

DPI Pupil Nondiscrimination Self-Evaluation Report: 2023-2024

DATE: May 15, 2024

School District of Edgar

**Approved by the School Board on
May 15, 2024**

**Dr. Cari Guden, District Administrator
(715) 352-2351
cguden@gapps.edgar.k12.wi.us**

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program Consultant
Phone: 608-267-9157 Email: paul.sherman@dpi.wi.gov

TABLE OF CONTENTS

- I. General Overview Of PI-9 Pupil Nondiscrimination**
 - a. Introduction To The Pupil Nondiscrimination Self Evaluation**
 - b. Wisconsin State Statute 118.13**
- II. Contributors To The Self Evaluation Report**
- III. District Overview**
- IV. School board policies and administrative procedures.**
- V. Enrollment trends in classes and programs.**
- VI. Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.**
- VII. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.**
- VIII. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.**
- IX. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.**
- X. School district efforts to achieve equality of educational opportunity and nondiscrimination.**
- XI. School district technology, including electronic communications by school district staff.**

Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin's pupil nondiscrimination law.**

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- "Methods, practices, curriculum, and materials used in ... counseling..."
- "Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district"
- "Participation trends and patterns and school district support of athletic, extracurricular and recreational activities"

Cycle IV: In 2011-12, districts were once again required to complete the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work.

Cycle V: In 2017-18, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. **Cycle VI requires districts to evaluate the following elements:**

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) 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:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability </div>	<p>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:</p> <ul style="list-style-type: none"> 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 quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

Name	Position
Cari Guden	District Administrator
Lisa Witt	Elementary Principal & Director of Curriculum
Mike Wilhelm	MS/HS Principal
Rich Twomey	Special Education Coordinator
Jason Haluska	Assistant Director of Special Education
Jim Steinke	Athletic Director
Marisa Doll	HS Guidance Counselor
Jamie Koehler	MS Guidance Counselor & Assessment Coordinator
Jenny Pritzel	Elementary Guidance Counselor

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report 9.06(2)

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

The following notice was published in the local paper, The Record Review, for three weeks: October 2nd, 9th, and 16th, 2023. No comments were received prior to the onsite review. This notice was sent to all Edgar staff members on April 18, 2024. No comments were received prior to the onsite review. This notice was discussed at administrative meetings throughout the 2023-24 school year.

Section III District Overview - School District of Edgar

The School District of Edgar serves approximately 600 students between the ages of 3-21 in one PK-12 Building. The community of Edgar has a population of 1,441 and supports one school district, The School District of Edgar.

The School District of Edgar provides a safe and positive environment and is committed to continuous improvement for all students, staff, and community members. Edgar Excellence embodies leadership in: curriculum & instruction, technological integration & innovation, collaboration & co-curriculars. We prepare all of our graduates to be college, career, and life ready.

Our Mission

The School District of Edgar provides a safe and positive environment and is committed to continuous improvement for all students, staff and community members. Edgar Excellence embodies leadership in: curriculum & instruction, technological integration & innovation, collaboration & co-curriculars. We prepare all of our graduates to be college and career ready.

Our Vision

The Edgar Excellence environment will ensure a rigorous learning experience that equips our students for success in a global society.

Our Values

The School District of Edgar values: Edgar Excellence...Pride and Tradition!

Respect & Responsibility, Teamwork, Hard Work & Integrity, Leadership, Critical Thinkers, Acceptance of All.

Link to our School Profile

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.

District Enrollment

Year	Male	Female	Economic Disadvantaged	Special Education	EL	Migrant	Total
2023-24	308	318	211	94	8	0	626
2022-23	309	232	214	99	7	0	632
2021-22	311	305	197	95	2	0	616
2020-21	318	273	171	97	0	0	591
2019-20	No Data Found--COVID 19 Pandemic						
2015-16	329	289		76			618

District Enrollment by Race/Ethnicity

Year	American Indian	Asian	Black	Hispanic	Pacific Isle	White	Two or More	Total
2023-24	1	4	6	28	0	571	16	626
2022-23	2	4	4	24	0	583	15	632
2021-22	3	7	1	12	0	581	12	616
2020-21	4	3	1	13	0	565	5	591
2019-20	No Data Found--COVID 19 Pandemic							
2023-24	Total minority = 39 students							
2015-16	Total minority = 25 students							

District Enrollment in Special Education

Year	Male	Female	Economic Disadvantaged	EL	Migrant	Total
2023-24	59	35	21	1	0	94
2022-23	60	39	24	1	0	99
2021-22	58	37	24	1	0	95
2020-21	59	38	20	0	0	97
2019-20	No Data Found--COVID 19 Pandemic					
2015-16	51	25				
2023-24	Total Special Ed = 94					
2015-16	Total Special Ed = 76					

Findings

1. The district enrollment has increased by 8 students since 2015-16.
2. There are 21 fewer males and 29 more females in 2023-24 compared to 2015-16.
3. The number of minority students has increased by 14 since 2015-16.
4. The number of special education students has increased by 18 students since 2015-16.
5. The number of male students in special education decreased by 2 students since 2015-16, and the number of female students increased by 10 since 2015-16.

District Structure

The District is comprised of the following:

- Early Childhood- PK
- Elementary- Grades 4K-5
- Middle School 6-8
- High School 9-12

Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school districts will have an opportunity to:

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Findings:

- The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities.
- These policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.

- o The district has trained compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.
- o Information is shared on school and district websites.
- o The District contracts with Neola which is an independent provider of policy service, focusing our efforts on the needs and requirements of the school districts that we serve there. At minimum we review the district policies every six months.

Method of Analysis:

- o Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- o Review of Student Handbooks
- o Review of 2023-24 Employee Handbook
- o Review of 2023-24 Annual Notice Booklet
- o Review of 2023-24 Edgar High School Course Description Book
- o Review of 2023-24 Edgar Middle and High School Co-Curricular And Athletic Code

Supporting Information:

The following information was reviewed:

[Link to District Policy Page](#)

[Link to District Notices on Website](#)

- o PO #2260 Nondiscrimination and Access to Equal Educational Opportunity
- o PO #2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
- o PO #2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
- o PO #4122 Nondiscrimination and Equal Employment Opportunity
- o PO #5517 Student Anti-Harassment
- o PO #5730 Equal Access for Non-District Sponsored Clubs/Activities
- o School Student Handbooks
- o Employee Handbook
- o 2023-24 Annual Notice Booklet
- o Title IX procedures and investigative process materials

Recommendations for Improvement and Implementation Strategies:

- o The District's designated compliance officers are Lisa Witt, Elementary Principal and Director of Curriculum and Instruction and Mike Wilhelm, MS/HS Principal.
- o The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks.
- o The district has placed the nondiscrimination statement in a prominent location within the school website. It can be found under District/Notices.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:

- o Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- o Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Findings:

- o The district continues to annually update the course description book to include all courses available for all students.
- o The district continues to work with post-secondary schools to offer dual credit courses to all students.
- o The district continues to work to create career pathways for our students in order to prepare them for life after high school.
- o The School District of Edgar has listed some recommended courses and/or learning experiences on each Career Cluster page to assist students in the Academic and Career Planning process. These courses and experiences are specifically designed to provide exposure to, and help students build related skills for the careers associated with that Career Cluster.

Method of Analysis:

- o Department meeting and discussion with the school counselors
- o Review of 2023-24 Edgar High School Course Description Book

Recommendations for Improvement and Implementation Strategies:

- o The district will continue to review our courses so that all students have opportunities to expand their knowledge in the career path in which they choose.
- o We will continue an annual review of the Edgar High School Course Description Book.

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Summary Report Data

Findings:

The Edgar School District has three full-time counselors with the following grade assignments:

- Grades 4K - 5 - one counselor
- Grades 6-8 - one counselor
- Grades 9-12 - one counselor

The counselors focus on Wisconsin's adoption of the ASCA School Counselor Professional Standards & Competencies which includes ASCA Mindsets and Behaviors as best practices for a comprehensive school counseling program. Curriculum maps were updated in 2021.

Highlights of the counseling program are outlined as follows:

- individual counseling as needed
- small group counseling as needed
- whole group programming related to a comprehensive school counseling program

Elementary Guidance Curriculum Overview

Grades PreK-5

The elementary guidance curriculum being utilized for Grades PreK-5 is Character Strong - PurposeFull People. The curriculum weaves social-emotional learning and character education into the daily fabric of everything we do as educators. It is aligned with the ASCA Mindsets and Behaviors Standards for Student Success: K-12 College and Career Readiness Standards for Every Student, which describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

- *Academic Development* - standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- *Career Development* - Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- *Social/Emotional Development* - Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

All 35 standards can be applied to any of the three above domains, and the School Counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The Character Strong - PurposeFull People Curriculum focuses on 10 character traits/units: *Courage, Respect, Responsibility, Perseverance, Empathy, Gratitude, Honesty, Kindness, Cooperation and Creativity*. Within each trait includes content for Classroom, Home, Staff, and Playground. Each activity in the curriculum is designed to help students experience the month's character trait through engaging activities and powerful discussion. This will help them truly practice and embody what this value looks like, sounds like, and feels like. Activities are also designed to give students an opportunity to connect with each other through purposeful play, learn more about each other as people, and build more meaningful relationships with a focus on the current character trait.

Embedded within the Grade 5 units, we include lessons and activities that help prepare students for the transition to middle school, including an opportunity for students and parents to have a transitional conference with the School Counselor.

Middle School Guidance Curriculum Overview

Grade 6

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit's content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals, learn from challenges, recognize their personal strengths, and explore the unique aspects of their identities. The goals of this unit include students being able to:

- Recognize that social challenges are common during adolescence and often get better in time with support from others
- Adopt a growth mindset
- Set personal goals
- Create plans to achieve goals
- Monitor progress toward achieving a goal and determine if they need to try a new strategy

Grade 7

Students build intrapersonal awareness of their thought processes, emotions, strengths, and hopes for the future, and practice self-management strategies. The lessons are designed to help students:

- Understand the effects of thought on emotions and behavior
- Be aware of and manage their emotions
- Reduce habits of negative thinking
- Induce positive emotions
- Develop coping strategies for stress reduction
- Identify their strengths and interests
- Set and achieve goals

Grade 8

In this module, teachers and students work together to create the type of learning environment that is welcoming, supportive, and instructive of how to succeed in school. The lessons are designed to help students:

- Become familiar with cooperative learning strategies that increase engagement in learning
- Gain an awareness of what affects the social functioning of groups
- Build supportive relationships with their teacher and classmates
- Recognize the value of an education and why it is important to do well in school
- Develop the mental frameworks, organizational strategies, and study skills that lead to academic success

High School Guidance Curriculum Overview

Grades 9-11

Students will explore how to build positive, healthy relationships, resolve conflicts, and make responsible decisions. The lessons are designed to help students:

- Develop skills that build positive relationships
- Empathize with and show compassion for others
- Apply a problem-solving approach to conflicts
- Manage social media and resist cyberbullying
- Deal with gossip, bullying, and negative peer pressure
- Understand and utilize the power of apologizing and forgiving
- Understand the importance of helping others and volunteering

Grade 12

As high school students head out into the world and experience greater independence and responsibility, this course will help equip them to:

- Set goals and transition successfully from high school to college and/or the workforce.
- Identify 'best fit' colleges and complete their college applications.
- Write a compelling college essay that highlights their social, emotional and academic skills.
- Work well together with co-workers, classmates, customers, and their employer/teachers.
- Learn from feedback to improve their performance at school, home and work.

Method of Analysis:

- o Participation and discussion with school counselors
- o Review of K-12 Counseling Program Scope and Sequence
- o Review of K-12 Counseling Program Themes and Benchmarks
- o Participation and discussion with building level principals
- o Review of curriculum decisions and changes related to the counseling program

Supporting Information:

The following information was reviewed:

- o Review of counseling practices and procedures
- o Review of counseling program procedures/processes

Recommendations for Improvement and Implementation Strategies:

- o Continue the data tracking and decision-making related to the multi layered systems of support in each building level.
- o Continue to emphasize career exploration and planning. The district is currently using the Xello web-based program extensively grades 6-12.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- o Ensure disciplinary actions and procedures are applied consistently to all students.
- o Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- o Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint.
- o Responses to harassment are prompt, firm, and effective.

Summary Report Data

District Discipline Data: OSS					
Year	Male	Female	Special Education	EL	Total Number of Incidents
2023-24	School Year Not Complete so Data Unavailable				
2022-23	4	5	3	0	9
2021-22	3	2	2	0	5
2020-21	2	0	2	0	2
2019-20	1	1	2	0	2

District Discipline Data: ISS					
Year	Male	Female	Special Education	EL	Total Number of Incidents
2023-24	School Year Not Complete so Data Unavailable				
2022-23	6	0	6	0	6
2021-22	2	3	5	0	5
2020-21	1	1	2	0	2
2019-20	2	0	2	0	2

Findings:

- o More males students have been suspended in the last four years.
- o All of the students with in school suspension were special education students.
- o All of the students in out of school suspensions were special education students in 2019-20 and 2020-21.
- o There have not been any EL students suspended in the last four years.

Method of Analysis:

- o Review of suspension rates over multiple years
- o Review of policies:
 - o PO #5605 Suspension/Expulsion of Students with Disabilities
 - o PO #5610 Suspension and Expulsion
 - o PO #5610.02 In-School Discipline
 - o PO #5611 Due Process Rights
- o Review of Student Handbooks
- o Analysis of WISE Dash Discipline Data

Supporting Information:

The following information was reviewed:

- o WISE Dash Discipline Data

Recommendations for Improvement and Implementation Strategies:

- o The district will continue to report the discipline data to the School Board twice each year.
- o The district will continue to review and analyze our discipline data twice each year.

Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Middle School Athletics

Male Athletics

Basketball
Cross Country
Track
Football
Baseball
Wrestling

Female Athletics

Basketball
Cross Country
Track
Volleyball
Softball
Wrestling

High School Athletics

Male Athletics

Basketball
Cross Country
Track
Football
Baseball
Wrestling

Female Athletics

Basketball
Cross Country
Track
Volleyball
Softball
Wrestling

Edgar Middle School Student Opportunities

- **Battle of the Books:** 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).
- **FFA:** Work on leadership, personal growth & career success through agricultural education
- **Forensics:** 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.
- **Ski Club:** Ski or snowboard during the winter months on Thursday evenings.
- **Student Council:** 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.

Edgar High School Student Opportunities

- **Art Club:** Work on murals, senior hall panel, field trips to museums, create ceramics for community projects and fundraisers
- **Big Buddy:** Mentor elementary students to develop academic and social skills
- **ETC:** Edgar Theatre Company 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 Learn about business and business-related fields to develop vocational and career supportive competencies and to promote civic and personal responsibilities
- **FCCLA:** Family Career and Community Leaders of America Community service activities and leadership opportunities including Winter Wonderland volunteering and so much more
- **FFA:** Work on leadership, personal growth & career success through agricultural education
- **Flag Corp:** Perform flag routines during marching band performances
- **Forensics:** 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)
- **Jazz Ensemble** Audition to experience an environment to spontaneously create your own music
- **Letter Club:** Students passionate about athletics volunteer to sell concessions at home athletic events
- **Math League:** Students involved in Geometry, Algebra II, or advanced math courses are eligible to participate in math competition
- **NHS:** National Honor Society 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:** Performs upbeat music at athletic events
- **Show Choir:** Audition to be in Show Choir where music from the pop and show tune repertoire is selected and performed
- **Ski Club:** Ski or snowboard during the winter months on Thursday evenings
- **Spanish Club:** Participate in activities throughout the year to increase their understanding of the Spanish language, Hispanic culture and the world
- **Student Council:** 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
- **Yearbook Staff:** Work on Yearbook/Photography/Digital Layout--Leave your special fingerprint on your high school memories

Summary Report Data

Athletics							
Year	Male	Female	Minority	Special Education	EL	Economically Disadvantaged	Total
2023-24	134	95	2	5	0	34	229
Co-Curriculars							
Year	Male	Female	Minority	Special Education	EL		Total
2023-24	113	191	10	19	0	45	304

Findings:

- o We offer the same number of athletics for male and female.
- o We have more male student athletes than female student athletes.
- o We have more female students participating in co-curriculars than male students.
- o We have more minority, special education, and economically disadvantaged students participating in co-curriculars than athletics.
- o We have approximately 84% of our students participating in co-curricular activities, providing them with skills they need beyond the classroom.

Methods of Analysis

- o Participation and discussion with Activities Director
- o Data pull from Skyward student management system
- o Data Analysis of participation rates, disaggregated by gender, minority, disability status, English language learner status, and economically disadvantaged status.

Supporting Information

The following information was reviewed:

- o Edgar High School athletic offerings
- o Participation rates/data from the Activities Department
- o Edgar High School 2023-24 Athletic and Co-Curricular Handbook

Recommendations for Improvement and Implementation Strategies

- o The district will continue to review our athletic and co-curricular activities so that all students have opportunities to participate
- o We will continue an annual review of the Edgar High School Athletic and Co-Curricular Handbook

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory, to determine if the overall effect is nondiscretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships. Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Summary Report Data

Scholarships						
Year	Male	Female	Minority	Special Education	EL	Total
2023-24	No Data Yet as Scholarship Night is 5/15/24					
2022-23	4	22	0	0	0	26
2021-22	8	12	0	0	0	20
2020-21	11	11	0	0	0	22
2019-20	10	14	0	0	0	24

Findings:

- o The local scholarship program is directly administered by a scholarship committee.
- o The scholarship committee has worked hard to implement a new selection process that reduces the potential for individual biases or discrimination.
- o A scholarship letter and applications are mailed to the home of all senior students, posted online, and available in student services. The letter is available in Spanish, but the application is only in English at this time.
- o The district office keeps an annual list of the scholarships recipients broken down by gender, ethnicity, and race.
- o Scholarship descriptions and selection criteria are established/reviewed annually and are managed by scholarship committee co-chairs and district office bookkeeper.
- o The school district's nondiscrimination statement is present on local scholarship information.
- o In the last two years, female students have consistently applied at higher rates and received more scholarships than male students
- o Students of minority, with disabilities and English Language Learners have been consistently underrepresented as scholarship recipients over the last three years.

Methods of Analysis

- o Participation and discussion with school counselors
- o Review of policies, award recipients, and all scholarship related materials
- o Participation and discussion with high school principal
- o Analysis of gender, race, ELL, and disability status of the recipients for the last four years

Supporting Information

The following information was reviewed:

- o Policy #5451.01, Wisconsin Academic Excellence Scholarship
- o Policy #5451.02, Technical Excellence Higher Education Scholarships
- o Local Scholarship Application Form and Letter
- o District Website
- o Data lists of scholarship awards recipients
- o Verbal and anecdotal notes of scholarship process

Recommendations for Improvement and Implementation Strategies

- o Information on applying scholarships will continue to be readily available to all students and their families on the district website.
- o Scholarship tracking will be improved to include the scholarship received and the amount of the scholarship for each student.
- o The scholarship data (applicants and recipients) will be desegregated and shared annually with district administration. The data will include applicant rates by gender, race, ELL, and disability status.
- o The scholarship committee will review the data annually and recommend changes to the process and procedures to improve student participation rates and scholarship recipients across gender, race, ethnicity, disability status, and English Language Learner Status.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Findings:

- On July 11, 2016 the School District of Edgar began working together on a Continuous Improvement Plan (CIP). A district leadership team worked together with CESA 9 staff to work through the following:
 - Engage in the data inquiry process.
 - Access, analyze, and understand how to leverage state and local data to determine areas of strength and future improvement actions.
 - Draft an action plan that informs progress, development, & monitoring of the school improvement process.
- The Continuous Improvement Plan (CIP) process is completed annually.
- The CIP team communicates the targets and goals to the district staff.
- The CIP team presents the process to the Edgar School Board twice each year.
- During the CIP process the district addresses the quality of the education for all students and the district's focus on Nondiscrimination.
- District-wide goals are directly shared in the CIP addressing:
 - High Quality Instruction
 - Strategic Use of Data
 - School Culture and Climate
- The district also commits to providing staff training for academic, social-emotional, and behavioral topics where educational opportunities and nondiscrimination are present.

Method of Analysis:

- School Board Agendas Review/Discussion of Continuous Improvement Plan Process
- Review of Staff Survey Results
- Review of Community Advisory Committee Meeting Agendas and Minutes

Supporting Information:

The following information was reviewed:

- o District CIP Plans
- o Instructional Goals and Guidelines
- o Curriculum Standards
- o Assessment Data

Recommendations for Improvement and Implementation Strategies:

- o The district has a Continuous Improvement Plan that measures and reports out to the community and school board the progress in several areas. This plan encompasses the focus and expectations for providing an equitable educational opportunity and addressing issues of harassment. Updates of this continuous improvement plan and the results should be shared with all shareholders within the school and community.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:

- o Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- o Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- o The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

All school district policies are available electronically or in hard copy (as requested) by the general public.

