

Boyceville Community School District

Leading Today... Developing Excellence for Tomorrow

Address: 1003 Tiffany Street Boyceville, WI 54725 Phone: 715-643-3647 (DOGS) Fax: 715-643-7805

Pupil Non-Discrimination Self-Evaluation Report

*To Meet Requirements of S118.13, Wis Stats.,
& PI 9.06, Wisconsin Administrative Code*



May 2024

Board Approved: May, 15th 2024

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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:

9.06(1)(a) Evaluate board-approved policies and procedures.	Complete
9.06(1)(b) Evaluate enrollment trends and patterns in classes and programs.	Complete
9.06(1)(c) Evaluate methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing.	Complete
9.06(1)(d) Evaluate trends and patterns in discipline actions, including suspensions, expulsions, and handling of pupil harassment.	Complete
9.06(1)(e) Evaluate participation trends and patterns and school district support of athletics, extracurricular activities, and recreational activities.	Complete
9.06(1)(f) Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.	Complete
9.06(1)(g) Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination.	Complete
9.06(1)(h) School district technology, including electronic communications by school district staff.	Complete
9.06(2) Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	Complete
9.06(3) The district prepares a written report of the self-evaluation which is available for examination by residents of the school district.	Complete

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INTRODUCTION AND SELF-EVALUATION PROCESS

In compliance with S.118.13, Wis Stats., and PI 9.06, Wisconsin Administrative Code, the Boyceville Community School District conducted a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunities. This review was finalized in May 2024.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin's pupil nondiscrimination law. 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: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III were much different than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- "Methods, practices, curriculum, and materials used in ... counseling..." (PI 9.06(1)(c), 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)
- "Participation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code).

Cycle IV: In 2011, districts were once again required to complete Cycle IV of the self-evaluation. Cycle IV required districts to evaluate the same three elements as in Cycle III, create an evaluation report, and assure the department of their work. The following report has been constructed to meet this requirement. In the 2016-2017 school year, districts are required to

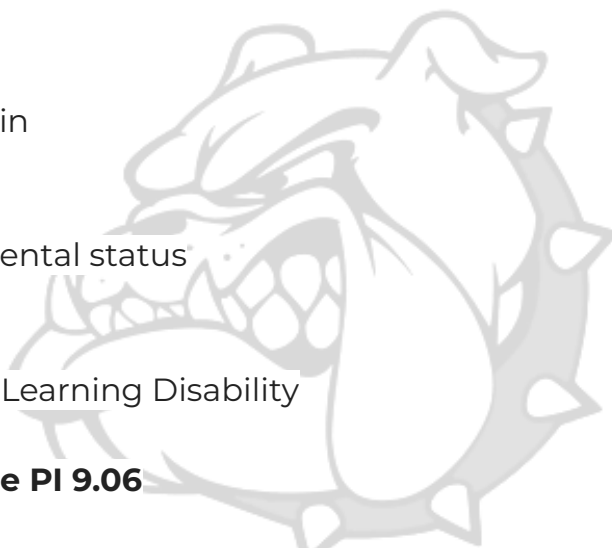
continue the self-evaluation from Cycle III. Districts will create an evaluation report and assure DPI of their work. The following report may aid districts in creating the written report.

Wisconsin State Statute 118.13

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:

- Sex
- Ancestry
- Sexual orientation
- Race
- Religion
- National Origin
- Creed
- Pregnancy
- Marital or Parental status
- Physical
- Mental
- Emotional or Learning Disability



Administrative Rule PI 9.06

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 suspension 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.
- (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.

Introduction to the Pupil Nondiscrimination Self-Evaluation

[DPI Pages on Pupil Nondiscrimination](#)

Wisconsin State law (Statute 118.13) prohibits Wisconsin Public Schools from denying students admission to any public school, or prohibiting or discriminating and student from curricular, extracurricular, pupil services, recreational or other program or activities based on the student's sex, ancestry, sexual orientation, race, religion, national origin, creed, pregnancy, marital or parental status, physical, mental or learning disabilities. Wisconsin Administrative Code (PI 9.06.Wis. Admin Code,) requires that every school District in the state of Wisconsin conduct a self-assessment regarding their practices and procedures in ensuring that equitable services are being provided to all students, emphasis is placed on school counseling services, practices and curriculum, as well as, participation in athletics, non-athletic activities, scholarship applications and awards.

"PI 9.06, Wis. Admin. Code, requires that every school district evaluate and prepare a written report on the status of nondiscrimination and equality of educational opportunity in the school district - the School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities - at least once every five years on a schedule determined by the state superintendent. The Department of Public Instruction (DPI) uses data from the evaluation reports to comply with reporting requirements under § 118.13(3)(a)(3), Wis. Stats."

Beginning in 2006, and every five years thereafter, DPI will require districts to conduct a self-evaluation regarding three data elements:

- methods, practices, curriculum, and materials used in ... counseling...." (PI 9.06(1)(c), Wis. Admin. Code),
- "[t]rends 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), and
- "[p]articipation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code). (WDPI, 2016)" This self-evaluation is a valuable process to help us as an ever-changing community to ensure that we are meeting the needs of our students, staff and parents.

SELF-EVALUATION REVIEW COMMITTEE

A self-evaluation facilitation team compiled and organized the required data for review. Members of the facilitation team led discussion, review, and assessment of progress in the required areas.

The following staff members served as the facilitation team for the self-evaluation:

Nicholas Kaiser	District Administrator
Patrick Gretzlock	High School Principal
Jerim DesJarlais	Elementary Principal
Rebecca Hanestad	Director of Special Education

Self-Evaluation Contributors and Participants

Students, staff, parents, and residents of the school district were given an opportunity to participate in the review and reflect on current practices. Participation information was sent out in multiple mediums throughout the community.

Stakeholders who participated included:

Karlene Berry	High School Counselor
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Gretchen Peterson	Middle School Counselor
Taylor Pitt	Elementary Counselor
Brian Roemhild	Athletic Director
Nancy Pustol	MS/HS Administrative Assistant and Athletic Secretary
Michael Roemhild	Community Ed Director/Summer Rec Coordinator
Rachael Simmerman	MS/HS administrative assistant and District Attendance Secretary
Alesha Kersten	District Administrative Assistant/Open Enrollment Coordinator
Erika Sudbrink	Elementary Administrative Assistant

DISTRICT PROFILE

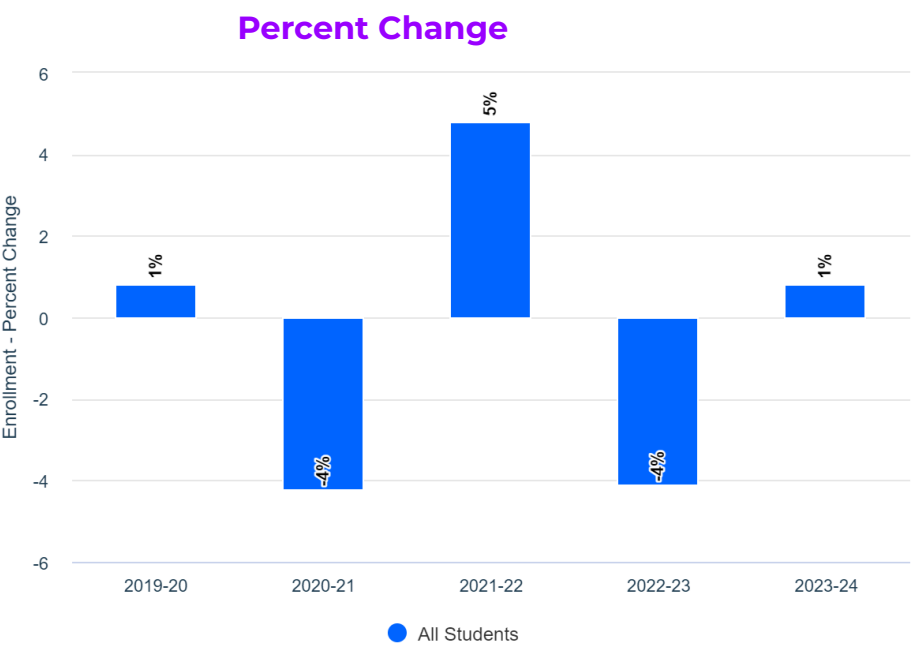
District Enrollment 2020-2021 School Year through 2023-2024 School Year

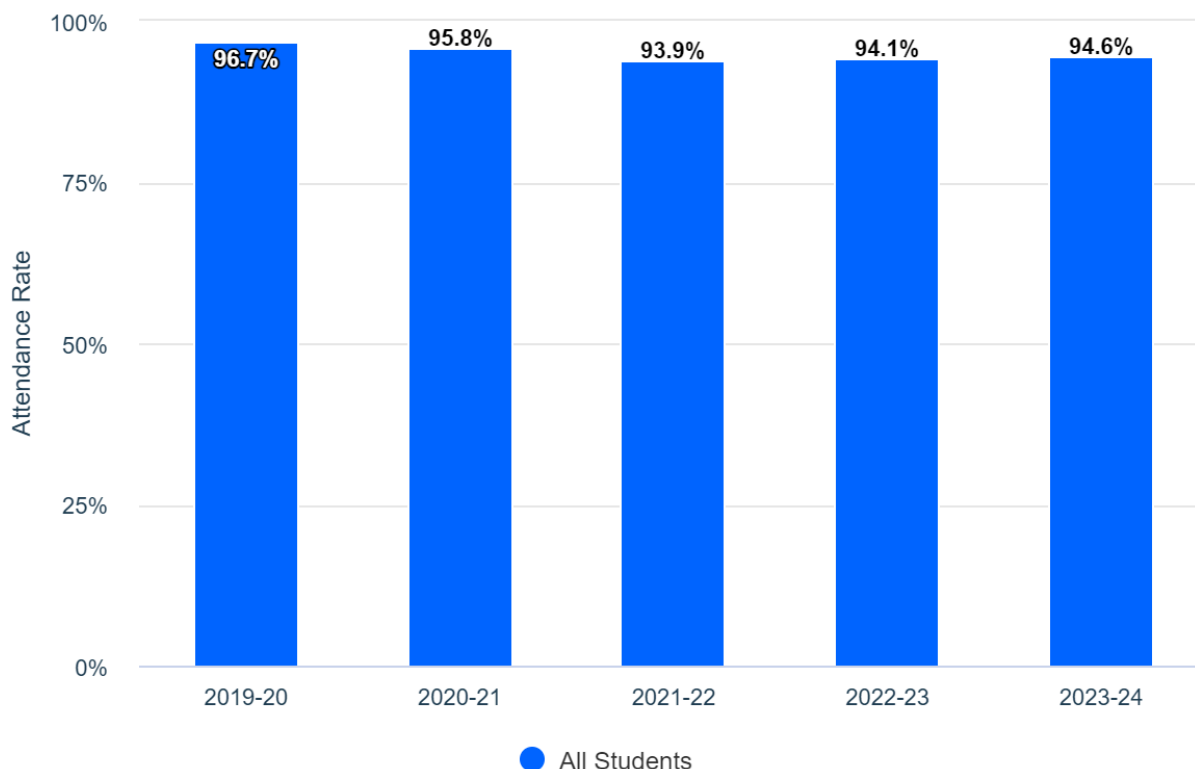
Source: WISEDash Public, Third Friday Count Enrollment

The School District of Boyceville has experienced a slight enrollment increase between 2020-2021 and 2023-2024 according to the Third Friday of September counts.

Enrollment by Year				
Year	2020-21	2021-22	2022-23	2023-24
Enrollment	685	716	692	693
Gender	M51.8% F48.2%	M52.4% F47.6%	M52.6% F47.4	M50.5% F49.5%
Disability Status	17.1% - 117	15.4% - 110	15.6% - 108	16% -116

Race (White)	91.5%-627	91.1%-652	91.3% - 632	90.5% -627
Econ Disadvantage	48.3%	37.2%	43.6%	45.2%
EL Status	1.3%	1.1%	1.2%	1.4%





District Structure

The Boyceville Community School District is a rural Wisconsin public school. The district serves students in Early Childhood through grade 12 and is comprised of the following schools:

- ☐ Tiffany Creek Elementary School, which includes Early Childhood through 5th grade located in Boyceville , WI.
- ☐ Boyceville Community Middle School, which includes grades 6-8, located in Boyceville , WI.
- ☐ Boyceville Community High School, which includes grades 9-12, located in Boyceville , WI.

Summary/Findings

In the 2023-2024 school year, the sixth grade was relocated to the Middle School as in the previous years it was located in Tiffany Creek Elementary. Enrollment has a little fluctuation between the years noted. Attendance rate

has a consistent percentage throughout the school years. Students are attending school at a similar rate among students of color, students living in poverty, and students with disabilities.

BOARD POLICIES AND PROCEDURES

There have been no formal discrimination complaints related to the development or content of Board policies and procedures.

Policies, Rules, and Exhibits

NEOLA

NEOLA publishes two annual updates, including proposed revisions to bylaws, policies, guidelines/procedures, and forms. Following the release of each update, your associate will provide consultation to review and explain the rationale for the changes and answer questions about the proposed revisions, allowing the district to make informed decisions on policy matters.

The listed Board policies, rules, and procedures directly address matters related to the prevention of unlawful discrimination. All policies are approved through a public process and are available electronically on the district's web page. The materials are organized by section and are keyword-searchable for easy navigation.

[Policy 0145: Board Member Anti-Harassment](#)

[Policy 1220: Employment of the District Administrator](#)

[Policy 1260: Incapacity of the District Administrator](#)

[Policy 1422: Non-Discrimination and Equal Employment Opportunity \(Administration\)](#)

[Policy 1422.02: Nondiscrimination Based on Genetic Information of the Employee \(Administration\)](#)

[Policy 1662: Employee Anti-Harassment \(Administration\)](#)

[Policy 2260: Nondiscrimination and access to equal Education Opportunity \(Program\)](#)

[Policy 2260.01: Section 504/ADA Prohibition against Disability Discrimination in Employment \(Program\)](#)

[Policy 2260.02: Services/Programs for Bilingual Students/English Language Learners](#)

[Policy 2261.01 Parent and Family Engagement in Title I](#)

[Policy 2266: Nondiscrimination on the Basis of Sex in Education Programs or Activities](#)
[Policy 2370.01: Virtual Education](#)
[Policy 2411: School Counseling and Academic and Career Planning](#)
[Policy 2421: Career and Technical Education Program](#)
[Policy 2430: Interscholastic Athletics](#)
[Policy 2460 Programs for Students with Disabilities](#)
[Policy 2521: Selection of Instructional Materials and Equipment](#)
[Policy 2522: Instructional Material Centers](#)
[Policy 3122: Nondiscrimination and Equal Employment Opportunity \(Professional Staff\)](#)
[Policy 3122.02: Nondiscrimination Based on Genetic Information of the Employee \(Professional Staff\)](#)
[Policy 3340: Grievance Procedure \(Professional Staff\)](#)
[Policy 3362: Employee Anti-Harassment \(Professional Staff\)](#)
[Policy 4122: Nondiscrimination and Equal Employment Opportunity \(Support Staff\)](#)
[Policy 4122.02: Nondiscrimination Based on Genetic Information of the Employee \(Support Staff\)](#)
[Policy 4340: Grievance Procedure \(Support Staff\)](#)
[Policy 4362: Employee Anti-Harassment \(Support Staff\)](#)
[Policy 5111.01: Homeless Students](#)
[Policy 5111.03: Children and Youth in Foster Care](#)
[Policy 5111.02: Education Opportunity for Military Children](#)
[Policy 5113: Open Enrollment Program \(Inter-District\)](#)
[Policy 5421: Grading](#)
[Policy 5451.01: Higher Education Academic Excellence Scholarship](#)
[Policy 5451.02: Wisconsin Technical Education Excellence Scholarship](#)
[Policy 5461: Programs for Children-at-Risk](#)
[Policy 5517: Student Anti-Harassment](#)
[Policy 5517.01: Bullying](#)
[Policy 5605: Suspension/Expulsion of Special Education Students](#)
[Policy 5610: Suspension and Expulsion](#)
[Policy 5610.02: In-School Discipline](#)
[Policy 5630: Corporal Punishment](#)
[Policy 5730: Equal Access for Non-District-Sponsored, Student Clubs and Activities](#)
[Policy 5751: School Age Parents and Married Status of Students](#)

[Policy 8390 Animals on District Property \(Service, Emotional, Therapy\)](#)
[Policy 8531: Free and Reduced-Price Meals](#)
[Policy 8800: Religious and Patriotic Ceremonies and Observances](#)
[Policy 8913: Section 504/ADA Prohibition against Disability Discrimination in Employment](#)
[Policy 9700: Relations with Non-School Affiliated Groups](#)
[Policy 9252: Relations with Parents](#)

Links/Tabs posted on the School Website

[Early College Credit Program](#)
[Start College Now Program](#)
[District and School Report Cards](#)
[Academic and Career Planning Document](#)
[Title IX Notice](#)
[Title IX Training Materials](#)
[Policy 2266: Non-Discrimination on the Basis of Sex in Education Programs or Activities \(Program\)](#)
[Food Service Nondiscrimination Statement](#)

Annual Notice of Student Nondiscrimination

The Notice is posted on the Boyceville Community School District Website, and within the Boyceville Community School's Handbooks.

The Student Non-Discrimination Statement and Complaint Procedure is included in the Boyceville Community's Employee Handbook.

NOTICE OF NON-DISCRIMINATION POLICY

The Boyceville Community School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, genetic information, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its educational programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, sex, color, national origin, or handicap.

The district encourages informal resolution of complaints under this policy. If any person believes that the Boyceville Community School District or any part of the school organization has failed to follow the law and rules of S. 118.13, Wisconsin Statutes, or in some way discriminates against pupils on the basis

listed above, he/she may bring or send a complaint to the administration office at the following address: 1003 Tiffany St. Boyceville, WI 54725

Step 1 A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district employee designated to receive complaints. That employee shall send written acknowledgement of the receipt of the complaint within 45 days.

Step 2 A written determination of the complaint shall be made by the board within 90 days of receipt of the complaint unless the parties agree to an extension of time. Appeals under 20 USC S. 1415 and Ch. 115, Wisconsin Statutes, 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, Subchapter. V, Wisconsin Statutes. Complaints under 20 USC S. 1231 e-3 and 34 CFR SS. 76.780-76.782, commonly referred to as EDGAR complaints, that the state or sub grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the State Superintendent.

Step 3 If a complainant wishes to appeal a negative determination by the board, he/she has the right to appeal the decision to the state superintendent within 30 days of the board's decision. In addition, the complainant may appeal directly to the state superintendent if the board has not provided written acknowledgment within 45 days of the receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to: State Superintendent, Wisconsin Department of Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707.

Step 4 Discrimination complaints on some of the above bases may also be filed with the federal government at the Office for Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, IL 60606

Compliance Officer

The Boyceville Community School District has identified the Director of Special Education as the Compliance Officer. The Compliance Officer's name,

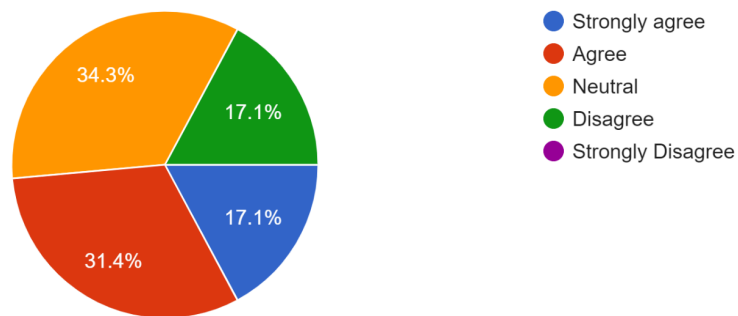
position, and contraction information is included in policies, procedures, notices, and handbooks.

Survey Results

Families

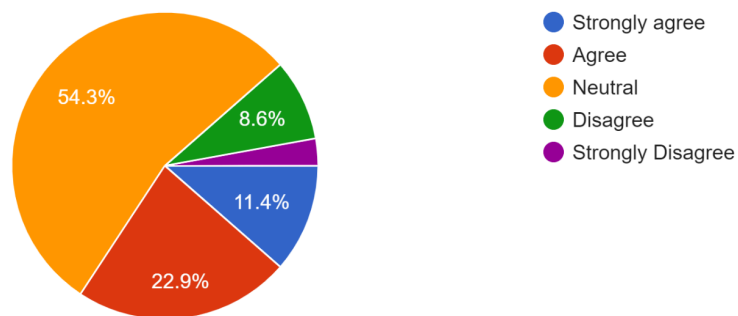
Are you aware of how to file a complaint of harassment?

70 responses



Are responses to harassments prompt, firm, and effective?

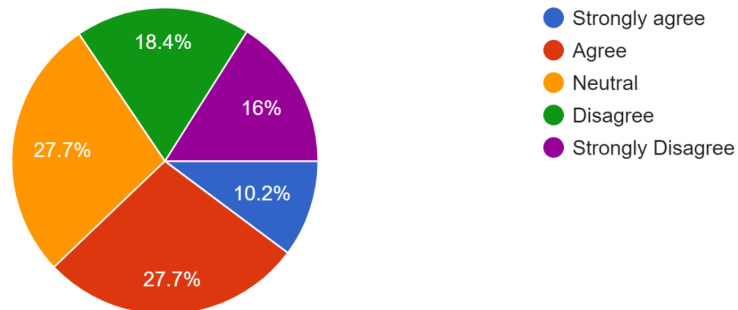
70 responses



Student

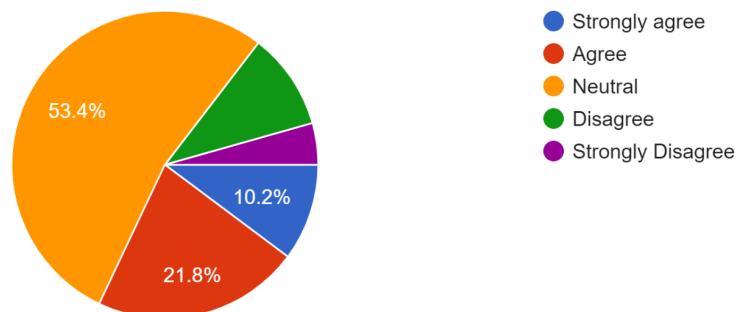
Are you aware of how to file a complaint of harassment?

206 responses



Are responses to harassments prompt, firm, and effective?

206 responses

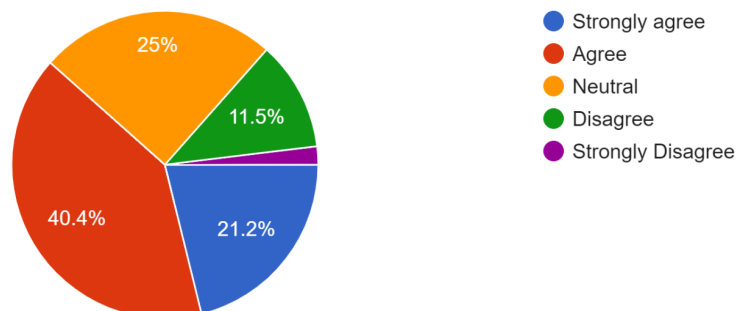


Staff



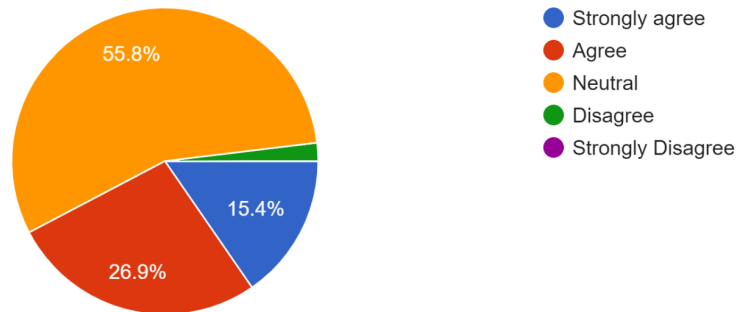
Are you aware of how to file a complaint of harassment?

52 responses



Are responses to harassments prompt, firm, and effective?

52 responses



Summary/Findings

Overall, the components such as training materials, policies, and identifying the required compliance officer were identified and the handbooks and website included the required notices that met the compliance criteria. An area of growth would be to add a complaint form to support the process. The Title IX Notice link on the annual notice page was not functional and needed to be updated.

ENROLLMENT TRENDS AND PATTERNS IN CLASSES AND PROGRAMS

There have been no formal discrimination complaints related to access to or participation in district classes or programs.

Career and Technical Education (CTE) Courses

There have been no formal discrimination complaints related to access to or participation in district CTE courses.

Career and Technical Education							
Year	All	Males	Females	SwD	EcD	Race/ Ethnicity	EL
20-21	132	75	57	22	49	6	2

Career and Technical Education							
21-22	139	74	65	32	74	14	4
22-23	151	76	75	26	71	13	4

Parents and guardians in the Boyceville Community School District receive a District Annual Notice related to nondiscrimination of Career and Technical Education opportunities. The notice is sent to families annually and posted on the District website. The notice contains the following statement:

The School District of Boyceville provides all courses, including Career and Technical Education courses, are available to all pupils without discriminate on the basis of sex, race, national origin, ancestry, genetic information, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its educational programs or activities.

Students are admitted to courses for which they meet the listed prerequisites and grade-levels that the course is offered for.

Dual Credit Courses

There have been no formal discrimination complaints related to access to or participation in district Dual Credit Courses.

Dual Credits						
Year	All	Males	Females	SwD	EcD	EL
20-21	5	1	4	0	1	0
21-22	13	4	9	0	2	0
22-23	9	4	5	0	2	0

Summary/Findings

Parents/Guardians and students receive information on other course options.

Male and female students participating in CTE have closed the gap to create an equitable rate. Students of color are participating similarly to their peers. Students living in poverty and students with disabilities are participating, but not at a rate similar to their peers.

Male and female students are participating at a similar rate in Dual credit courses. Students of color, students living in poverty, and students with disabilities are participating, but not at a rate similar to their peers.

METHODS, PRACTICES, CURRICULUM, and MATERIALS USED IN INSTRUCTION, COUNSELING, PUPIL ASSESSMENT, AND TESTING

There have been no formal discrimination complaints related to methods, practices, curriculum, materials, instruction, counseling, assessment, or testing.

Instruction

Policy 2521 and 2522: Selection of Instructional Materials and Equipment and Instructional Materials Centers

The Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Board believes that school instructional material centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for an instructional materials center in each school in the District.

The major goals of the District's school instructional material centers are:

- A. To support and enrich the District's standards and benchmarks.

- B. To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of literature;
- C. To provide a comprehensive and coordinated collection of current and accurate resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;
- D. To provide the appropriate technology and equipment for information retrieval, resource sharing, classroom instruction, and student and teacher use;
- E. To promote and support the appropriate use of technology for accessing, interpreting and communicating intellectual content;
- F. To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;
- G. To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;
- H. To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.

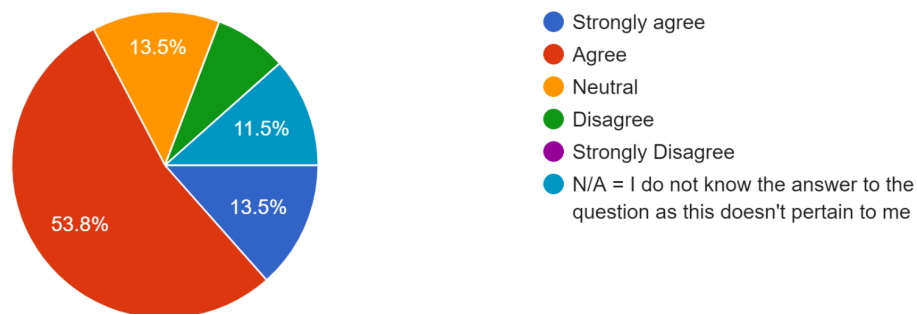
Survey Results

Staff



Are instructional materials, instructional practices, student assessment, and counseling strategies free of bias or stereotyping?

52 responses



Counseling

Policy 2411: School Counseling includes the District nondiscrimination statement:

The Board requires that a planned program of school counseling be an integral part of the educational program of the District. The plan shall be developed by licensed school counselors in collaboration with student services staff, teachers, parents, and community health and human service professionals. The developed plan will be adopted by the Board and maintained by the District. Such a program shall be available to all students without regard to race, color, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), physical or mental, emotional, or learning disability (Protected Classes).

The District employs three school counselors with the following grade assignments as of 2023-2024:

Grades 4K-5	1 Full-Time School Counselor
Grade 6-8	1 Full-Time School Counselor
Grades 9-12	1 Full-Time School Counselor

In addition to school counselors, the District also employs Student Services staff members who facilitate and support the personal, social, emotional, and behavioral growth and development:

Grades 4K-12	1 Part-Time School Psychologist
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The Pupil Service Department participates in the implementation of an Equitable Multilevel System of Supports (EMLSS) to academic, behavioral, social, and emotional support of students. The EMLSS identifies universal instruction and support that is for all students as well as tier two (small group) and tier three (individual or small group) supports for students.

Elementary School:

Individual counseling
Small-group counseling
Classroom Instruction
Anti-Bullying Program

Middle School:

Individual counseling

Small-group counseling
Classroom Instruction

High School:

Individual counseling
Small-group counseling
Classroom Instruction
Development of the master schedule
Scholarships

Pupil Services Staff are also involved in the following:

IEP (Individualized Education Program) for special education students
RTI (Response to Intervention)
PBIS (Positive Behavioral Interventions and Strategies)
Academic & Career Planning (ACP)

Pupil Assessment

Policy 2521:

Selection of Instructional Materials and Equipment includes the District nondiscrimination language:

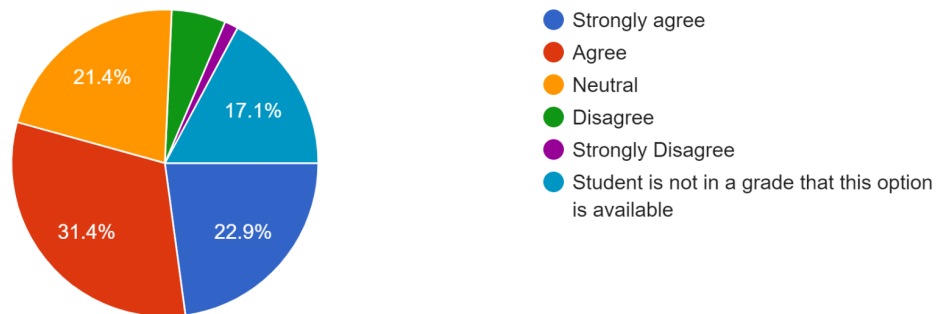
The Board does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in its selection of instructional materials and equipment.

Survey Results

Families

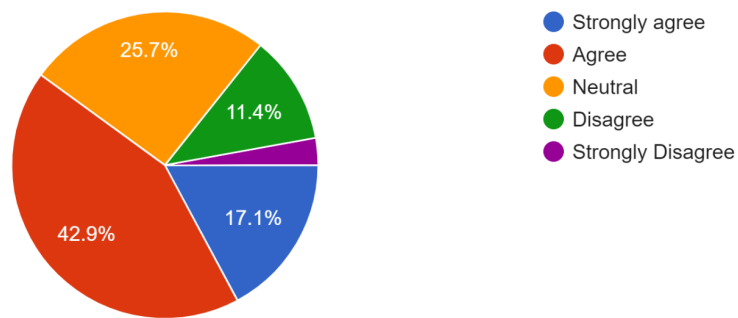
Do you believe your child is able to take any of the courses they want to take?

70 responses



Do you feel that every teacher and counselor has high expectations for your child's/children's learning?

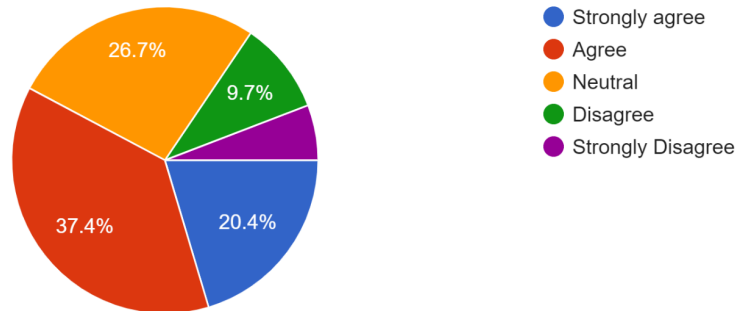
70 responses



Students

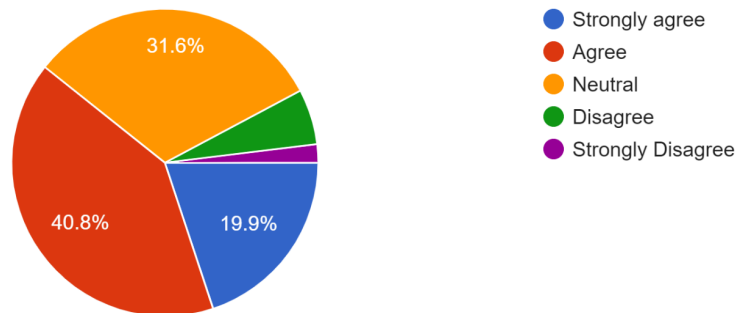
Do you know how to get help for choosing classes to take, knowing the requirements for post-high school education opportunities, how to apply for coll... financial aid, how to apply for scholarships, etc.?

206 responses



Do you feel that every teacher and counselor has high expectations for student's learning?

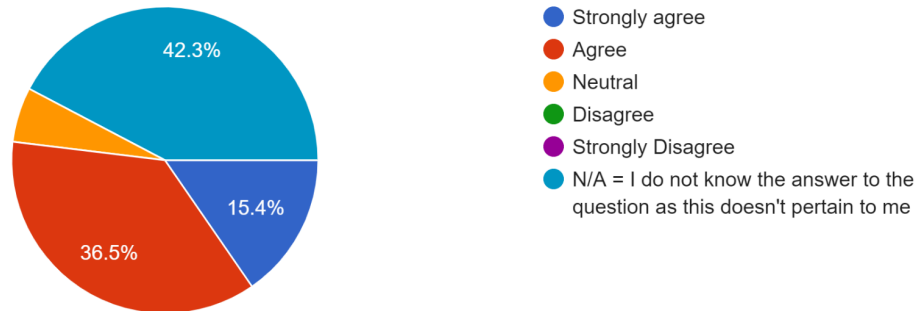
206 responses



Staff

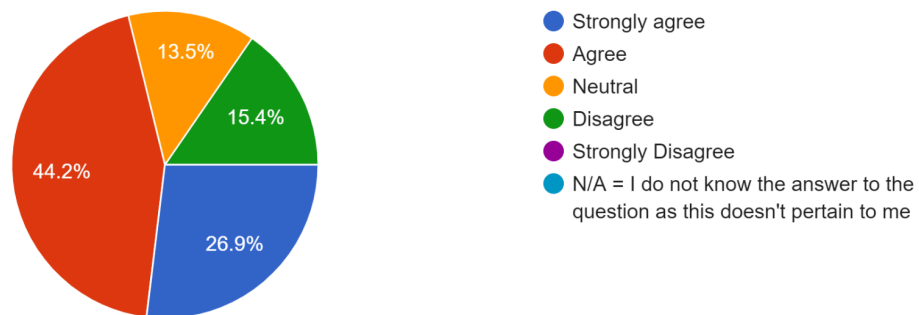
Is there help for students choosing classes to take, knowing the requirements for post-high school education opportunities, how to apply for college, h... financial aide, how to apply for scholarships, etc?

52 responses



Do you feel that every teacher and counselor has high expectations for student's learning?

52 responses



Summary/Findings

The school counselors use the Wisconsin Comprehensive School Counseling model to support students' growth.

Boyceville School District does not have a list of Interventions nor a process to help make decisions around best practices and student support.

Students in grades 6-12 are participating in academic planning as part of the course selection and registration. In grades 9-12 students conference with school counselors to develop their academic plan and career goals.

Counselors are reviewing resources and materials from well-established companies that are evidence-based and supported by the Wisconsin School Counselor Association.

Counselors reflect on the Bi-annual analysis of the Youth Risk Behavior Survey (YRBS)

TRENDS AND PATTERNS IN DISCIPLINE ACTIONS

There have been no formal discrimination complaints related to disciplinary actions.

Suspensions K-12

Out-of-School Suspensions						
Year	All	Males	Females	SwD	EcD	EL
20-21	6	6	0	2	-	0
21-22	4	2	2	3	-	0
22-23	11	6	4	3	9	0

Out-of-School Suspensions - divided by subgroup						
Year	All	Males	Females	SwD	EcD	EL
20-21	<1%	<1%	0%	<1%	—	0%
21-22	<1%	<1%	<1%	<1%	—	0%
22-23	<1%	<1%	<1%	<1%	<1%	0%

Expulsions K-12

Expulsions						
Year	All	Males	Females	SwD	EcD	EL
20-21	0%	0%	0%	0%	0%	0%
21-22	0%	0%	0%	0%	0%	0%
22-23	0%	0%	0%	0%	0%	0%

All Discipline Actions

2020-2021	Male		Female	
White	4	<1%	0	0%
Black/African American	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%
Native American	2	<1%	0	0%
Hispanic	0	0%	0	0%

2021-2022	Male		Female	
White	0	0%	0	0%
Black/African American	0	0%	2	<1%
Asian/Pacific Islander	0	0%	0	0%
Native American	2	<1%	0	0%
Hispanic	0	0%	0	0%

2022-2023	Male		Female	
White	6	<1%	3	<1%
Black/African American	0	0%	1	<1%
Asian/Pacific Islander	0	0%	0	0%
Native American	0	0%	0	0%
Hispanic	0	0%	0	0%

Seclusions and Restraints

Seclusions and Restraints						
Year	All	Males	Females	SwD	EcD	EL
20-21	2	2	0	2	-	0

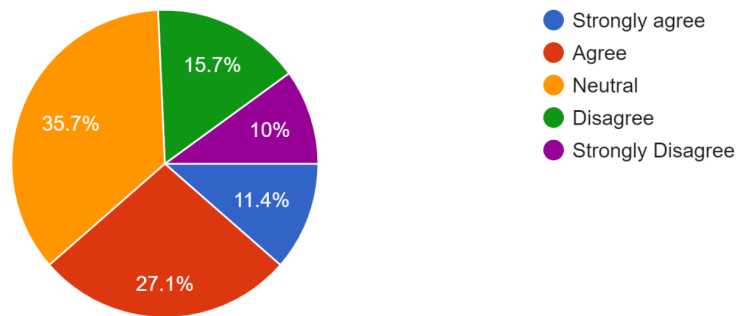
Seclusions and Restraints						
21-22	2	2	0	2	-	0
22-23	3	3	0	3	1	0

Survey Results

Families

Do you believe discipline practice are applied to all students equally?

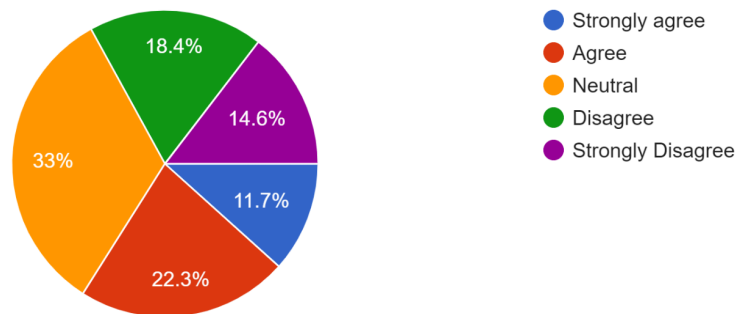
70 responses



Students

Do you believe discipline practice are applied to all students equally?

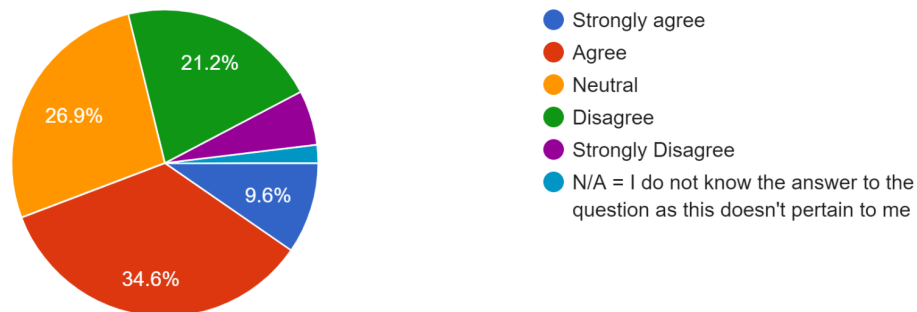
206 responses



Staff

Do you believe disciplinary practices are applied to all students equally?

52 responses



Response to Harassment Reports

No reports of Harassment were reported.

Summary/Findings

Male and female students are receiving behavior referrals at similar rate. Students of color are receiving behavior referrals similar to their peers. Students living in poverty and students with disabilities are receiving behaviors at a rate similar to their peers.

PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETIC, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES

There have been no formal discrimination complaints related to participation in or support of athletic, extracurricular, or recreational activities.

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. The Athletic Director (HS) and Activities Director (MS) are knowledgeable of the DPI/WIAA guidelines for nondiscrimination and use them as a resource.

High School Athletics

The following high school athletic programs are offered:

<u>Male Athletics</u>	<u>Female Athletics</u>
Basketball	Basketball
Cross Country	Cross Country
Track	Track
Football	Volleyball
Baseball	Softball
Wrestling	Wrestling
Cheerleading (Fall)	Cheerleading (Fall)
Dance (Fall)	Dance (Fall)
*Cheerleading (Winter)	Cheerleading (Winter)

Middle School Athletics:

The following middle school athletic programs are offered:

<u>Male Athletics</u>	<u>Female Athletics</u>
Basketball	Basketball
Cross Country	Cross Country
Track	Track
Football	Volleyball
Wrestling	Wrestling

Other School Sponsored Activities:

<u>Middle School Activities</u>	<u>High School Activities</u>
*Science Olympiad	*Science Olympiad
*FFA	*FFA
*Student Council	*Student Council
	*Yearbook
	*National Honor Society
	*Drama

High School CoCurricular Participation						
Year	All	Males	Females	SwD	EcD	EL

High School CoCurricular Participation						
20-21	110	55	55	10/46	35/97	1/3
20-21 %	53%	52%	54%	22%	36%	33%
21-22	118	62	58	16/46	45/99	2/5
21-22 %	58%	61%	59%	35%	45%	40%
22-23	113	56	57	11/39	38/100	2/8
22-23 %	53%	52%	54%	28%	38%	25%

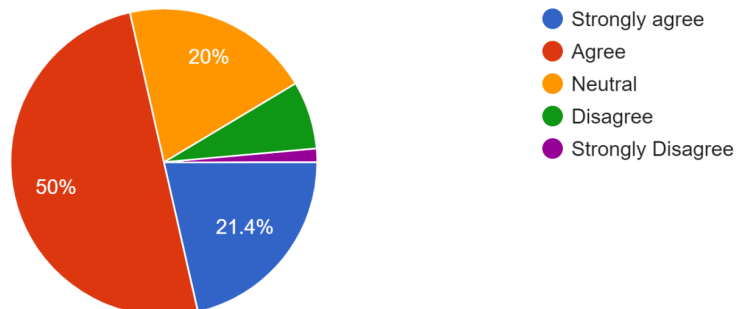
Middle School CoCurricular Participation						
Year	All	Males	Females	SwD	EcD	EL
20-21	65	33	32	4/22	24/54	0/3
20-21 %	59%	56%	61%	18%	44%	0%
21-22	68	31	37	6/16	13/57	–
21-22 %	60%	62%	59%	38%	23%	–
22-23	65	36	29	8/17	18/47	–
22-23 %	63%	67%	60%	47%	38%	–

Survey Results

Families

Do students have a variety of athletic and extracurricular activities available, with necessary resources to make them accessible for all students, to meet the interests and abilities of diverse students?

70 responses

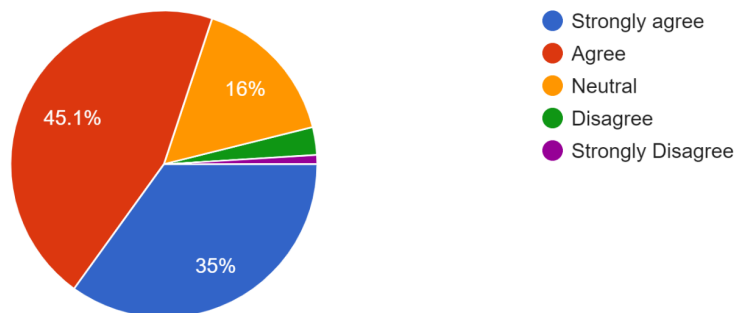


Students



Do students have a variety of athletic and extracurricular activities available, with necessary resources to make them accessible for all students, to meet the interests and abilities of diverse students?

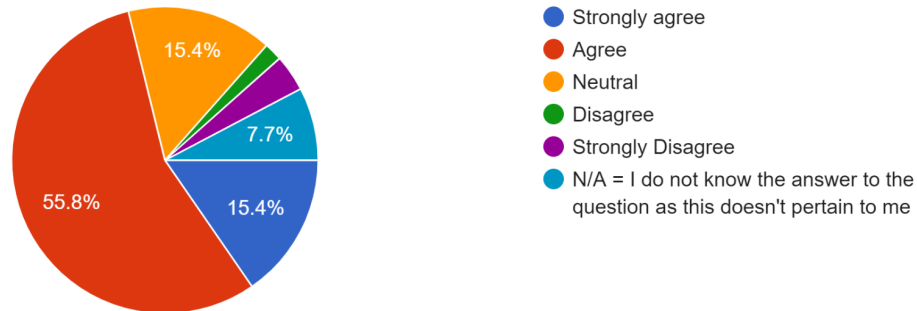
206 responses



Staff

Do students have a variety of athletic and extracurricular activities available, with necessary resources to make them accessible for all students, to meet the interests and abilities of diverse students?

52 responses



Summary/Findings

* Sport/Activity was not offered or no data was taken.

Male and female students are participating in middle and high school athletics at an equitable rate. Students living in poverty and students with disabilities are participating at a lower rate compared to their peers. English Language Learners were below that of their peers or were identified as zero students in that category.

TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT PROVIDED OR ADMINISTERED BY THE DISTRICT

There have been no formal discrimination complaints related to scholarships or other student recognition.

Summary of Scholarships, Awards, and Recognitions

Summary of Scholarships						
Year	All	Males	Females	SwD	EcD	EL
20-21	6	5	1	0	0	0

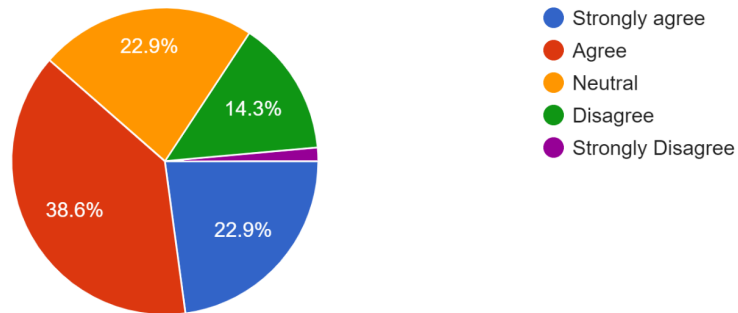
Summary of Scholarships						
21-22	5	1	4	0	2	0
22-23	4	2	2	0	2	0

Survey Results

Families

Do you believe that opportunities to be acknowledged are available to all students (i.e.: students of the month, etc.)?

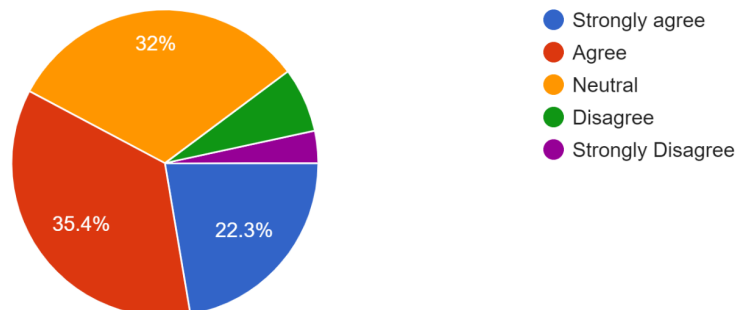
70 responses



Student

Do you believe that opportunities to be acknowledged are available to all students (i.e.: students of the month, etc.)?

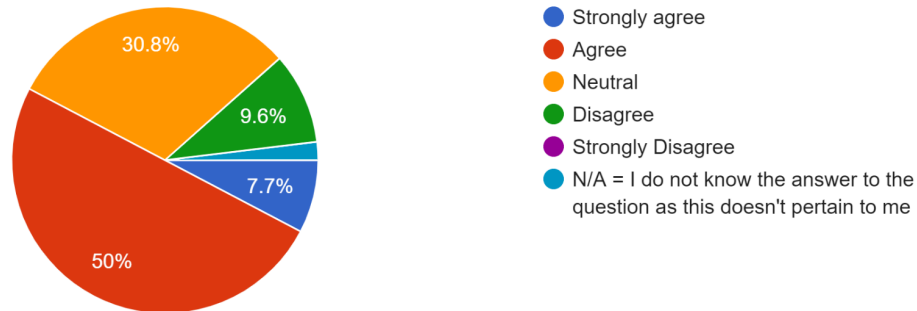
206 responses



Staff

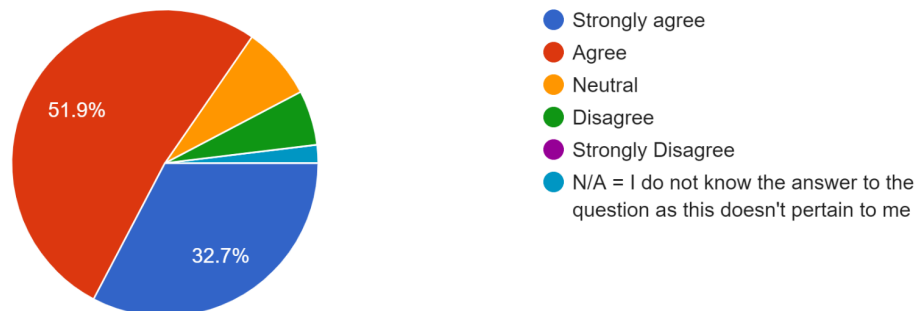
Do school assemblies, special programs, speakers, and celebrations reflect the diverse nature of the school and larger community?

52 responses



Do you believe that opportunities to be acknowledged are available to all students (ie: students of the month, ect.)?

52 responses



Summary/Findings

Scholarships, awards, and recognitions had similar gender selections. Students living in poverty, students of color, and students with disabilities are receiving scholarships, but not at a rate similar to their peers. Tiffany Creek Top Notch students and MS/HS students of the month awards were not recorded.

EQUALITY OF EDUCATIONAL OPPORTUNITY AND NONDISCRIMINATION

Source: WISEDash Public

[District and School Report Cards](#)

[Academic and Career Planning Document](#)

There have been no formal complaints related to the denial of equal educational opportunities.

The Boyceville High School Course Selection Book contains the nondiscrimination statement:

NONDISCRIMINATION POLICY

The School District of Boyceville provides all courses, including Career and Technical Education courses, are available to all pupils without discriminate on the basis of sex, race, national origin, ancestry, genetic information, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its educational programs or activities.

Academic testing results

Percent Proficient on the WI Forward/DLM ELA						
Year	All	Males	Females	SwD	EcD	EL
20-21	38.9	35.5	42.7	10.6	24.8	–
21-22	42.6	38	47.9	10.5	31.8	–
22-23	39.4	34	45.7	18.9	27.6	–

Wisedash - Public Portal

Percent Proficient on the WI Forward/DLM Math						
Year	All	Males	Females	SwD	EcD	EL
20-21	39.9	44.7	34.4	22.7	19	–
21-22	47.9	49.1	46.4	23.7	37.4	–
22-23	40.4	40.7	40.2	21.6	27.6	–

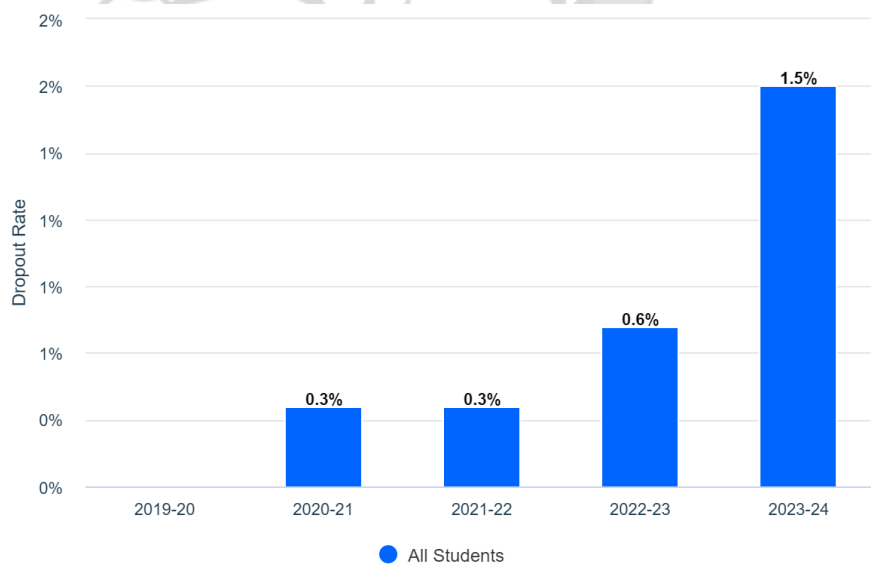
Wisedash - Public Portal

Average Score ACT - ELA						
Year	All	Males	Females	SwD	EcD	EL
20-21	16.3	16.7	19.1	10.9	14.3	–
21-22	16.1	15.3	17.2	–	15.4	–
22-23	18	16.7	19.1	12.8	17.1	–

Wisedash - Public Portal

Average Score ACT - Math						
Year	All	Males	Females	SwD	EcD	EL
20-21	17.5	17	18.4	14.7	16.6	–
21-22	18.1	18	18.2	–	17.6	–
22-23	18.1	18.2	18.0	14.7	17.3	–

Wisedash - Public Portal



Summary/Findings

Dropout rates have increased, however, the 1.5% rate is below the state average. Students with disabilities and males and females are represented similarly to their peers.

The sections with “–” indicate that the information was redacted due to not meeting the minimum quantity of students needed to report that sub-group.

Assessments indicate that Female students are scoring higher in the ACT/Forward ELA selections. Male and Female students have similar scores in Math assessments. Students living in poverty, students with disabilities, and students of color are not scoring the same rate as their peers.

SCHOOL DISTRICT TECHNOLOGY AND ELECTRONIC COMMUNICATIONS

There have been no formal complaints related to technology access or electronic communication.

Digital Equity

Male and female students have digital access at an equitable rate. Students of color and students identified with a disability have access at a rate similar to their peers. Students surveyed noted that there were equal amounts of males and females that indicated they did not have access to the internet at home. Students survey indicated that 71 percent of the students identified as white and the remaining percent indicated a different race or preferred not to answer.

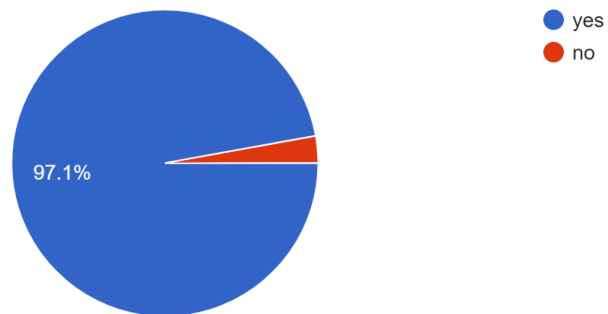
Families surveyed indicated over 97 percent of the families had internet accessibility outside of their workplace. Of the families that did not have access to the internet identified as white.

Survey Results

Families

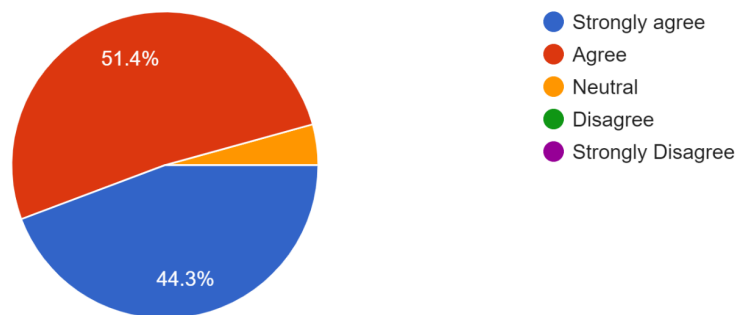
Do you have access to the internet outside of work?

70 responses



Is school electronic communication accessible to your family (emails, text messages, phone calls, information on the school website)?

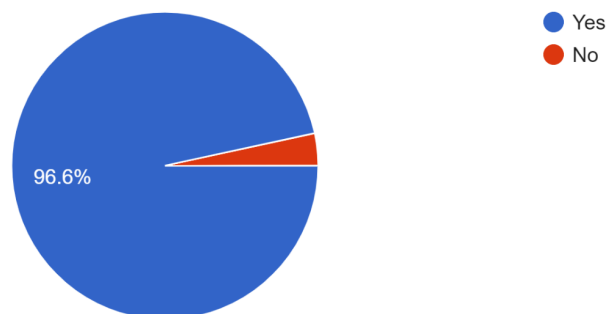
70 responses



Students

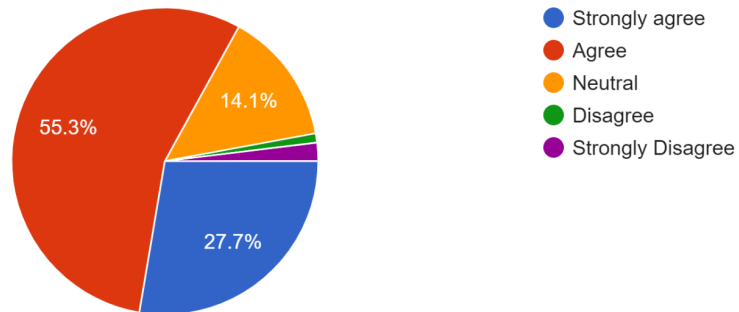
Do you have access to the internet outside of school?

206 responses



Is the district technology accessible for you?

206 responses

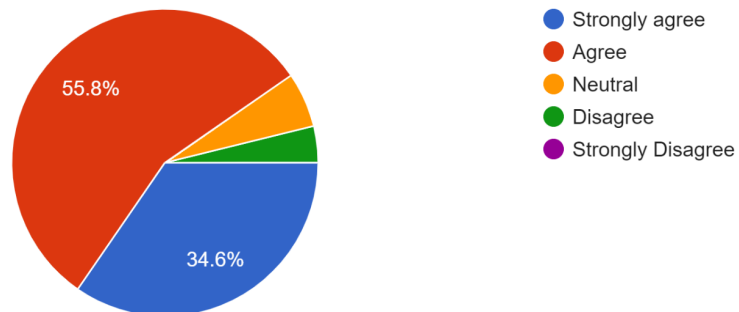


Staff



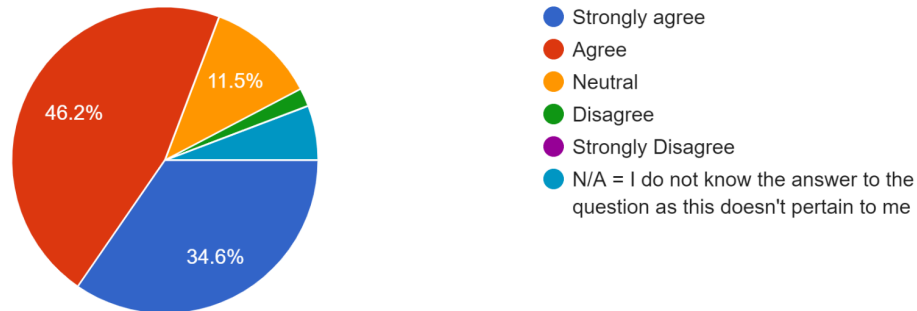
Is the district technology accessible for you?

52 responses



Is the school electronic communication accessible to all families (emails, text messages, phone calls, information on the school website)?

52 responses



The Boyceville Community School District makes technology accessible to all students and families using both universal and targeted strategies:

- Provision of a Chromebook to all students in grades 5K through 12.
 - Students were able to access their Chromebooks at home for the 2020-2021 school year.
- Participation in a hotspot program for qualifying families.

Electronic Communications

The Boyceville Community School District makes communication and information available and accessible to all families by:

- Use of a personalized communication application that allows care-givers to individually select the language in which school messages are received.
- The implementation of a translation process so that all student materials and family resources can be translated into home languages.
- EL Coordinator supports families with translations during IEP/504 meetings.

Summary/Findings

The team identified that there are curriculum or intervention materials that do not have the capacity to translate into different languages.

Opportunity to Participate in the Self-Evaluation

Staff, students, parents, and residents of the school district were made aware of the opportunity to participate in this evaluation in April 2024. Posting of the report being presented was set for the May 15th school board meeting. The community members and school board members had limited responses and were not included into the evaluation.

Location of Report

The report is found on the Boyceville School Website and by contacting the district office.

