28 (32.6%)	3 (3.5%)	20 (23.3%)	86

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	11	10	0	0	21
2014-15	7	14	0	0	21
2013-14	7	12	1	0	19
Totals	25 (41%)	36 (59%)	1 (1.6%)	0 (0%)	61

High School

Annual Staff

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	6	0	0	7
2014-15	1	2	0	0	3
2013-14	2	8	0	0	10
Totals	4 (20%)	16 (80%)	0 (0%)	0 (0%)	20

Art Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	7	12	1	1	19
2014-15	4	7	0	0	11
2013-14	7	13	1	0	20
Totals	18 (36%)	32 (64%)	2 (4%)	1 (2%)	50

Big Buddy

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	12	25	0	2	37
2014-15	15	23	2	2	38
2013-14	13	22	0	1	35
Totals	40 (36.4%)	70 (63.6%)	2 (1.8%)	5 (4.5%)	110

Culinary Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	12	1	0	13
2014-15	3	17	0	0	20
2013-14	4	15	1	3	19
Totals	8 (15.4%)	44 (84.6%)	2 (3.8%)	3 (5.8%)	52

E T C

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	8	11	0	1	19
2014-15	13	13	0	0	26
2013-14	11	12	0	0	23
Totals	32 (47.1%)	36 (52.9%)	0 (0%)	1 (1.5%)	68

F B L A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	11	12	1	0	23
2014-15	9	17	1	0	26
2013-14	11	30	1	0	41
Totals	31 (34.4%)	59 (65.6%)	3 (3.3%)	0 (0%)	90

F C A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	9	0	0	0	9
2014-15	6	0	0	0	6
2013-14	8	0	0	0	8
Totals	23 (100%)	0 (0%)	0 (0%)	0 (0%)	23

F C C L A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	11	1	0	12
2014-15	5	34	1	0	39
2013-14	8	46	2	1	54
Totals	14 (13.3%)	91 (86.7%)	4 (3.8%)	1 (1%)	105

F F A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	27	21	1	6	48
2014-15	30	16	0	10	46
2013-14	37	11	1	9	48
Totals	94 (66.2%)	48 (33.8%)	2 (1.4%)	25 (17.6%)	142

Flag Corp.

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	0	10	0	0	10
2014-15	0	10	0	0	10
2013-14	0	10	0	0	10
Totals	0 (0%)	30 (100%)	0 (0%)	0 (0%)	30

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	5	20	1	1	25
2014-15	10	18	1	1	28
2013-14	11	18	0	1	29
Totals	26 (31.7%)	56 (68.3%)	2 (2.4%)	3 (3.7%)	82

Ice Fishing Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	30	0	0	2	30
2014-15	30	0	0	2	30
2013-14	30	0	1	2	30
Totals	90 (100%)	0 (0%)	1 (1.9%)	6 (6.7%)	90

Jazz Ensemble

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	11	0	0	17
2014-15	11	11	0	0	22
2013-14	5	10	0	0	15
Totals	22 (40.7%)	32 (59.3%)	0 (0%)	0 (0%)	54

Letter Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	31	25	1	0	56
2014-15	17	26	1	0	43
2013-14	18	24	1	0	42
Totals	66 (46.8%)	75 (53.2%)	3 (2.1%)	0 (0%)	141

Math League

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	9	0	0	1	9
2014-15		NO DATA			
2013-14		NO DATA			
Totals	9 (100%)	0 (0%)	0 (0%)	1 (11.1%)	9

National Honor Society

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	14	0	0	20
2014-15	8	8	0	0	16
2013-14	7	10	0	0	17
Totals	21 (39.6%)	32 (60.4%)	0 (0%)	0 (0%)	53

Show Choir

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	12	15	1	0	27
2014-15	11	10	1	0	21
2013-14	13	28	1	0	41
Totals	36 (40.4%)	53 (59.6%)	3 (3.4%)	0 (0%)	89

Ski Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	22	9	0	4	31
2014-15	17	9	0	5	26
2013-14	15	14	0	4	29
Totals	54 (62.8%)	32 (37.2%)	0 (0%)	13 (15.1%)	86

Spanish Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	10	16	2	1	26
2014-15	2	16	0	0	18
2013-14	5	28	0	1	33
Totals	17 (22.1%)	60 (77.9%)	2 (2.6%)	2 (2.6%)	77

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	9	14	0	0	23
2014-15	8	11	0	0	19
2013-14	11	15	0	0	26
Totals	28 (41.2%)	40 (58.8%)	0 (0%)	0 (0%)	68

Findings: Four middle school activities are female dominated.
One middle school activity is male dominated.

Two high school activities are balanced on a male/female basis.

Twelve high school activities are female dominated.

Four high school activities are male dominated.

One high school activity does not have three years of data and cannot have findings. -13-

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

A. Scholarships

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

- Parent/student conferencing in August
- Letters sent home in spring
- Individual student counseling
- Daily announcements
- Use of the website
- Newsletters
- Bulletin board postings
- Use of current technology – email, facebook, etc.

Summary of Scholarships*

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	70	95	2	2	165
2015	106	98	0	5	204
2014	61	68	0	0	129
Totals	237 (47.6%)	261 (52.4%)	2 (.4%)	7 (1.4%)	498

*Total number of scholarships.

Findings: Scholarships are male/female balanced.
 Minority students and special education students are receiving scholarships.

B. Other Awards – No other awards were reviewed during the onsite review.

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 complaint officers, 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 as 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

Continue to monitor student participation in athletics and activities on an annual basis. Review data over at least a three-year period and segregate data by male/female, minority students, and special education students.

Legal Reference: PI 9.06 (e)

Continue to monitor scholarships on an annual basis and begin a practice of monitoring other awards and forms of student recognition. Review data over at least a three-year period and segregate data by male/female, minority students, and special education students.

Legal Reference: PI 9.06(f)

When printed materials are prepared, be sure to include the student nondiscrimination statement and the complaint procedure if it is needed.

Legal Reference: PI 9.05(2) & (3)

August 19, 2016

Cari Guden
Edgar School District
PO Box 196
Edgar, WI 54426-0196

Dear Ms. Guden:

On *April 10-11, 2012* the Wisconsin Department of Public Instruction visited the Edgar School District. The purpose of this visit was to conduct a civil rights review to determine district compliance with regard to *Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines)*.

Several issues of noncompliance were detailed in a *Letter of Findings (LOF)* and we received your *Corrective Action Plan (CAP)* describing how and when the noncompliance issues would be remedied.

I am pleased to report to you, based on the evidence provided, that each of the compliance issues identified in the *Letter of Findings (LOF)* has been resolved. This letter confirms that this civil rights compliance review is complete and closed. Thank you again for the cooperation and assistance of your staff before, during and after our visit.

Please be advised of the district's continuing obligation to be in compliance with all civil rights requirements. If there is anything the department can do to assist you and your staff with future civil rights and nondiscrimination issues, please contact me at sara.baird@dpi.wi.gov.

Sincerely,



Sara Baird
Wisconsin MOA Coordinator
Career and Technical Education Team Assistant Director

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 I 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.

Register November 2015 No. 719

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.

September 2, 2016

Edgar Middle/High School Parent(s):

We are just finishing up a quick two week day to usher in 2016-17 school year! Prior to time getting away from us I wanted to share some important information with all middle and high school parents.

I wanted to remind parents of our grading practices that were implemented during the 15-16 school year and will be continued for 16-17. Teachers will be using common language to describe the assessments in their classes and this includes a few critical terms. The first term is formative assessment, think of this as practice. Common types of formative assessment are Q/A in class, worksheets and other items we typically would have categorized as "homework" in the past. Summative assessment is the other key term and this can be likened to "game/performance" time. Common summative assessments are projects, tests and presentations. Along with this language our grading practices will reflect an emphasis on summative assessments. At a minimum, 80% of your child's academic grade will be based on their summative scores. All teachers will clearly outline their grading procedures in their course syllabi. If you have any grading questions, please do not hesitate to contact your children's teachers.

During our grading discussions, we discovered that many items had crept into our grading practices that had very little to do with students understanding of course material. For example, a student would receive points for covering their textbook. While this is a desired behavior, it gave no indication if the student knew the course content or not. We felt it was important to still provide feedback on these desirable traits, but we also felt it necessary to do this in a fashion that did not influence academic grades. With this in mind, we will be utilizing a separate reporting system for "personal responsibility: social and work skills". Teachers will report information on these key aspects via a four point scale. The scale is listed below:

- 4 - Student's work/social skills and behavior serve as a model for others and enhance the learning environment.
- 3 - Student's work/social skills and behavior frequently enhance a positive learning environment.
- 2 - Student's work/social skills and behavior intermittently interferes with or disrupts the learning environment (needs frequent reminders and redirection).
- 1 - Student's work/social skills and behavior repeatedly disrupts or significantly distracts from the learning environment.

This information will also be housed in the Skyward gradebook and teaching staff will provide feedback relative to your child's progress. It is worth noting again, the personal responsibility score will not impact academic grades. Our goal is to provide constructive feedback, but at the same time maintain academic grades as such.

The 2016-17 school year will mark our first year of being a one-to-one district through the use of Chromebooks. This year, all students in grades six through twelve will have a district issued device. You may ask, what are the primary benefits to having all students use this type of technology? A few thoughts:

1. Our world is highly technological and to not expose our students to its widespread usage would be a disservice to their future. Research suggests that 90% of the jobs that our students will one day have do not exist at present. Meaning, they will have to constantly understand how to use technology to access information and grow their knowledge.
2. Responsible use of technology is a trait that is extremely desirable for students to develop. How many times have you seen an online post that made you ask, what in world was that person thinking? The problem is, they often are not really thinking about the enormity of each post they choose to put online. We want to show our students what responsible use is and help them learn how the responsible use of technology will have a tremendous impact on their future.

The Edgar School District will once again be working on the Wisconsin Department of Public Instructions (DPI) program for Academic and Career Planning (ACP). Last year, our district was one of 25 districts in the state that were selected for the pilot and we look forward to working on further improvement with our academic and career planning. Middle and high school teaching staff will be collaborating to further their knowledge of the ACP program and consequently provide quality information to our students. Part of our efforts in this program will center on teaching staff meeting with students during resource on a weekly basis. During this "check in" meeting, the teacher/student will discuss grades, attendance, behavior, co-curricular involvement and other relevant academic/career information. At the core of these meetings, student advisors will work with students on building positive student and faculty relationships. High school resource teachers will also be monitoring student progress on their high school portfolio. The portfolio is a graduation requirement for students in the class of 2017 and beyond.

Enclosed you will find a document that provides a write-up on all of the opportunities students have to participate in co-curricular activities. The lists do not include athletics. Our staff felt it was critical to make parents and students aware of the variety of organizations that are available. We encourage all students to get involved in at least one co-curricular organization. It is a great way to meet students, both from Edgar and other school districts.

Clear and consistent communication is the surest road to an informed educational experience. Our district webpage and Skyward family/student access can provide a great deal of information for students and parents alike. All of our teachers have classroom webpages which are updated with a course syllabus and weekly agenda. Our district webpage has a link where an "incident reporting form" can be accessed and completed. This has been added to the main district landing page to provide another means of reporting incidents for students and parents. Feel free to utilize this means or to contact the office via phone/email with any concerns you have.

If you have any questions, feel free to contact me. Teachers will be going through their classroom and grading procedures with students during the first few days of school and this information will be in their course information as well. Together we will ensure that Edgar is a positive place for all students to learn!

Sincerely,

Jordan Sinz
Middle/High School Principal

Enclosure: Co-curricular informational sheet

Edgar Middle School Student Opportunities

Student involvement in music, clubs and sports have better attendance, grades, and test scores, according to the National Center for Education Statistics.¹

Open to grades 6-8

- **Annual Staff** (Mrs. Larson and Mrs. Nowak) Work on Yearbook/Photography/Digital Layout-Leave your special fingerprint on your middle school memories
- **Battle of the Books** (Mrs. Higgins) This program is designed to help promote reading and a love of books. Students read five or more books from the battle list, then answer computer based questions about the books. As a team, students compete against other teams in the state (Oct through Feb)
- **FCA** - Fellowship of Christian Athletes (Mrs. Tarman) FCA meets each Thursday during lunch to challenge students, athletes and coaches to reach your full potential through comprehensive athletic, spiritual and leadership training
- **Forensics** (Mrs. Heil) Get on Stage! Choose acting, reading, or public speaking activities. Perform in a group or go solo! Meet kids from other schools at the 2 Forensic Festivals. Practices by appointment to meet your schedule. The season runs December through mid-February.
- **Ski Club** (Mrs. Higgins) Ski or snowboard during the winter months on Thursday evenings
- **Student Council** (Mrs. Higgins) Become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and all students

¹<http://nces.ed.gov/pubs95/web/95741.asp>

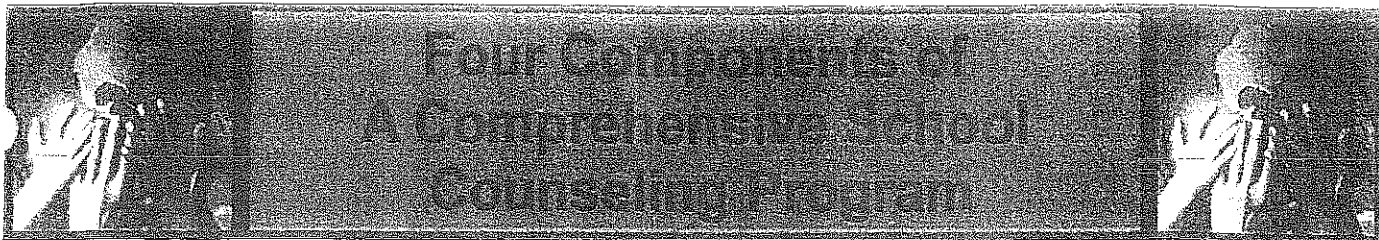
Edgar High School Student Opportunities

Student involvement in music, clubs and sports have better attendance, grades, and test scores, according to the National Center for Education Statistics.¹

Open to grades 9-12 - unless otherwise listed

- **Annual Staff** (Mrs. Olson) Work on Yearbook/Photography/Digital Layout--Leave your special fingerprint on your high school memories
- **Art Club** (Mrs. Olson) Work on murals, senior hall panel, field trips to museums, create ceramics for community projects and fundraisers
- **Big Buddy** (Mrs. Witt) Mentor elementary students to develop academic and social skills
- **Culinary Club** (Mrs. Federwitz) Learn about food and participate in field trips and community service projects such as serving meals at The Hope Lodge for cancer patients and their families
- **ETC - Edgar Theatre Company** (Ms. Olson) Fall Play open to 9-12th graders for cast & crew to learn about producing a live show; auditions first week of school, show date end of October
- **FBLA - Future Business Leaders of America** (Mrs. O'Toole) Learn about business and business-related fields to develop vocational and career supportive competencies and to promote civic and personal responsibilities
- **FCA - Fellowship of Christian Athletes** (Mr. Koch) FCA meets each Wednesday during lunch to challenge students, athletes and coaches to reach your full potential through comprehensive athletic, spiritual and leadership training
- **FCCLA - Family Career and Community Leaders of America** (Mrs. Federwitz) Community service activities and leadership opportunities including Spring Festival, Cupcakes beCause, Winter Wonderland volunteering and so much more
- **FFA** (Mr. Reinders) Work on leadership, personal growth & career success through agricultural education
- **Flag Corp** (Mrs. Haanstad) Perform flag routines during marching band performances
- **Forensics** (Ms. Olson) Choose from 20 areas including various areas of public speaking, poetry, prose, demonstrations, group or solo acting to develop critical performance skills to help in your future education and careers (Dec through April)
- **Ice Fishing Club** (Mr. Streit & Mr. Mroczenski) Experience ice fishing no matter your level or expertise
- **Jazz Ensemble** (Mr. Webb) Audition to experience an environment to spontaneously create your own music
- **Letter Club** (Mr. Steinke) Students passionate about athletics volunteer to sell concessions at home athletic events
- **Math League** (Mrs. Diedrich) Students involved in Geometry, Algebra II, or advanced math courses are eligible to participate in math competition
- **NHS - National Honor Society** (Mrs. Streveler) Recognizes those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character (11th and 12th grades only - must apply)
- **Pep Band** (Mr. Webb) Performs upbeat music at athletic events
- **Show Choir** (Mrs. Hafferman) Audition to be in Show Choir where music from the pop and show tune repertoire is selected and performed
- **Ski Club** (Mrs. Higgins) Ski or snowboard during the winter months on Thursday evenings
- **Spanish Club** (Mrs. O'Toole) Participate in activities throughout the year to increase their understanding of the Spanish language, Hispanic culture and the world
- **Student Council** (Mr. Diestelhorst) Become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and all students

¹<http://nces.ed.gov/pubs95/web/95741.asp>



Guidance Curriculum	Individual Student Planning	Responsive Services	System Support
<p>Provides guidance content in a systematic way to all students K-12.</p> <p>Purpose Student awareness, skill development, and appreciation of skills needed in everyday life.</p> <p>Areas Addressed</p> <ul style="list-style-type: none"> •Self-esteem development •Motivation to achieve •Decision Making, goal setting, planning, and problem solving skills •Interpersonal effectiveness •Communication skills •Cultural diversity •Responsible behavior •Educational Planning •Knowledge of career opportunities •Knowledge of post secondary opportunities <p>Counselor Role</p> <ul style="list-style-type: none"> •Structured groups •Consultation •Guidance curriculum implementation 	<p>Assists students in planning, monitoring, and managing their personal and career development.</p> <p>Purpose Student educational and career planning, decision making, and goal setting.</p> <p>Areas Addressed</p> <p><i>Educational/Academic</i></p> <ul style="list-style-type: none"> •Acquisition of study skills •Awareness of educational opportunities •Appropriate course selection •Lifelong learning •Utilization of test data <p><i>Career</i></p> <ul style="list-style-type: none"> •Knowledge of career opportunities •Knowledge of post secondary options •Need for positive work habits <p><i>Personal-Social</i></p> <ul style="list-style-type: none"> •Development of healthy self-concepts •Development of adaptive and adjustive social behavior <p>Counselor Role</p> <ul style="list-style-type: none"> •Assessment •Planning •Placement 	<p>Addresses the immediate concerns of students.</p> <p>Purpose Prevention and intervention.</p> <p>Areas Addressed</p> <ul style="list-style-type: none"> •Academic concerns •School related concerns <ul style="list-style-type: none"> - Tardiness - Absences and truancy - Misbehavior - School avoidance - Drop-out prevention •Relationship concerns •Abuse issues •Grief/loss death •Substance abuse •Sexuality issues •Coping with stress <p>Counselor Role</p> <ul style="list-style-type: none"> •Individual and small group counseling •Consultation •Referral 	<p>Includes program, staff and school support activities.</p> <p>Purpose Program delivery and support.</p> <p>Areas Addressed</p> <ul style="list-style-type: none"> •Guidance program development •Parent education •Teacher / administration consultation •Staff development for educators •School improvement planning •Professional development •Research and publishing •Community outreach •Public relations <p>Counselor Role</p> <ul style="list-style-type: none"> •Program management •Consultation •Coordination

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

School District of Edgar Employee Handbook

Edgar Middle School Handbook

Edgar High School Handbook

2016-17 Course Description Handbook

Do Not Meet the Requirements

2016-17 Edgar Parent/student Handbook*

School District of Edgar Co-curricular Code**

Edgar Girls Volleyball Player/Parent Handbook***

*Needs at a minimum reference to the district complaint procedure.

Legal Reference: PI 9.05(3)

**Needs the nondiscrimination statement.

Legal Reference: PI 9.05(2)

***Needs the nondiscrimination statement and at a minimum reference to the complaint procedure.

Legal Reference: PI 9.05(2) & (3)



Thank you for your submission. Your responses to the Presidential Scholars Nomination Form are shown below. [E-mail this Report](#) [Send to Printer](#)

Response

The school board assures that it evaluated the status of nondiscrimination and equality of educational opportunity in the school district.

Response

The school board assures that, as it conducted the evaluation, the district provided an opportunity for participation by pupils, teachers, administrators, parents, and residents of the school district.

Response

The school board assures that it has prepared a written report of the evaluation which shall be available for examination by residents of the school district.

Administrator's Name

Response

Cari Guden

Electronic Certification Signature

Response

BY CHECKING THIS BOX, I CERTIFY that I have signed this document electronically, that I am Cari Guden, and that I understand all of the requirements set forth in this document and that all information is complete and accurate to the best of my knowledge. I also certify that I have legal authority to submit this summary.

Date Certified. Mo./Day/Yr.

Response

12/22/2016

P11-00446