

**WRIGHTSTOWN COMMUNITY SCHOOLS  
351 High Street  
Wrightstown, Wisconsin**

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

**November, 2016**

**The Wrightstown Community Schools do not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.**

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## Introduction and Self-Evaluation Process

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

This review took place in October through December, 2016. The District contracted with Fred A. Skebba, Educational Consultant, to review documents, interview key staff members, and prepare the printed report. Skebba is a former member of the Wisconsin Equity Cadre and has provided assistance since 1996 to school districts in CESA #9. He also has three years' experience working with the American Diabetes Association, Wisconsin Chapter, to resolve parental complaints against Wisconsin school districts regarding harassment and/or discrimination of students with Diabetes.

The following is a brief time line of the basic procedures.

May 30, 2016, to October 26, 2016	Preparation for the onsite review.
October 27, 2016	Onsite review of documents and data -- interviews.
November 19, 2016	Preparation of the draft report.
November 23-30, 2016	Administrative review of the draft report.
December 1, 2016	Preparation of the final report.
December 21, 2016	School board approval of the report.
December 22, 2016	Summary report, PI 1198 sent electronically to DPI. Legal notice posted indicating to residents of the school district that the report is available.
<b>Ongoing</b>	Implementation of recommendations.

## Self-Evaluation Review Committee

The following staff members provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Caroline Mihalski	Director of Student Services
Angela Ederer	Middle School Counselor
Lee Mierow	Middle School Principal
Sarah Pierce	Elementary School Counselor
Bob Caelwaerts	Grades 5-12 Activities Director
Kasie Sattler	Director of Curriculum & Assessment
Mike Olson	High School Counselor
Amanda Kabat	High School Counselor
Kendilyn Brockman	Elementary School Principal
Carla Buboltz	District Administrator

Students, staff, parents, and residents of the school district were given an opportunity to make comments.

No comments were received prior to the onsite review on October 27, 2016.

## I. District Profile

### A. District Enrollment

#### Summary of District Enrollment

<u>Year</u>	<u>4K-12 Enrollment</u>
2015-16	1,316
2014-15	1,314
2013-14	1,356
2012-13	1,345
2011-12	1,315
2010-11	1,313
2009-10	1,293

Findings: The overall district enrollment is stable since 2010-11.

#### Summary of Special Education Enrollment

<u>Year</u>	<u>Number</u>	<u>Percent</u>
2015-16	156	11.9%
2010-11	135	10.4%

Findings: The number of special education students and the % of the total enrollment have increased since 2010-11.

Summary enrollment by sub-groups is in the appendices.

### B. District Structure

The district is comprised of the following schools:

Early Childhood – Special Education  
Elementary – Grades 4K-5  
Middle School – Grades 6-8  
High School – Grades 9-12

C. Review of Printed Materials

The following printed materials were reviewed to determine if they meet the requirements of PI 9.05:

Meet the Requirements

Provisions Applicable to all Staff\*

\*Contains appropriate employee nondiscrimination information.

Do Not Meet the Requirements

Wrightstown High School Handbook\*

Wrightstown Middle School Student/Parent Handbook\*

Wrightstown Elementary School Handbook\*

2015-16 Wrightstown High School Course Guide\*\*

2016-17 Wrightstown Middle School Scheduling\*\*

\*Needs, at a minimum, reference to the complaint procedure and the complaint officer.

**Legal Reference: PI 9.05(3)**

\*\*Needs the student nondiscrimination statement.

**Legal Reference: PI 9.05(2)**

Accommodations are made for individual students when necessary to ensure that they can participate in athletics and activities.

Orientation nights are held at all three schools so that students and parents are aware of opportunities available.

Participation in athletics and activities is monitored on a regular basis.

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

The district currently has the following counseling staff:

Elementary – 80% counselor  
Middle School – One full-time counselor  
High School – One full-time counselor

The counselors continue to implement the Wisconsin Comprehensive School Counseling Model.

Some highlights of the counseling program are outlined as follows:

### Elementary

Weekly classroom instruction  
Individual counseling  
Small-group counseling  
Involvement with RTI (Response to Intervention)  
Involvement with PBIS (Positive Behavioral Interventions and Supports)  
Emphasis on career awareness

### Middle School

Classroom instruction  
Individual counseling  
Small-group counseling  
Classroom lessons on bullying, harassment, and conflict resolution  
Career exploration – use of Career Cruising software  
Goal setting, time management, study skills



## High School

- Individual counseling
- Financial aid
- Scholarships
- Student/parent conferences

Planning is under way for the Academic & Career Plan initiative, Grades 6-12. Staff members have participated in workshops and will continue to do so this school year. Career Cruising software is being implemented.

The following activities will be completed this year based on PI 26, administrative rules:

- Completion of a district plan
- School board approval of the plan
- Publication of the plan on the district website

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

### III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities

#### A. Athletics

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:

They are comparable in scope.

They are comparable in type.

Participation of males/females is representative of their enrollment.

#### Middle School Athletics

##### Male Athletics

Basketball  
Cross Country  
Soccer  
Track  
Football  
Wrestling

##### Female Athletics

Basketball  
Cross Country  
Soccer  
Track  
Volleyball  
Dance Team

#### High School Athletics

##### Male Athletics

Basketball  
Cross Country  
Golf  
Soccer

##### Female Athletics

Basketball  
Cross Country  
Golf  
Soccer

Track  
Football  
Baseball  
Wrestling  
Hockey\*\*

Track  
Volleyball  
Softball  
Dance Team\*

\*Not an official WIAA sport.

\*\*Co-op with Ashwaubenon.

The following comments were presented by the athletic director:

Accommodations are made for individual students when necessary.

The district equitably supports all athletic teams.

The athletic director received Title IX instruction as part of his master's degree program.

Coaches are aware of students with health concerns.

An athletic trainer is available through Bellin Medical Facilities.

B. Other Activities

Elementary School

Student Service Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	32	40	5	2	12
2014-15	40	41	8	4	81
2013-14	29	30	6	3	59
Totals	101 (47.6%)	111 (52.4%)	19 (9.0%)	8 (3.8%)	212

Middle School

Spelling Bee

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	14	13	1	0	27
2014-15	15	15	1	1	30
2013-14	14	18	1	2	32
Totals	43 (48.3%)	46 (51.7%)	3 (3.4%)	3 (3.4%)	89

MATADA

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	1	14	0	2	15
2014-15	1	14	0	2	15
2013-14	7	20	0	2	27
Totals	9 (15.8%)	48 (84.2%)	0 (0%)	6 (10.5%)	57

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	0	17	1	1	17
2014-15	2	17	1	0	19
2013-14	5	20	1	0	25
Totals	7 (11.5%)	54 (88.5%)	3 (4.9%)	1 (1.6%)	61

Academic Team

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	2	14	0	0	16
2014-15	3	13	1	0	16
2013-14	9	6	0	0	15
Totals	14 (29.8%)	33 (70.2%)	1 (2.1%)	0 (0%)	47

Drama

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	2	12	1	0	14
2014-15	5	13	1	0	18
2013-14	14	21	2	0	35
Totals	21 (31.3%)	46 (68.7%)	4 (6%)	0 (0%)	67

Geography Bee

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	4	5	0	0	9
2014-15	4	4	1	0	8
2013-14	4	4	1	0	8
Totals	12 (48%)	13 (52%)	-10- 2 (8%)	0 (0%)	25

Student Leadership

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	0	22	0	0	22
2014-15	0	22	0	1	22
2013-14	3	8	0	0	11
Totals	3 (5.5%)	52 (94.5%)	0 (0%)	1 (1.8%)	55

Yearbook

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	1	16	5	0	17
2014-15	1	17	5	0	18
2013-14	3	13	0	1	16
Totals	5 (9.8%)	46 (90.2%)	10 (19.6%)	1 (2%)	51

F F A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	10	17	0	4	27
2014-15	11	17	0	1	28
2013-14	12	20	0	2	32
Totals	33 (37.9%)	54 (62.1%)	0 (0%)	7 (8%)	87

Thinking Cap Quiz Bowl

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	26	24	3	2	50
2014-15	15	19	1	0	34
2013-14	32	24	1	1	56
Totals	73 (52.1%)	67 (47.9%)	-11- 5 (3.6%)	3 (2.1%)	140

Peer Group

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16			NO DATA		
2014-15	1	7	0	1	8
2013-14	5	10	1	3	15
Totals	6 (26.1%)	17 (73.9%)	1 (4.3%)	4 (17.4%)	23

F A C T Group

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	0	8	1	0	8
2014-15	4	10	0	2	14
2013-14	2	5	3	0	7
Totals	6 (20.7%)	23 (79.3%)	4 (13.8%)	2 (6.9%)	29

Battle of the Books

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	9	35	2	2	44
2014-15	8	30	1	0	38
2013-14	18	27	1	0	45
Totals	35 (27.6%)	92 (72.4%)	4 (3.1%)	2 (1.6%)	127

High School

Spanish Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	11	41	2	0	52
2014-15	7	15	1	0	22
2013-14	5	22	1	0	27
Totals	23 (22.8%)	78 (77.2%)	4 (4%)	0 (0%)	101

E C O Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	1	6	0	2	7
2014-15	0	5	0	1	5
2013-14	2	17	1	1	19
Totals	3 (9.7%)	28 (90.3%)	1 (3.2%)	4 (12.9%)	31

Bridge

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	0	14	1	1	14
2014-15	0	1	0	0	1
2013-14	2	3	0	0	5
Totals	2 (10%)	18 (90%)	1 (5%)	1 (5%)	20



F P S

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	13	14	0	0	27
2014-15	8	7	0	0	15
2013-14	17	15	0	0	32
Totals	38 (51.4%)	36 (48.6%)	0 (0%)	0 (0%)	74

F B L A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	42	45	1	1	87
2014-15	24	31	2	0	55
2013-14	12	12	2	0	24
Totals	78 (47%)	88 (53%)	5 (3%)	1 (1%)	166

Robotics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	17	5	0	0	22
2014-15	15	4	1	1	19
2013-14	8	3	0	1	11
Totals	40 (76.9%)	12 (23.1%)	1 (1.9%)	2 (3.8%)	52

Art Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	2	5	0	1	7
2014-15	2	4	0	0	6
2013-14	2	15	1	1	17
Totals	6 (20%)	24 (80%)	-14- 1 (3.3%)	2 (6.7%)	30

National Honor Society

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	17	41	0	0	58
2014-15	10	20	0	0	30
2013-14	11	26	2	0	37
Totals	38 (30.4%)	87 (69.6%)	2 (1.6%)	0 (0%)	125

F F A

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	33	51	3	4	84
2014-15	28	36	2	3	64
2013-14	29	50	3	2	79
Totals	90 (39.6%)	137 (60.4%)	8 (3.5%)	9 (4.0%)	227

Teen Outreach

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	8	6	0	3	14
2014-15	0	1	0	0	1
2013-14	9	27	2	2	36
Totals	17 (33.3%)	34 (66.7%)	2 (3.9%)	5 (9.8%)	51

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	3	10	0	1	13
2014-15	0	3	0	0	3
2013-14	3	11	0	0	14
Totals	6 (20%)	24 (80%)	-15- 0 (0%)	1 (3.3%)	30

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2015-16	4	21	1	1	25
2014-15	3	11	1	0	14
2013-14	2	8	0	0	10
Totals	9 (18.4%)	40 (81.6%)	2 (4.1%)	1 (2.0%)	49

Findings: Elementary activities are balanced on a male/female basis.

Minority students and special education students are involved in elementary activities.

Three middle school activities are balanced on a male/female basis.

Nine middle school activities are female dominated.

One middle school activity lacks three years of data and cannot have findings.

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

Nine high school activities are female dominated.

One high school activity is male dominated.

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

##### A. Scholarships

There is a process in place to ensure that all students and their parents are aware of scholarship opportunities and the application process. Some highlights of the process are as follows:

- Student/parent conferences
- Student conferences in grades 10, 11, and 12
- Use of the website
- Regular announcements
- Emails to students
- Financial aid night
- Special outreach to Hispanic students
- Use of twitter is currently under consideration

##### Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	14	32	2	1	46
2015	8	25	3	0	33
2014	25	23	0	3	48
Totals	47 (37%)	80 (63%)	5 (3.9%)	4 (3.1%)	127

Findings: Scholarships are female dominated primarily due to the 2015 and 2016 awards.

Minority students and special education students are receiving scholarships.

B. Other Awards

Summary of Academic Awards

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	5	17	0	0	22
2015	5	14	1	1	19
2014	10	12	0	1	22
Totals	20 (31.7%)	43 (68.3%)	1 (1.6%)	2 (3.2%)	63

Findings: Academic Awards are female dominated.

One minority student received an academic award.

Two special education students received academic awards.

## **Summary of Specific Legal Requirements**

**The following is a summary of the district's current status regarding the requirements of Chapter PI 9, Wisconsin Administrative Code:**

- PI 9.03 - Policies prohibiting discrimination against pupils.**

**All policies are in place.**

- PI 9.04 - Complaint procedure.**

**The district has a complaint officer, and the complaint procedure is in place.**

- PI 9.05 - Class 1 legal notice & printed materials.**

**A Class 1 legal notice is published annually. Most printed materials do not contain the nondiscrimination statement and reference to the complaint procedure and complaint officer. See page 2 of this report.**

- PI 9.06 - Evaluation, opportunity for input, opportunity to review the report.**

**This report covers the three designated areas of nondiscrimination required by the Wisconsin Department of Public Instruction—counseling, athletics and other activities, scholarships and other awards.**

**A legal notice was published announcing the self evaluation and soliciting input from anyone in the school district.**

**A legal notice will be published after the school board approves the report indicating that anyone in the school district may review the report. A copy of PI 1198 will be sent to the Wisconsin Department of Public Instruction indicating that the self evaluation is complete.**

## Recommendations

Whenever materials are printed, be sure to include the nondiscrimination statement and the complaint procedure information when needed.

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

Continue to monitor participation in athletics and activities. Segregate data on a male/female, minority, and special education basis. Use data over at least a three-year period and watch for trends that may develop. Take corrective action if necessary.

**Legal Reference:**        **PI 9.06(e)**

Continue to monitor scholarships and awards. Segregate data on a male/female, minority, and special education basis. Use data over at least a three-year period and watch for trends that may develop. Take corrective action if necessary.

**Legal Reference:**        **PI 9.06(f)**

## Chapter PI 9

### PUPIL NONDISCRIMINATION

PI 9.01	Discrimination prohibited.
PI 9.02	Definitions.
PI 9.03	Policies.
PI 9.04	Complaint procedure.

PI 9.05	Public notice.
PI 9.06	Evaluation.
PI 9.07	Reporting.
PI 9.08	State superintendent.

**PI 9.01 Discrimination prohibited.** This chapter establishes procedures for compliance with s. 118.13, Stats., which provides that no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ~~ancestry~~, ~~creed~~, ~~pregnancy~~, ~~marital or parental status~~, sexual orientation or physical, mental, emotional or learning disability. This chapter does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school age parents, bilingual bicultural, at risk and other special programs; or programs designed to overcome the effects of past discrimination.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

#### PI 9.02 Definitions. In this chapter:

(1) "Bias" means an inclination for or against a person or group of persons based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, that inhibits impartial or objective judgment affecting pupils.

(2) "Board" means the school board in charge of the public schools of a district.

(3) "Curricular program or activity" means a particular course or courses of study within the scope of the curriculum.

(4) "Department" means the Wisconsin department of public instruction.

(5) "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or which perpetuates the effects of past discrimination.

(6) "Extracurricular program or activity" means an activity not falling within the scope of the curriculum and includes all organized pupils' activities which are approved or sponsored by the school board whether on or off school property.

(7) "National origin" includes pupils whose dominant language is other than English.

(8) "Pregnancy" includes any pregnancy related condition.

(9) "Pupil harassment" means behavior towards pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment.

(10) "Pupil services" means a program of pupil support services and activities including counseling, health and nursing, psychological and social work services.

(11) "Recreational program or activity" means any leisure time activity for school age children approved or sponsored by the school board and includes city recreational programs which are administered by a school board.

(12) "Sexual orientation" has the meaning defined in s. 111.32 (13m), Stats.

(13) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(14) "Stereotyping" means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis, in whole or in part, of their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.03 Policies.** (1) Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas:

(a) Admission to any school, class, program or activity. This does not prohibit placing a pupil in a school, class, program or activity based on objective standards of individual performance or need.

(b) Standards and rules of behavior, including pupil harassment.

(c) Disciplinary actions, including suspensions and expulsions.

(d) Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons.

(e) An instructional and library media materials selection policy consistent with s. 121.02 (1) (h), Stats., and s. PI 8.01 (2) (h).

(f) Methods, practices and materials used for testing, evaluating and counseling pupils. This does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of pupils.

(g) Facilities. This does not prohibit separate locker rooms, showers and toilets for males and females, but the separate facilities must be comparable.

(h) Opportunity for participation in athletic programs or activities. This does not prohibit separate programs in interscholastic athletics for males and females, but the programs shall be comparable in type, scope and support from the school district.

(i) School sponsored food service programs under 42 USC 1751 et. seq.

(2) Existing board policies which meet the requirements of this chapter, including those adopted by the board in compliance with federal statutes such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section



504 of the Rehabilitation Act of 1973, may be incorporated into the policies required under this chapter. These policies shall be included in those presented for public hearing and commentary under sub. (3).

(3) The policies shall be adopted by the board following a public hearing or an opportunity for public commentary at a board meeting.

History: Cr. Register, October, 1986, No. 370, eff. 11-1-86.

**PI 9.04 Complaint procedure.** Each board shall:

(1) Designate an employee of the school district to receive complaints regarding discrimination under s. 118.13, Stats., and this chapter.

(2) Establish a procedure for receiving and resolving complaints from residents of the school district or aggrieved persons under s. 118.13, Stats., and this chapter, including a provision for written acknowledgement within 45 days of receipt of a written complaint and a determination of the complaint within 90 days of receipt of the written complaint unless the parties agree to an extension of time; except that:

(a) Appeals under 20 USC 1415 and ch. 115, Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by ch. 115, subch. V, Stats.

(b) Complaints under 20 USC 1231e-3 and 34 CFR 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

(3) Notify a complainant of the right to appeal a negative determination by the school board to the state superintendent and of the procedures for making the appeal.

History: Cr. Register, October, 1986, No. 370, eff. 11-1-86.

**PI 9.05 Public notice.** Each board shall:

(1) Annually provide public notice of board policies on pupil nondiscrimination including the name and address of the designated employee under s. PI 9.04 (1) and the complaint procedure under s. PI 9.04 (2). The notice shall be a class 1 legal notice under ch. 985, Stats.

(2) Include a pupil nondiscrimination statement on pupil and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

(3) Include the complaint procedure in pupil and staff handbooks.

History: Cr. Register, October, 1986, No. 370, eff. 11-1-86.

**PI 9.06 Evaluation.** (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a) 3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:

(a) School board policies and administrative procedures.

(b) Enrollment trends in classes and programs.

(c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

(d) Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.

(e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.

(f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

(g) School district efforts to achieve equality of educational opportunity and nondiscrimination.

(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.

(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

History: Cr. Register, October, 1986, No. 370, eff. 11-1-86.

**PI 9.07 Reporting.** Each board shall submit the following to the department:

(1) Copies of policies and procedures under s. 118.13 (2) (a), Stats., and ss. PI 9.03 and 9.04, and notices under s. PI 9.05, upon request of the state superintendent.

(2) An annual compliance report, including the name of the designated employee under s. PI 9.04 (1); and the number of complaints received during the year, a description of each complaint and its status.

(3) A copy of the written report of the evaluation conducted under s. PI 9.06.

Note: Form PI 1197, *Compliance Report — Pupil Nondiscrimination*, may be obtained from Department of Public Instruction, Division for Handicapped Children and Pupil Services, P.O. Box 7841, Madison, WI 53707.

History: Cr. Register, October, 1986, No. 370, eff. 11-1-86.

**PI 9.08 State superintendent.** (1) The state superintendent shall:

(a) Decide appeals of board decisions made under s. 118.13 (2) (a), Stats., and this chapter as follows:

1. The complainant may appeal a negative determination of the board to the state superintendent within 30 days of the board's decision.

2. The complainant may appeal directly to the state superintendent if the board has not complied with the provisions of s. PI 9.04 (2).

3. The state superintendent shall utilize the procedures under ch. PI 1 to resolve appeals under this subsection.

4. If the state superintendent finds that the board violated s. 118.13, Stats., or this chapter, the state superintendent shall issue an order to comply which includes a requirement that the board submit a corrective action plan, including a schedule, within 30 days of the board's receipt of the order.

5. The state superintendent shall refer a complaint to the board for resolution if it has not been filed with the board or if the complaint is currently under consideration by the board under the complaint procedure required by s. PI 9.04.

(b) Include in the department's biennial report under s. 15.04 (1) (d), Stats., information on the status of school district compliance with s. 118.13, Stats., and school district progress toward providing reasonable equality of educational opportunity and nondiscrimination for all pupils in Wisconsin.

(2) The state superintendent may:

(a) Provide technical assistance to school districts.

(b) Review the policies established by the board under ss. PI 9.03 and 9.04.

(c) Review school district programs, activities and services to determine whether boards are complying with this chapter and with s. 118.13, Stats. The department may review school districts on a schedule which corresponds with the audit of compliance with school district standards under s. 121.02 (2), Stats. The scheduling of reviews does not prohibit the state superintendent from conducting an inquiry into compliance with this chapter upon receipt of a complaint.

History: Cr. Register, October, 1986, No. 370, eff. 11-1-86.

Register November 2015 No. 719

## Chapter PI 26

### EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

- PI 26.01 Applicability and purpose.
- PI 26.02 Definitions.
- PI 26.03 Education for employment program.
- PI 26.04 General requirements for school boards.
- PI 26.05 Program approval.

**Note:** Chapter PI 26 was repealed and recreated by CR 15-025 Register November 2015 No. 719, eff. 12-1-15.

#### **PI 26.01 Applicability and purpose.**

- (1) Under s. 121.02 (1) (m), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. 115.28 (59), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017-18 school year.
- (2) This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:
  - (a) Prepare elementary and secondary pupils for future employment.
  - (b) Ensure technological literacy; to promote lifelong learning.
  - (c) Promote good citizenship.
  - (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
  - (e) Establish a role for public schools in the economic development of Wisconsin.
- (3) The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.

**History:** CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

#### **PI 26.02 Definitions.** In this chapter:

- (1) "Academic and career plan" means a comprehensive plan developed and maintained by a pupil that includes the pupil's academic, career, personal, and social goals and

the means by which the pupil will achieve those goals both before and after high school graduation.

- (2) "Academic and career planning services" means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.
- (3) "Academic and career planning software tool" means the computer software program procured by the department under s. 115.28 (59) (b), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.
- (4) "Child with a disability" has the meaning given in s. 115.76 (5), Stats.
- (5) "Department" means the Wisconsin department of public instruction.
- (6) "Education for employment program" means the program under s. 121.02 (1) (m), Stats.
- (7) "Individualized education program" has the meaning given in s. 115.76 (9), Stats.
- (8) "Parent" includes a guardian.
- (9) "Pupil postsecondary outcomes" means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.
- (10) "School board" has the meaning given in s. 115.001 (7), Stats.
- (11) "State superintendent" means the state superintendent of public instruction.

**History:** CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

**PI 26.03 Education for employment program.**

- (1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:
  - (a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.
  - (b) A process used to engage parents in academic and career planning. The process shall do all of the following:
    - 1. Inform parents in each school year about what academic and career planning services their child receives.
    - 2. Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning.
    - 3. Update parents throughout the school year on the progress of their child's academic and career planning.
  - (c) A description of all of the following:
    - 1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).
    - 2. The career and technical education provided in the school district.
    - 3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.
    - 4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

- (d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.
- (2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:
  - (a) Career awareness at the elementary grade levels, including developing an understanding of the following:
    1. Why people work.
    2. The kinds of conditions under which people work.
    3. The levels of training and education needed for work.
    4. Common expectations for employees in the workplace.
    5. How expectations at school are related to expectations in the world of work.
  - (b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.
  - (c) Career planning and preparation at the high school grade levels, which shall include the following:
    1. Conducting career research to identify personal preferences in relation to specific occupations.
    2. School-supervised, work-based learning experiences.
    3. Instruction in career decision making.
    4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.

[Menu](#) » [Administrative Rules Related](#) » [Administrative Code](#) » [Department of Public Instruction \(PI\)](#) » [Chapter PI 26](#)

**Equal Educational Opportunities  
Board of Education  
Wrightstown Community School District**

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The Wrightstown Community School District is committed and dedicated to the task of providing a quality education for every student. There shall be no discrimination based on gender, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical attributes, gender identity, gender expression, gender non-conformity, social, socio-economic or family status, disability or handicap, or any other basis protected by state or federal law.

Reasonable accommodations shall be made with regard to protected categories. In order to receive such accommodations, a student or parent/guardian can notify the building principal or designee of potential conflicts.

Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures. The procedures and forms for filing discrimination complaints are available in the District Office.

Annually, the District will provide a Class I legal notice of this policy and its accompanying complaint procedures. In addition, a student nondiscrimination statement will be included in student and staff handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities.

*Adopted: 7/14/2014*

*Reviewed:*

*Revised:*

**District Vision "TO ATTAIN EXCELLENCE IN OVERALL STUDENT ACHIEVEMENT"  
District Mission "QUALITY EDUCATION FOR EVERY STUDENT"**



Mrs. Carla Buboltz, Superintendent [www.wrightstown.k12.wi.us](http://www.wrightstown.k12.wi.us)

## 2016-17 WRIGHTSTOWN SCHOOL DISTRICT LEGAL NOTICES

### NON-DISCRIMINATION AGAINST STUDENTS AND EMPLOYEES

It is the policy of the Wrightstown School District that no person may be denied admission (S. 118.13) to any public school in this district or be denied participation, be denied the benefits of or be discriminated against because of the person's age, sex, race, religion, national origin, ancestry, discriminatory pre-employment inquiry, creed, pregnancy, military service, marital or parental status, sexual orientation, gender identity, gender expression, gender non-conformity, or physical, mental, emotional or learning disability in any curricular, extracurricular, public service, recreational, or other school program or activities; nor discriminate in class programs facility usage, standards, rules of behavior or disciplinary measures, including suspensions and expulsions; bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons; methods, practices and materials used for counseling, testing or evaluating students; grading systems; selection and evaluation of instructional and library materials and food service. This policy also prohibits discrimination as defined by Federal law, Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act (handicap) and Americans With Disabilities Act of 1990 (disability). Any complaints should be sent to Wrightstown School, District Administrator, P. O. Box 128, Wrightstown, WI 54180.

### EQUAL OPPORTUNITY EMPLOYMENT DISCRIMINATION

The Wrightstown Community School District is an equal opportunity employer and equal opportunities for employment/retention; promotion, and transfer of all qualified candidates regardless of but not limited to race, color, gender, age, marital status, sexual orientation, gender identity, gender expression, gender non-conformity, national origin, physical disabilities, religion, political affiliations in compliance with all legal statutory requirements prohibiting discrimination. The school district shall attempt to achieve a racial and ethnic balance among district employees which is reflective to the composition of the student and citizen populations in the district.

### HARASSMENT OF/ BY STUDENT AND EMPLOYEES

Wrightstown School prohibits harassment of cy or institution attended by the student.

### and prevention

Transmission of and protection from sexually transmitted diseases Technology and social media safety and consequences related to relationships Concepts are taught with parental involvement to incorporate family values Personal safety and protective behaviors, Responsible decision making Anatomy and care of the reproductive system Cancer prevention via self-exams Teen pregnancy awareness and prevention Benefits of abstinence Sexual abuse awareness and prevention Media influences and social activity Physical mental and emotional effects of being sexually active

### DIRECTORY INFORMATION/STUDENT RECORDS/STUDENT PRIVACY

The Wrightstown School District maintains student records for each student attending school in the District. State and federal law require that the maintenance of such records assure confidentiality. Accordingly, only those individuals or agencies specifically authorized by state and federal law are granted access to a student's records. An adult student, or the parent/guardian of a minor student, may inspect, review and obtain copies of student records kept by the school in accordance with Board policy (WSD #31.10) and established procedure. However, in accordance with the Family Educational Rights & Privacy Act and Wisconsin State Statute 188.125(1b) and (2)(f), the Wrightstown School District has declared the following personally identifiable information contained in a student's education records as "student directory information": a student's name, major field of study; participation in officially recognized activities and sports; dates of attendance; date of graduation; or awards received ties and sports, weights & heights of members of athletic teams; student's photo; the most recent previous educational agency or institution attended by the student.

### STUDENT RELIGIOUS ACCOMMODATIONS

Wrightstown School District hereby annually provides written notification to all students the parents or guardian of minor students and school instructors of the district's policies providing for the reasonable accommodation of a student's religious beliefs with regard to school programs, activities, and academic requirements. Wrightstown School District respects the right of individuals and groups to be selective of their own reading, listening, and viewing. Alternative reading materials or activities may be provided if parents object to the required school activities or materials for personal/religious reasons. Also, the school opposes the efforts of individuals or groups to censor or limit the freedom of choice of others or impose their standards or beliefs upon individuals or groups in the school or community at large. School policy affirms parental choices. Ultimately, it is for the parents to control, if they wish, their own children's reading, listening and viewing rather than for the school to censor materials through narrow selection or restricted sharing. Any complaints are to be filed directly with school officials and if not resolved, appealed to the Superintendent and Board.

### TITLE I PROGRAM

The No Child Left Behind Act says parents have the right to request the following information on the professional qualifications of their children's teachers including (a) whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught; (b) whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived; and (c) the undergraduate degree major of the teacher and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree. Parents can also request the professional qualifications of paraprofessionals providing instructional-related services to their child.

### STUDENT ATTENDANCE/PROGRAM MODIFICATION

Wrightstown School provides each student with information regarding attendance and program modification. School policy requires that students attend school for the full school year unless otherwise notified by the school. Parents are responsible for ensuring their child's attendance. If a student is absent for more than 10 school days, the school may require the student to attend school for the remainder of the year. If a student is absent for more than 15 school days, the school may require the student to attend school for the remainder of the year and may require the student to attend school for the remainder of the year and may require the student to attend school for the remainder of the year.

Course Options - [dpi.wi.gov/CourseOptions](http://dpi.wi.gov/CourseOptions)  
Youth Apprenticeships  
Full-time open enrollment - [dpi.wi.gov/open-enrollment](http://dpi.wi.gov/open-enrollment)  
Private Schools - St. Clare's & St. John's  
Home-based private education - [dpi.wi.gov/sms/home-based](http://dpi.wi.gov/sms/home-based)

### CHILD NUTRITION PROGRAMS

Children need healthy meals to learn. Wrightstown School District offers healthy meal every school day. Your child may qualify for free or reduced meal prices. By contacting our Food Service Director at Wrightstown School District 920-532-0525, you will receive an application to be completed in full. Any questions or concerns, please contact our Food Service Director.  
Meal Prices: \*K-4 Breakfast \$1.75/Lunch \$2.65 \*5-8 Breakfast \$1.85/Lunch \$2.7  
\*9-12 Breakfast \$2.00/Lunch \$2.85  
Lunch \$3.50

### MENINGOCOCCAL DISEASE INFORMATION

The School Nurse has mailed information to all parents/guardians of Grade 6-12 students. The information is also available on the district website.

### ASBESTOS MANAGEMENT COMPLIANCE PLAN

Annual Letter Of Availability Of Asbestos Management Plan  
To: Staff, Students and Parents  
Wrightstown School District has been inspected by asbestos-containing building materials by State Certified Asbestos Inspector. A written management plan including the inspection report has been submitted to the State of Wisconsin Division of Health and reviewed for compliance with the Asbestos Hazard Emergency Response Act (AHERA) 40 CFR Part 763 effective December 1987. Environmental Management Consulting, Inc. (EMC) was contracted to be the school's consultant for asbestos for the school year. Periodic surveillance in each area containing asbestos has been complete every six months by our consultant. Also, the buildings are re-inspected by an accredited inspector every three years. Where the asbestos-containing materials are found, the district has in place an Operations and Maintenance program. Our goal at the district is to be in full compliance with asbestos regulations. The management plan describing the locations and condition of known and assumed asbestos-containing building materials is available at the school administrative office for anyone to review. Anyone requests a copy of the report, we will need the request in writing and a fee for the

# STATE OF WISCONSIN AFFIDAVIT OF PUBLICATION

October 15, 2016  
**WRIGHTSTOWN COMMUNITY SCHOOL DISTRICT  
PUPIL NONDISCRIMINATION SELF-EVALUATION**

The Wrightstown School district provides assurance that no student is discriminated against because of the student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The District is currently conducting a self-evaluation of its status of pupil nondiscrimination. Residents of the school district have an opportunity to provide comments in regards to the following areas of student activities:

- Methods, practices, curriculum and materials used in school counseling.
- 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.

Comments on the status of pupil nondiscrimination in these areas can be sent prior to October 27, 2016 to Carla Buboltz, District Administrator, Wrightstown Community School District, P.O. Box 128, Wrightstown WI 54180.

WNAXLP

Julie Penney

being duly sworn doth depose and say that he/she is an authorized representative of the :

**TIMES-VILLAGER**  
a twice-weekly newspaper published by News Publishing Co., Inc. at **Kaukauna, Wisconsin, In Outagamie County,**

and that an advertisement of which the annexed is a true copy, taken from said paper, was published therein on

10-15-16

SIGNED Julie Penney

DATED 10-14-16

**ELLEN VISSERS**  
Notary Public  
State of Wisconsin

Notary Public, State of Wisconsin

My Commission Expires 4/29/19

# of Lines 24  
# of Weeks Published 1

Publication Fee \$ 24.28

Proof of Publication \$ 1-

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# Enrollment by Sub-Group 2009-2016

	Physical Student Enrollment	English Language Learner Enrollment	Gifted & Talented Enrollment	Special Education Enrollment
<b>September 2009-2010</b>	Early Childhood 12 Elementary 430 Middle 403 High 448 District <b>1,293</b>	Elementary 14 Middle 10 High 10 District <b>34</b>	Elementary 4 Middle 21 High 12 District <b>37</b>	PK / EC Elementary 49 Middle 42 High 44 Parochial 5 Green Bay 2 Syble Hopp 11 District <b>164</b>
<b>September 2010-2011</b>	Early Childhood 10 Elementary 441 Middle 404 High 458 District <b>1,313</b>	Elementary 16 Middle 12 High 11 District <b>40</b>	Elementary 3 Middle 15 High 10 District <b>28</b>	PK / EC Elementary 40 Middle 35 High 48 Parochial 4 Green Bay 2 Syble Hopp 11 District <b>157</b>
<b>September 2011-2012</b>	Early Childhood 16 Elementary 434 Middle 403 High 462 District <b>1,315</b>	Elementary 20 Middle 12 High 11 District <b>43</b>	Elementary 2 Middle 15 High 9 District <b>26</b>	PK / EC Elementary 35 Middle 30 High 47 Parochial 2 Green Bay 2 Syble Hopp 12 District <b>149</b>
<b>September 2012-2013</b>	Early Childhood 11 Elementary 468 Middle 411 High 455 District <b>1,345</b>	Elementary 33 Middle 9 High 9 District <b>54</b>	Elementary 0 Middle 17 High 29 District <b>46</b>	PK / EC Elementary 32 Middle 33 High 37 Parochial 1 Green Bay 0 Syble Hopp 12 District <b>133</b>



	Physical Student Enrollment	English Language Learner Enrollment	Gifted & Talented Enrollment	Special Education Enrollment
<b>September 2013-2014</b>	Early Childhood 6 Elementary 460 Middle 433 High 457 District <b>1,356</b>	Elementary 41 Middle 11 High 9 District <b>61</b>	Elementary 0 Middle 15 High 21 District <b>36</b>	PK / EC 16 Elementary 42 Middle 32 High 44 Parochial 4 Alt Place 1 Syble Hopp 12 District <b>151</b>
<b>September 2014-2015</b>	Early Childhood 1 Elementary 469 Middle 397 High 447 District <b>1,314</b>	Elementary 32 Middle 10 High 5 District 47	Elementary 0 Middle 13 High 18 District 32	PK / EC 15 Elementary 44 Middle 30 High 38 Parochial 4 Alt Place 1 Syble Hopp 12 District 130
<b>September 2015</b>	Early Childhood 2 Elementary 464 Middle 378 High 458 District <b>1,302</b>	Elementary 38 Middle 15 High 3 District 56	Elementary 1 Middle 8 High 14 District 23	PK / EC 12 Elementary 44 Middle 32 High 30 Parochial 3 Alt Place 0 Syble Hopp 14 District 135
<b>End of the year 2016</b>	Early Childhood 4 Elementary 475 Middle 377 High 460 District <b>1,316</b>	Elementary 35 Middle 15 High 3 District 53	Elementary 1 Middle 8 High 14 District 23	PK / EC 28 Elementary 43 Middle 32 High 32 Parochial 5 Alt Place 1 Syble Hopp 15 District 156

## Enrollment by Student Group 2008-2016

	Special Education	State Average	Black	State Average	Hispanic	State Average	White	State Average
<b>2015-2016</b>	9.9%	13.7%	1.1%	9.4%	7.0%	11.3%	92.2%	71.2%
<b>2014-2015</b>	9.7%	13.5%	1.4%	9.6%	6.4%	10.9%	89.6%	71.8%
<b>2013-2014</b>	9.5%	13.8%	1.6%	9.7%	6.2%	10.5%	90.6%	72.4%
<b>2012-2013</b>	9.5%	13.9%	1.2%	9.7%	5.7%	10.1%	91.3%	73.1%
<b>2011-2012</b>	10%	13.9%	1.4%	9.8%	4.7%	9.7%	92.3%	73.8%
<b>2010-2011</b>	10.6%	13.7%	1.7%	9.9%	4.3%	9.3%	92.3%	74.4%
<b>2009-2010</b>	11.4%	13.7%	1.9%	10.4%	3.7%	8.4%	93.3%	76%
<b>2008-2009</b>	12.70%		1.7%		4.3%		92.3%	

	Free and Reduced	State Average	Asian	State Average	Native American	State Average	Open Enrollment	State Average
<b>2015-2016</b>	19.6%	39.5%	.9%	3.8%	.8%	1.2%	8.3%	Not Available
<b>2014-2015</b>	19.8%	40.0%	.5%	3.7%	.9%	1.2%	5.5%	5.6%
<b>2013-2014</b>	21.9%	44.0%	0.8%	3.6%	0.8%	1.2%	4.9%	5.6%
<b>2012-2013</b>	21.2%	41.4%	0.5%	3.6%	0.6%	1.3%	4.7%	4.7%
<b>2011-2012</b>	21.9%	40.8%	1%	3.5%	0.3%	1.3%	5.5%	4.5%
<b>2010-2011</b>	21.3%	39.3%	0.9%	3.5%	0.6%	1.3%	5.3%	3.9%
<b>2009-2010</b>	18%	39%	0.9%	3.7%	0.2%	1.5%	5.1%	3.1%
<b>2008-2009</b>	17.2%		1.1%		.6%		4.20%	

### District 4K-12 Physical Student Population

- 2015-2016 1316
- 2014-2015 1327
- 2013-2014 1356
- 2012-2013 1347
- 2011-2012 1309
- 2010-2011 1309
- 2009-2010 1291
- 2008-2009 1286

## Senior Scholarship Recipients

	2013-2014	2014-2015	2015-2016
<b>Total Number of Recipients</b>	48	33	46
<b>Male/Female</b>	25 Male 23 Female	8 Male 25 Female	14 Male 32 Female
<b>Ethnicity</b>	48 White	1 Black/African American 1 Hispanic/American Indian/Alaskan Native 1 Asian/Other Pacific Island 30 White	2 Hispanic/American Indian/Alaskan Native 44 White
<b>Special Education</b>	3 SwD 46 Sw/oD	0 SwD 33 Sw/oD	1 SwD 45 Sw/oD

## Academic Awards Recipients

(Choral, Spanish, Science, Math, Business Ed, Language Arts, PE, Art, Agriculture, Tech Ed, Engineering, Band, Social Studies, Citizenship, Attendance, WIAA Scholar)

	2013-2014	2014-2015	2015-2016
<b>Total Number of Award Recipients</b>	22	19	22
<b>Male/Female</b>	10 Male 12 Female	5 Male 14 Female	5 Male 17 Female
<b>Ethnicity</b>	22 White	1 Asian/Other Pacific Island 18 White	22 White
<b>Special Education</b>	1 SwD 21 Sw/oD	1 SwD 18 Sw/oD	22 Sw/oD