



**2023 Five-Year Self Evaluation of the Status of
Nondiscrimination
and Equality of Educational Opportunity
(PI 9.06)**

Elcho School District

Approved by School Board on: April 24, 2024

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District Profile - Elcho School District

The Elcho School District serves 270 students between the ages of 3-21. We are a small, rural school in northern Wisconsin serving students in grades 4K through 12. We have an Early Learning Center in the school building that provides childcare for children 6 weeks and older. Families can expect small class sizes between 13-20 students per grade and a variety of extracurricular opportunities to get involved in.

Our Core Values

Respect ** Integrity ** Responsibility ** Family ** Empathy ** Perseverance ** Tradition

Our Mission

All students will graduate with the skills and knowledge necessary to be prepared for their journey through their career, college, and life.

Our Vision

Together, we provide opportunities for every student, every day in a safe and responsive learning environment.

Our Belief Statement

We believe that relationships are critical to the success of our district. We believe that all students are capable of doing their best, and that everyone's best looks different. We have high expectations for all students and recognize that mistakes are an opportunity to learn.

District Data

Wisedash Public

3rd Friday count in September

Year	District Total	Female %	Male %	Am. Indian %	Black %	Hispanic %	White %	Two+ %	Free / Reduced %	SwD %	4 Year Grad Rate %
2023-2024	259	48.5%	51.5%	1.6%	0%	3.2%	92.9%	2.4%	49.8%	12.6%	TBD
2022-2023	273	46.0%	54%	2.2%	0%	3.3%	92.3%	2.2%	48.5%	15.4%	96.2%
2021-2022	281	47.5%	52.5%	1.5%	0%	2.6%	93.4%	2.6%	46.9%	16.2%	95.7%
2020-2021	293	46.0%	54.0%	1.7%	0.3%	2.0%	93.0%	3.0%	47.7%	14.7%	90.5%
2019-2020	290	46.1%	53.9%	2.4%	0.0%	2.0%	93.2%	2.4%	51.6%	14.3%	81.8%

SwD - Student with Disabilities

**SECTION I: CONTRIBUTORS TO THE
2023 FIVE-YEAR SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY**

The Elcho School District has provided an opportunity for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV report prior to school board approval.

Names	Position
Rachel Lemanczyk	District Administrator & Director of Special Education
Paige Zutavern	PK-12 Principal, Title IX Coordinator
Alyssa Carlson	Curriculum & Instruction Director, Parent & Resident
Scott Wilsens	PK-12 School Counselor, Title IX Coordinator
Building Leadership Team	Teachers, residents, parents
Athletic Coaches	
Rebecca Siemers	Student Information Data Specialist

Opportunities to Participate in the Writing/Development of the Pupil Nondiscrimination Self-Evaluation 2023 Report PI 9.06

Opportunity for participation in the writing/development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- Review of previous Pupil nondiscrimination Reports
- Review of YRBS data by building leadership team, all staff and school board members
- Discussion at a staff meeting
- Student climate surveys completed
- Parent climate surveys completed
- Staff climate surveys completed
- Review, discussion and adoption of updated activities code handbook
- Analysis of enrollment trends in classes and programs
- Analysis of methods, practices, curriculum and material used in counseling
- Analysis of trends and patterns of disciplinary actions, including suspensions, exclusions and handling of pupil harassment
- Analysis of trends and patterns of school district support of athletic, extracurricular and recreational activities
- Analysis of School Board Policies and Administrative Procedures
- Analysis of trends and patterns in awarding scholarships and other forms of recognitions and achievements

Opportunities to Participate in the Final Review/Evaluation of the Nondiscrimination and Equality of Educational Opportunity Five-Year Self-Evaluation 2023 Report PI 9.06

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

- Review opportunity for staff members
- Copy of report and data provided to school board members
- Report posted on district website

**SECTION II: INTRODUCTION AND LEGAL BASIS TO THE SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION
AND EQUALITY OF EDUCATIONAL OPPORTUNITY**

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 and ensure that all students are college or career ready on graduation.

LEGAL BASIS FOR AN EQUITY PLANNING PROCESS FOR CREATING EQUITY IN WISCONSIN SCHOOLS

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> <table border="1"> <tr> <td>-Sex</td> <td>-Ancestry</td> <td>-Sexual orientation</td> </tr> <tr> <td>-Race</td> <td>-Creed</td> <td>-Physical, mental, emotional or learning disability</td> </tr> <tr> <td>-Religion</td> <td>-Pregnancy, marital or parental status</td> <td></td> </tr> <tr> <td>-National Origin</td> <td></td> <td></td> </tr> </table>			-Sex	-Ancestry	-Sexual orientation	-Race	-Creed	-Physical, mental, emotional or learning disability	-Religion	-Pregnancy, marital or parental status		-National Origin			<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. h) School district technology, including electronic communications by school district staff. <p>(2) The district shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents/guardians and residents of the school district.</p> <p>(3) The district shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>
-Sex	-Ancestry	-Sexual orientation													
-Race	-Creed	-Physical, mental, emotional or learning disability													
-Religion	-Pregnancy, marital or parental status														
-National Origin															

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 has been achieved with the procedural requirements established under section 118.13 of the Wisconsin Statutes. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

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. In other words, school districts were asked to report “how they are doing” in achieving these goals.

CYCLE III: During the 2006-2007 school year and the 2011-12 school year, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III are much different than under Cycle I or II because of a detailed data analysis conducted by the department. After a review of all data collection requirements, the department identified only three required data elements of the self-evaluation that were not currently collected and evaluated:

- “...methods, practices, curriculum, and materials used in counseling...” (PI 9.06(1)(c), Wis. Admin. Code)--
- “trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code)

CYCLE IV: In 2023, the department reviewed the self-evaluation process and determined that all eight areas of the required elements identified in PI 9.06 be collected by school districts and submitted to the department as part of other reporting requirements. The eight elements are:

- 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

SECTION III SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES 9.06 (1)(A)

The Elcho School District uses NEOLA policies. Neola publishes two annual updates, legally reviewed, including proposed revisions to bylaws, policies and forms. Following the release, the District Administrator meets with the Neola consultant to review and hear the rationale for the changes and have any questions answered regarding the proposed revisions. Policy revisions are then shared with the School Board at two regular board meetings for approval. Once the board gives final approval, Neola will publish the materials in BoardDocs, which is located on the district website. BoardDocs provides direct access to all policies that are organized by section and are keyword-searchable for easy navigation.

The purpose of this section is to have the district examine board policies to determine whether there is alignment with the requirements of Wis. Stat. §118.13. After evaluation, school districts will have the opportunity to:

- Ensure that the board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.
- The policies include all protected categories listed under Wis. Stat. §118.13.
- The policies specifically address harassment, or there is a separate anti-harassment policy.
- The policies are easily understood and accessible to all staff, students and parents/guardians.
- The policies are published annually in a class 1 legal notice.
- An employee has been designated to receive Wis. Stat. §118.13 discrimination complaints.
- The name and address of the designated employee is published annually in a class 1 legal notice.
- The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.

The following Board policy information was reviewed from the school district [website](#):

- po145 Board Member Anti-Harassment
- po1220 Employment of the District Administrator
- po1260 Incapacity of the District Administrator
- po1422 Nondiscrimination and Equal Employment Opportunity
- po1422.02 Nondiscrimination Based on Genetic Information of the Employee
- po1460 Physical Examination
- po1461 Unrequested Leaves of Absence/Fitness for Duty
- po1630.01 Family & Medical Leave of Absence (FMLA)
- po1662 Employee Anti-Harassment
- po2240 Controversial Issues in the Classroom
- po2260 Nondiscrimination and Access to Equal Educational Opportunity
- po2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
- po2261 Title Services
- 2261.01 Parent and Family Engagement in Title I Programs
- po2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
- po2270 Religion in the Curriculum
- po2271 Early College Credit Program

- po2411 School Counseling and Academic and Career Planning
- po2421 Career and Technical Education Program
- po2340 District-Sponsored Clubs and Activities
- po2431 Interscholastic Athletics
- po2460 Programs for Students with Disabilities
- po2521 Selection of Instructional Materials and Equipment
- po2522 Library
- po3122 Nondiscrimination and Equal Employment Opportunity
- po3122.02 Nondiscrimination Based on Genetic Information of the Employee
- po3160 Physical Examination
- po3161 Unrequested Leaves of Absence/Fitness for Duty
- po3340 Grievance Procedure
- po3362 Employee Anti-Harassment
- po3430 Leaves of Absence
- po3430.01 Family & Medical Leave of Absence (FMLA)
- po1662 Employee Anti-Harassment
- po4122 Nondiscrimination and Equal Employment Opportunity
- po4122.02 Nondiscrimination Based on Genetic Information of the Employee
- po4160 Physical Examination
- po4161 Unrequested Leaves of Absence/Fitness for Duty
- po4340 Grievance Procedure
- po4362 Employee Anti-Harassment
- po4430 Leaves of Absence
- po4430.01 Family & Medical Leave of Absence (FMLA)
- po4362 Employee Anti-Harassment
- po5111 Eligibility of Resident/Nonresident Students
- po5111.01 Homeless Students
- po5111.02 Educational Opportunity for Military Children
- po5111.03 Children and Youth in Foster Care
- po5113 Open Enrollment Program (Inter-District)
- po5223 Absences for Religion Instruction
- po5421 Grading
- po5451.01 Wisconsin Academic Excellence Scholarship
- po5451.02 Technical Excellence Higher Education Scholarships
- po5460 Graduation Requirements
- po5461 Children At-risk of Not Graduating from High School
- po5500 Student Code of Classroom Conduct
- po5511 Dress and Grooming
- po5516 Student Hazing
- po5517 Student Anti-Harassment

- po5517.01 Bullying
- po5710 Student Complaints
- po5730 Equal Access for Non District-Sponsored Student Clubs and Activities
- po5780 Student/Parent Rights
- po6320 Purchasing
- po6325 Procurement-Federal Grants/Funds
- po6610 Non District-Supported Student Activity Accounts
- po6700 Fair Labor Standards Act (FLSA)
- po7544 Use of Social Media
- po8390 Animals on District Property
- po8500 Food Services
- po8531 Free and Reduced-Price Meals
- po8510 Wellness
- po8913 Section 504/ADA Prohibition Against Disability Discrimination in Employment
- po9130 Public Requests, Suggestions, or Complaints
- po9700 Relations with Non-School Affiliated Groups

Findings

- Policies are current and include all protected classes
- There are separate policies for each category (Administration, Professional Staff, Support Staff, Students, Relations)
- Policies are easily accessible on the District website
- Policies are published annually at the start of each school year, however if updated during the school year, they have not been updated in the annual notice publication or in handbooks

Recommendations for Board Policy Improvement and Implementation Strategies

- Continue working with Neola for policy revisions to ensure any changes in protected category language are appropriate

Complaint Procedure/Designee for Complaints

- Request, Suggestions and Complaint Process Flowchart was created and included in student/family handbook ([website](#)) with information on who to start with
- Request, Suggestions and Complaint Regarding Classroom Instructional Materials was created and included in student/family handbook ([website](#)) with information to submit to Director of Curriculum & Instruction

Findings

- Request, Suggestions and Complaint policy and process include the time of steps needing to occur
- Title IX Coordinators are identified, with contact information, in Board nondiscrimination policies.
- Compliance Officers for ADA/504 related issues are identified, with contact information, in Board policies
- Discrimination/Harassment Complaint form is located in the student/parent handbook, but not on the website.
- Compliance Officers and District Administrator have undergone WASB's Title IX trainings on an annual basis

Recommendations for Improvement and Implementation Strategies

- Add the discrimination/harassment complaint form to the website for easier access to students and families. This could be a google form for students, parents and staff to use
- Create a place on the website for the Request, Suggestions and Complaint Process Flowchart to live separate from handbooks
- Create a formal follow-up process or form to share any potential investigation and outcome
- Enhance staff trainings for Title IX complaint investigation and discrimination
- Review board policies related to discrimination and harassment with all staff at the beginning of the school year
- Provide additional staff training on bullying prevention, equity and inclusion

Handbook Review and Findings

Type of Handbook	Nondiscrimination Statement Included	Complaint Procedure Included
Professional Staff	pg. 4 summary	pg. 20 Identified Title IX policy & Coordinators pg.22 & 23 but not on website
Support Staff	pg. 5 summary	pg. 18 Identified Title IX policy & Coordinators pg. 20 & 21 but not on website
Substitute Handbook	missing	pg. 4 Identified Title IX policy & Coordinators stated as appendix but not on website
Early Learning Center Parent Handbook	pg. 17 shortened version	missing
Middle & High School Co-Curricular	pg. 1 shortened version	pg. 1 Identified Title IX Coordinators
Student & Family	pg 1 shortened version	pg. 1 Identified Title IX Coordinators pg. 18 complaint form pg. 23 & 24 flowchart for complaints
Curriculum Guide	pg. 1 shortened version	pg. 1 Title IX Coordinators

Recommendations for Improvement and Implementation Strategies

- Create a Coach's Handbook
- Update all handbooks to include the complete Nondiscrimination policy
- Update all handbooks to include correct legal language and be aligned to all board policies
- Update all handbooks to include the updated Board Mission, Vision, Belief Statements
- Update website to be more parent friendly to find documents
- Add the Complaint process flowchart to all handbooks

SECTION IV : ENROLLMENT TRENDS AND PATTERNS IN CLASSES AND PROGRAMS 9.06 (1)(B)

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, the district is able to:

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability and national origin.
- Particular programs and courses that merit attention included honors classes, college classes taken early and vocational education classes or programs.

Findings:

- Small populations sizes and varied courses by year make longitudinal data highly variable
- With limited staff there is a limit on what classes can be offered
- Only elective courses were reviewed
- Limited options if a student fails a course, higher prevalence of being due to disability (IEP or 504 plan)
- While all courses are offered to all students, the following courses consistently have a large percentage of male students: Youth Apprenticeship, Welding I, Welding II, Woodworking
- More advanced courses are primarily taken by white students without disabilities
- There has been an increase of students taking Start College now courses with the Technical college
- Courses with the highest percentage of students with IEPs and non white students include tech ed courses, art and PreAlg

Recommendations for Improvement and Implementation of Strategies

- Continue curriculum work at the universal level - increased proficiency in ELA and math will allow more students to successfully complete more advanced coursework
 - Closing the gap will allow students with disabilities be successful in these courses
- Increase emphasis on transition planning and getting into/preparing for the workplace with students with IEPs
- Provide professional development to increase student success within regular education classes

2023 Trends & Patterns in PI-9.06: Course and Program Participation

Total School Population: _____	Total Number/Percentage of Female Students: <u> 32 </u> <u> 37 </u> %	Total Number/Percentage of Male Students: <u> 55 </u> <u> 63 </u> %	Total number of Students by Ethnicity: W _____ 95.7 % H _____ 2.29 % B _____ 0 % Am Ind 1.91% 2 or More .04%
	Total Number/Percentage of ELL Students: _____ %	Total Number/Percentage of Students with Disability : <u> 12 </u> <u> 14 </u> %	

Course/Program	Female					Male					Race, other than white					Students with Disabilities				
	18	19	20	21	22	18	19	20	21	22	18	19	20	21	22	18	19	20	21	22
Applied Art			47%	53%	47%			53%	47%	53%			24%	10%	6%			18%	27%	29%
Beyond Applied Art				67%					33%					0%					0%	
AP Lang & Comp				40%					60%					0%					0%	
AP Lit & Comp			85%					15%						0%					0%	
Leadership					25%					75%					13%					13%
YA				0%	0%				100%	100%				0%	0%				0%	0%
Integrated/PreAlg			42%	50%	64%			68%	50%	36%			17%	0%	0%			8%	50%	18%
Algebra II			45%	25%	33%			55%	75%	67%			0%	13%	0%			0%	0%	0%
Pre-Calc			67%	33%				33%	67%				0%	0%				0%	0%	
Chemistry			63%	40%	10%			37%	60%	90%			0%	0%	0%			0%	10%	0%
Physics				13%					87%					0%					0%	
Intro Tech Ed			50%	38%	33%			50%	62%	67%			10%	8%	17%			10%	0%	0%
Graphic Design			100%	27%				0%	73%				0%	0%				0%	13%	
Welding I			0%	9%	0%			100%	91%	100%			20%	7%	0%			20%	36%	36%
Welding II			0%	13%	10%			100%	89%	90%			0%	13%	0%			50%	38%	10%
Woodworking			24%	13%	23%			76%	88%	78%			5%	0%	0%			14%	25%	15%
Media			33%	64%	38%			67%	38%	63%			20%	7%	18%			6%	0%	17%

SECTION V: EVALUATE METHODS, PRACTICES, CURRICULUM AND MATERIALS USED IN INSTRUCTION, COUNSELING AND PUPIL ASSESSMENT AND TESTING. 9.06 (1)(c)

The purpose of this section is to ask the district to examine the methods, 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, the school district 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 the counselor emphasizes that courses, programs, roles and careers are open to all students regardless of gender, race, national origin or disability.

Findings

- Guidance lessons are provided to every 4K-5th grade student biweekly using the Second Step curriculum presented by the school counselor.
- Guidance lessons are provided to every middle school student biweekly using the Second Step curriculum presented by the district health teacher.
- There are no SEL lessons provided for the high school as we do not have a curriculum for this.
- Bullying prevention is taught to all 4K-5th grade students through the Second Step curriculum for one month each school year, but there is no procedural reporting system in place.
- ACP activities are presented in a variety of ways, including: guest speakers, college visits, career fairs, mock interviews, college application and scholarship events, military representative visits.
 - These activities are intended to reach all students, regardless of gender, race, disability, and if they are college-bound or not.

Recommendations for Improvement and Implementation of Strategies

- Social Emotional Learning (SEL)
 - More implementation at the high school level.
 - Provide more opportunity for small group meetings related to specific struggles students may have at all levels.
 - Bring back SADD for more student voice.
 - Put up Second Step posters/visuals in classrooms.
 - Work with teachers on Second Step language for further consistency.
 - Implement DPI's Bullying Prevention Toolkit to develop a reporting system for bullying.
 - Address the increased anxiety level of students
 - Implement restorative practices to help students learn from mistakes
- Academic and Career Planning (ACP)
 - Adopt a curriculum for elementary and middle school ACP lessons.
 - Host more guest speakers for careers.
 - Develop a system for the school to help facilitate job shadowing opportunities.

SECTION VI: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS AND HANDLING PUPIL HARASSMENT 9.06(1)(b)

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

By evaluating this area, the district will have an opportunity to:

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

Findings

- Data is not reported constantly and can vary based on who the teacher or student is
 - Minimal referrals in elementary school gives the impression there are no behaviors, which is likely not the case
 - Behaviors seem low compared to what is actually being dealt with, not reporting everything
- Many repeat offenders - consequences are not changing behavior, indicates a need for how to address repeated behaviors in a more formal manner (i.e. behavior plans, SST meetings, etc.)
- Most males are serving consequences, especially severe consequences - are females really performing that much better? Internalizing behaviors vs. externalizing behaviors
- Added middle school alternative education teacher for the 23-24 school year - this is helping give students with behaviors another classroom to go to in order to improve their learning and remove the distraction to others, this already exists in the high school, nothing in place like this in the elementary school however
 - Many of these students have IEPs, but few (or perhaps only one student) had an IEP for behavioral disability
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
- Responses to harassment are prompt, firm, and effective.

Recommendations for Improvement and Implementation of Strategies

- Define behaviors as minors or majors with identified range of consequences
- Process needs to be developed for addressing repetitive behaviors
- Defining behaviors and what warrants classroom discipline vs. office discipline may help with appropriate documentation of behaviors
- Already planned for staff to be trained in restorative practices to provide an alternative to removal from school for poor behavior
- Review of behavior data at regular staff meetings to help staff see a link between what is said and what is documented
- Explore different places or ways for students to serve detentions

Elcho High School (9-12)

School Year	2020-2021	2021-2022	2022-2023
Detentions	10M, 0F, 19 Served	14M, 3F, 38 Served	4M, 0F, 5 Served
In-School Suspensions	3M, 0F, 3 Served	2M, 0F, 2 Served	2M, 0F, 2 Served
Out of School Suspensions	13M, 2F, 15 Served	5M, 0F, 5 Served	7M, 1F, 8 Served
Expulsions	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled

Elcho Middle School (6-8)

School Year	2020-2021	2021-2022	2022-2023
Detentions	2M, 0F, 2 Served	17M, 12F, 53 Served	16M, 2F, 24 Served
In-School Suspension	0M, 0F, 0 Served	5M, 2F, 8 Served	7M, 2F, 16 Served
Out of School Suspensions	1M, 0F, 2 Served	4M, 1F, 7 Served	5M, 1F, 10 Served
Expulsions	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled	1M, 0F, 1 Expelled

Elcho Elementary School (K-5)

School Year	2020-2021	2021-2022	2022-2023
Detentions	0M, 0F, 0 Served	0M, 1F, 1 Served	0M, 0F, 0 Served
In-School Suspensions	2M, 0F, 2 Served	1M, 1F, 2 Served	0M, 5F, 5 Served
Out of School Suspensions	0M, 0F, 0 Served	4M, 0F, 6 Served	2M, 3F, 7 Served
Expulsions	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled

SECTION VII: EVALUATE PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETICS, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES PI 9.06(1)(e)

The purpose of this section is to review participation in PK-12 athletic, extracurricular, 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.

Program/Activity	Female Participants			Male Participants			Race, other than white			Students with Disabilities		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Wrestling	0	0	0	6	9	3	0	0	1	1	1	0
Golf	0	3	1	5	7	6	0	0	0	0	0	0
Baseball	NA	2	NA	16	12	15	1	0	0	2	0	0
Softball	10	0	9	0	0	0	0	0	0	1	0	1
Football	0	0	0	14	15	17	2	1	1	2	1	0
Boys Basketball	0	0	0	11	12	12	0	0	0	1	0	0
Girls Volleyball	17	15	14	0	0	0	1	1	0	1	1	1
Girls Basketball	6	6	5	0	0	0	0	0	0	0	0	1

School Year	Female Participants	Male Participants	Race, Other than White	Students with Disabilities
2020-2021	26	55	2	3
2021-2022	1	53	2	3
2022-2023	29	53	2	3

Findings

- Participation in athletics has decreased, which has coincided with our declining enrollment.
- Students indicate a variety of reasons for not participating in athletics, such as not liking the sport anymore or wanting to spend the time working. This is important to consider since we are a high poverty district as some students may be more likely to want to or need to work after school hours and may not commit to a sport as a result.
- We have not seen success in the Northern Lakes Conference in several years. It can be very frustrating to continuously lose sporting events because we are not at the competition level of the schools in our conference. We have the ability to transfer to the Central Wisconsin Conference; however, this will likely be opposed by community members and even some coaching staff.
- Upper elementary grades are able to do Silent Sports after school
- Elcho has limited offerings for athletics and extracurriculars as enrollment declines and student participation continues to decrease.
- We struggle to find coaches or advisors, especially for extracurriculars like Drama, SADD, etc. Elcho has 3 girls sports, 3 boys sports, and co-ed wrestling and golf. All are supported by paid coaches with district funds. Our indoor sports like basketball and volleyball benefit more from upgraded facilities (i.e. the field house) and other sports have seen no facility improvements (wrestling, baseball, softball, football).
- We have given interest surveys to students the past two school years to see what new activities or sports they would like us to offer. In the past few years we have added an ice fishing club, a trap team, and a Spanish club.
- We have guest speakers such as Mike McGowan and Team Extreme come in regularly to work with our students. Mr. McGowan works with students K-12 and emphasizes positive character traits and how to overcome adversity. Team Extreme helps our students with team building activities to help them be more successful in the classroom and on athletic teams.

Recommendations for Improvement and Implementation of Strategies

- We would like to add more opportunities, especially at the younger ages to get students the skill development they need to be successful at the older ages and gain their excitement and interest. However, this will require district funds and community or staff coaches which are already hard to come by.
- Look into the possibility of adding some additional clubs at lunch time for students who may not be able to stay after school
- Find ways to increase student participation in middle school to generate excitement for high school sports
- Review how we support female athletes compared to our male athletes at games. For example, does the Pep Band play at the same number of girls and boy events.
- Encourage our elementary and middle school students to attend athletic events to help build excitement for participation later on

SECTION VIII: EVALUATE TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT PROVIDED OR ADMINISTERED BY THE SCHOOL DISTRICT PI 9.06(1)(f)

The purpose of this section is to ask the district to examine trends and patterns in awarding scholarships and other forms of recognition and achievement to determine whether all students are being treated equitably. 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.
- Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups
- Information about award opportunities is accessible to all parents/guardians and students.
- Application materials, eligibility criteria and award information are free of bias, discrimination and stereotyping.

Findings

- The majority of scholarship recipients are chosen from the scholarship sponsor, not the school district.
- Lists of all scholarship applicants have not been kept or reviewed in the past, but a list of award recipients has.
- Awards issued and received in elementary and middle school do not have set guidelines and are up to staff interpretation
- Some scholarships are varied based on how many people applied that are eligible and what funds the committee had in a given year
- School counselor shares all scholarship information with all Seniors during Senior Capstone class, scholarship meetings, emails, ParentSquare announcements, and senior check-ins.
- Females apply and receive a larger amount of the scholarships

Recommendations for Improvement and Implementation of Strategies

- We should create guidelines for local awards (CEO's, students of the quarter, etc.) so we have an opportunity to recognize more students for their successes
- We will start using Parent Square to directly communicate these offerings to parents
- Will send copies home via mail to all eligible students

Scholarship/Award	Amount	Female Application/ Awarded			Male Application/ Awarded			
		20-21	21-22	22-23	20-21	21-22	22-23	
Charlie Flood Memorial	\$500	NA / NA	NA / 1	NA / 0		NA / NA	NA / 0	NA / 1
Elcho Alumni	\$500	4 / 4	2 / 2	2 / 2		0 / 0	0 / 0	1 / 1
Pelican Lake Women's Civic Club	\$500	2 / 2	2 / 2	2 / 2		0 / 0	0 / 0	1 / 1
Pelican Lake Area Chamber of Commerce	\$1500	NA / NA	3 / 3	2 / 2		NA / NA	2 / 2	1 / 1
Austin Palubicki	\$500	2 / 2	4 / 4	2 / 2		0 / 0	3 / 3	1 / 1
Langlade County Fair Youth Volunteerism	\$500	NA / NA	1 / 1	1 / 1		NA / NA	0 / 0	0 / 0

American Legion	\$250	NA / NA	4 / 1	5 / 0		NA/ NA	3 / 0	7 / 1
Antigo Jr. Women's Club	\$300	6 / 1	4 / 1	5 / 0		2 / 0	3 / 0	7 / 1
Believe in Yourself	\$500	6 / 1	4 / 1	5 / 1		2 / 0	3 / 0	7 / 0
Challenge Award	\$400	6 / 1	4 / 0	5 / 1		2 / 0	3 / 1	7 / 0
Cieslak Family	\$1000	6 / 3	4 / 2	5 / 1		2 / 0	3 / 1	7 / 2
Community Association of Retirees	\$1000	NA / NA	NA / NA	5 / 1		NA / NA	NA / NA	7 / 0
Darrel Thomas Memorial	\$300	6 / 0	4 / 1	5 / 0		2 / 1	3 / 0	7 / 1
Dave Stefan Memorial	\$500	NA / NA	NA / NA	5 / 0		NA / NA	NA / NA	7 / 1
Elcho Explorers 4H	\$250	6 / 1	4 / 1	5 / 1		2 / 0	3 / 0	7 / 0
Elcho Fire & Rescue	\$500	6 / 0	4 / 0	5 / 1		2 / 1	3 / 1	7 / 0
Elcho PTO	\$250	6 / 1	4 / 1	5 / 0		2 / 0	3 / 0	7 / 1
Elcho School Achievement	Varies	6 / 4	4 / 4	5 / 5		2 / 2	3 / 3	7 / 7
Elcho Trap Club	\$250	NA / NA	NA / NA	5 / 1		NA / NA	NA / NA	7 / 0
Excellence Award	\$500	6 / 1	4 / 0	5 / 1		2 / 0	3 / 1	7 / 0
Hyland Lakes Lion Club	\$500	6 / 1	4 / 0	5 / 0		2 / 0	3 / 1	7 / 1
Knights Templar Committee Memorial	\$1250	6 / 1	4 / 0	5 / 1		2 / 0	3 / 1	7 / 0
Ladies of Summit Lake	\$250	6 / 1	4 / 0	5 / 1		2 / 0	3 / 1	7 / 0
Pelican Lake Firemen	\$750	6 / 0	4 / 1	5 / 0		2 / 1	3 / 0	7 / 1
Remington Foundation	\$1000 (x4)	6 / 3	4 / 2	5 / 1		2 / 0	3 / 1	7 / 2
Visser Family Community Service	\$500	6 / 1	4 / 1	5 / 0		2 / 0	3 / 0	7 / 1
Academic Excellence Scholarship	\$2250	NA / 1	NA / 0	NA / 1		NA / 0	NA / 1	NA / 0
Technical Excellence Scholarship	\$2250	NA / 1	NA / 0	NA / 0		NA / 0	NA / 1	NA / 1

SECTION IX: EVALUATE SCHOOL DISTRICT EFFORTS TO ACHIEVE EQUALITY OF EDUCATIONAL OPPORTUNITIES AND NONDISCRIMINATION. PI 9.06(1)(g)

The purpose of this section is to ask the district to examine school district efforts to achieve quality of education opportunity and nondiscrimination to determine whether all students are being treated equitably.

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

- Ensure significant progress is made in closing academic achievement gaps.
- Every staff member demonstrates 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.

Findings

- The district is engaging in a school improvement plan due to identifying a universal problem of all students not being provided with high quality instructional strategies. The plan includes staff working to identify priority standards, identify success criteria and to address goals in the areas of:
 - High quality instruction, with the use of data
 - Leadership & organizational structures
 - Family & community engagement
- There is a Building Leadership Team that meets regularly to review the improvement plan, progress and data
- 85% of parents indicated that the school sees them as a partner in their child's education and they feel welcome at school
- 89% of parents feel that staff care about their children
- 91% of staff feel supported professionally
- Within the last two years there has been a consistent focus on data, feedback and student achievement
- In a review of School District report cards, we experienced growth better than 80.8% of districts in the state
- Students with disabilities made the highest amount of growth in ELA compared to all other areas
- Based on FastBridge winter scores, 70.5% of students with disabilities in grades 2-12 showed typical or aggressive growth
- 47% of all students in grades 2-12 were proficient on the winter FastBridge aReading assessment

Recommendations for Improvement and Implementation of Strategies

- We need to be better at seeking consistent and timely stakeholder feedback on the district's efforts
- Continue developing data literacy practices with all of the staff to make it a common practice within the time we have, which could result in changes to our meeting structures
- Review state test results and determine where there are gaps in our curriculum
- Create a menu of professional development opportunities specific to staff needs and teaching levels
- Look at ways to increase and enhance parent participation
- Provide all staff with professional development related to inclusive practices

Disaggregated State Report Card Data

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	164	2.4%	16.5%	43.9%	37.2%	171	1.2%	22.8%	40.4%	35.7%	161	4.3%	26.7%	46.6%	22.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	153	2.6%	17.0%	43.8%	36.6%	161	1.2%	24.2%	40.4%	34.2%	152	3.9%	28.3%	46.1%	21.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	80	2.5%	18.8%	38.8%	40.0%	81	1.2%	24.7%	45.7%	28.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	26	3.8%	0.0%	26.9%	69.2%	25	0.0%	4.0%	24.0%	72.0%	26	0.0%	15.4%	26.9%	57.7%

MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	164	4.9%	15.2%	40.2%	39.6%	171	2.9%	17.0%	32.2%	48.0%	161	3.7%	20.5%	43.5%	32.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	153	4.6%	16.3%	40.5%	38.6%	161	3.1%	17.4%	32.9%	46.6%	152	3.3%	21.7%	44.7%	30.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	80	1.3%	13.8%	36.3%	48.8%	81	2.5%	17.3%	40.7%	39.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	26	0.0%	0.0%	19.2%	80.8%	25	0.0%	0.0%	8.0%	92.0%	26	0.0%	7.7%	19.2%	73.1%

SECTION X: SCHOOL DISTRICT TECHNOLOGY AND ELECTRONIC COMMUNICATION IS ACCESSIBLE BY PARENTS AND STUDENTS PI 9.06(1)(h)

The purpose of this section is to ask the district to examine school district technology including electronic communication by school district staff to determine whether all students are being treated equitably. By evaluating this area, school districts will have the opportunity to:

- Ensure that school district technology and electronic communication is accessible by parents and students

Findings

- Board policies that are aligned to technology are up to date and available online
- Students and staff sign acceptable use agreements
- Approximately 20% of district families and/or staff do not have access to Wifi technology due to not being available in their area, causing barriers for students to access technology and online curricular resources
- Families and staff were provided assistance with registering in Infinite Campus, SeeSaw and Parent Square in order to receive communications from all areas
- All surveys were made available to secondary students, parents, teachers and community members.
- Upon completion and School Board approval, the Self Evaluation Report will be available on the District website
- Upon completion and School Board approval the Self Evaluation PI-1198 Assurance will be provided to the Department of Public Instruction

Recommendations for Improvement and Implementation of Strategies

- Develop a method to ensure that all stakeholders are provided updated information and data in the future
- Review the location and ability to locate the Pupil Non-discrimination statements on the District webpage