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Richmond School District
Pupil Non-Discrimination Report
Presented to BOE on March 20, 2017

Background

Every five years, in accordance with section PI 9.06 of the Wisconsin Administrative Code, all districts in Wisconsin are required to perform a self-assessment evaluation regarding:

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

In addition to the self-assessment, school districts across Wisconsin must also provide an opportunity for pupils, teachers, administrators, parents, and residents to participate. Each district must prepare a written report of the evaluation that is made available for the public.

Self-Evaluation Process

Planning for the 2017 Pupil Nondiscrimination Self-Evaluation began in September 2016 with the identification of staff teams in the areas of counseling, athletics, and awards. The team consisted of seven teachers, two administrators, and one support staff member. The teams identified the data they needed to conduct their self-assessments. The team members were: Jody Calarco, Amanda Feiker, and Kara Ginster (Counseling); Cody Leland and Laurie Wohlfiel (Athletics); Amy Benotch and Jeannette Buss (Awards); Gena Santharam, Sue Williams, and Jeff Weiss (Planning and Support).

Counseling. The counseling subcommittee focused on an evaluation of the curricular content for absence of bias or stereotyping. This review included:

- Videos, books, posters and other visual aids
- Special school-wide events such as Diversity Days
- Current student academic and behavioral services such as Rtl and PBIS

- Review of student information on data boards
- Career exploration units

In addition, the Counseling team reflected on their individual preparation programs for their required Master's Degree level work as school counselors.

Athletics. The Athletics subcommittee reviewed three-year trend data regarding the participation of students in the Arrowhead Middle School Athletic Conference (AMSAC). The sports that were part of this review included basketball (boys and girls), volleyball (boys and girls) and track (boys and girls). The team used numerical data on the AMSAC participation disaggregated on the basis of race, national origin, sex and disability. Due to fluctuations in the intramural program, observational data were used.

Awards. Similar to the Athletics subcommittee, the Awards subcommittee reviewed three-year trend data on school sponsored awards in the areas of academics, character, fine arts, and leadership. These data were disaggregated by race, sex, national origin, and disability.

Findings

Counseling. The following questions were used to guide the self-assessment of the counseling program:

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

The District's Policy #411 regarding Pupil Nondiscrimination was updated and approved by the school board in November 2016. The following is an excerpt from Policy #411, the District prohibits discrimination in any of the following "5. Selection of instructional or library media materials. 6. Methods, practices, or materials used for testing, evaluating, and counseling students."

How have counselors been trained to recognize bias or stereotypes?

Culturally Sensitive Training is part of the Master's Level Counseling Program. District counselors regularly seek this information when working with families. They are limited, however, with the amount of information that families choose to share.

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

Background knowledge on students and their families is sought by counselors in order to be utilized in the counseling process. District counselors engage in a curriculum review process every five years.

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

District demographic data indicate no need for linguistically different support services. If or when these services are needed, the District is committed to providing the appropriate services.

Athletics. The following questions were used to guide the self-assessment review of the Athletics program:

Are some groups underrepresented in athletic programs and activities pertaining to race, sex, national origin or disability?

After a careful review of three year's of data disaggregated by race, sex, national origin, and disability, the representation of all groups was within expected ranges. Per DPI directions, groups with fewer than five students were not analyzed as part of this review.

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

Both male and female students can, and are encouraged to participate in the same number of athletic teams: basketball, volleyball, and track. The opportunities are comparable in scope and type to the point of being identical.

Is equitable support provided?

The following areas were analyzed to support the District's assertion that equitable support is provided :

- Coaching salaries - equal for all coaches in sport and age-level
- Provisions of uniforms - students wear same uniforms in each particular sport
- Equipment and supplies - coaches and students have access to same equipment and supplies
- Games and practices times - same time frame available for all teams
- Provision of transportation - not provided to any team, parent provide
- Experienced coaches/services - experience of coaches/services are same for each sport
- Locker rooms/facilities - all teams use same
- Publicity efforts - all teams receive same

- Availability of pep band, cheerleaders - not provided to any team.

Are school mascots, team names, and logos free from bias or stereotyping?

The Richmond team name is CHARGERS. This does not suggest any bias or stereotyping. The District does not have a mascot.

Does attendance at athletic events reflect the diversity of the students in the school?

Richmond's student population is slightly diverse at 90.7% white. Most of the attendance at the games are parents and siblings. Occasionally classmates and staff attend games but not on a regular basis.

Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping?

District coaches do not receive specific training in recognizing diverse communication styles nor in recognizing and neutralizing bias or stereotyping.

Coaches with experience in dealing with student-athletes with special needs are selected based on team composition. The District provides support to coaches throughout the season as needed.

Does the selection of specific sports and levels of competition accommodate the interests and abilities of: members of both sexes, students with special needs, students with limited-English proficiency, or diverse racial/ethnic groups?

The selection does accommodate the interests and abilities of all groups. The league tends to be more recreational than competitive. At the 8th grade level there is an A/B split when the number of participants can accommodate two levels. Based on district demographic data, there are not students with limited-English proficiency and the diverse racial/ethnic groups participate.

Are special accommodations available for students with disabilities?

Student-athletes are welcomed and encouraged to participate in all of the District's athletic activities. To meet their needs, coaching, drills, and support are differentiated based on the needs of the student. This includes providing support during practice from an educational aide, assisting with preparation for practice/games, to problem-solving with coaches and providing guidance on how to proactively communicate to the opposing coach to create a positive experience for the student.

Awards. The following questions were used to guide the self-assessment review of the Athletics program:

Does Richmond School District provide student recognition in a manner that reflects the overall composition of the student population by race, sex, national origin, or disability?

Over a three year period, the student award distribution shows:

- Race: 83.7% White, 15.5% Asian, 0.8% Pacific Islander
- Gender: 53.1 Female, 46.9 Male
- National Origin: 98.3 Non-Hispanic, 2.7% Hispanic
- Disability: 95% Non-disabled, 5% Students with Disabilities

Do procedures used to track and analyze awards and other recognitions need to be updated?

Yes. A more automated process for generating reports needs to be implemented. Student data will now need to reflect Standards Based Reporting. Updates need to be made to our current criteria.

Is there an effective process in place for ensuring that all public information regarding forms of recognition are inclusive and free of bias, stereotyping and discrimination?

Yes. The following procedures exist:

- Academic Excellence: 3 years of data (6th-8th grade end of quarter grades) of all current 8th grade students is analyzed and any student earning a 4.0 in all quarters of each year earns this award.
- Outstanding Achievement: 3 years of data is analyzed and any student with a cumulative GPA of at least a 3.75 is considered for this award. Then teachers/staff evaluate each student on their attitude, character, responsibility, and leadership ability, and extra curricular participation. Data is compiled and a winner emerges.
- Other Awards:
 - Athlete of the Year: Data from Coaches/ADs
 - Fine Arts Awards: Classroom observation
 - Student Council: Officers elected by students and staff
 - Math Teams: Data driven selections
 - Brewers Student Achievers: Teacher input
 - AV Crew: Student sign-up
 - PBIS Team: Students submit applications
 - Contest Winners: Students submit entries

Recommendations:

Identification of recent age appropriate audio/visual materials is the greatest challenge for the counseling team. Many videos offered through vendors are outdated and feature clothing styles and music that

are outdated. The counseling team will continue to search for more updated materials to enhance the counseling program.

The Athletic and Awards committee are recommending an automated way to identify students involved in activities and sports that can be accessed by staff. Currently, much of the work to identify student demographic information is done by hand. The Athletic committee is also investigating if anti-hazing training is available for coaches. The Special Education Department will also work with athletic directors to ensure that pertinent portions of IEPs are shared with coaches as appropriate.

The Awards committee is also recommending updated selection criteria to reflect the District's move to standards-based reporting. The Awards committee will also survey students to determine if the awards that are given are appealing to all students. The committee will also investigate ways to recognize growth and citizenship as part of the award program.