



## Wausau School District

### **Pupil Nondiscrimination Self Evaluation Report**

**2023-2024**

To Meet Requirements of §.118.13 - Wisconsin Statutes  
PI 9.06(1) - Wisconsin Administrative Code

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# Wausau School District Pupil Nondiscrimination Self Evaluation Report

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## Introduction PI 9.06(1)

### General Overview of PI-9 Pupil Nondiscrimination and Self-Evaluation Process

PI 9.06, Wisconsin 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, the DPI began requiring school districts to conduct a self-evaluation every five years regarding three data elements:

- 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), and
- Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities (PI 9.06(1)(e), Wis. Admin Code).

The District takes nondiscrimination and equality of opportunity seriously. The following summary is designed to show the District's basic compliance status with the requirements of §118.13, Wis. Stats., and PI-9, Wisconsin Administrative Code.

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Wisconsin State Statute 118.13 and Administrative Rule PI 9.06 (1)

Wisconsin State Statute 118.13	Administrative Rule PI 9.06 (1)
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity <u>because of the person's:</u></p> <ul style="list-style-type: none"> <li>● Sex</li> <li>● Ancestry</li> <li>● Sexual orientation</li> <li>● Race</li> <li>● Religion</li> <li>● National Origin</li> <li>● Creed</li> <li>● Pregnancy, marital or parental status Physical, mental, emotional or learning <u>disability</u></li> </ul>	<p>PI 9.06 Evaluation. (1) To provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ol style="list-style-type: none"> <li>a) School board policies and administrative procedures.</li> <li>b) Enrollment trends in classes and programs.</li> <li>c) Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing.</li> <li>d) Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.</li> <li>e) Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities.</li> <li>f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.</li> <li>g) School district efforts to achieve quality of education opportunity and nondiscrimination.</li> <li>h) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents, and residents of the school district.</li> <li>i) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</li> </ol>

## Wausau School District Pupil Nondiscrimination Self Evaluation Report

To meet the five-year evaluation and reporting requirements, Districts must:

Evaluate the status of nondiscrimination and equality of educational opportunity in the following eight areas PI 9.06 (1)

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

See sections IV-X for the review of each area

Provide an opportunity for participation by pupils, teachers, administrators, parents/guardians and residents of the school district (9.06(2))

See section II for documentation of opportunities to participate and contributors.

Prepare a written report of the evaluation which shall be available for examination by residents of the school district (9.06(3))

This document in its entirety serves as the written report.

The data reviewed during the evaluation process and referenced in each required area was collected from the Wisconsin Department of Public Instruction's WISEdash for Districts student data warehouse and from Infinite Campus. Information from the 2020-2021, 2021-2022, and 2022-2023 school years is included. The District recommends caution in the review of data from the 2019-2020 school year due to the

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impact of the pandemic during that year. The pandemic could have impacted participation in extracurricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction.

### Timeline

September 2023	Evaluation Steering Committee Set
October 2023	Evaluation Steering Committee Planning Meeting
November	Data Collection Requirements
March	Individual Evaluation Steering Committee Interviews
April 3rd	Evaluation Steering Committee Data Collection
April 9th	Evaluation Steering Committee Report Writing Meeting
April 25th	Evaluation Steering Committee Work Day
May 13th	Parent, Student, and Teacher Feedback
May 20th-27th	Complete the Final Report and Schedule

### Contributors to the Evaluation Report

Name	Position
Keith Hilts	Superintendent
Cale Bushman	Director of Pupil Services
Andy Grimm	Coordinator of Pupil Services
Deb Foster	Director of Curriculum
Katie Colwell	Director of Learning and Student Achievement
Jon Euting	Director of Technology & Media Services
Libby White	Multilingual Coordinator
Julie Schell	Director of Elementary Education
Jon Winter	Career and Technical Education Coordinator/LVEC
Lindsay Lodholz	eMLSS Coordinator
Jason Foster	Wausau West High School Activities Director
Kurt Vanden Heuvel	Wausau East High School Activities Director

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Mark Beversdorf	Horace Mann Middle School Activities Director
Luann LaRue	John Muir Middle School Activities Director
Robb Stengl	Horace Mann School Counselor
Heidi Schmidt	John Muir School Counselor
John Boulanger	Wausau East School Counselor
Joe Kelter	Wausau West School Counselor

**Wausau School District Profile**

District Structure

- |                               |   |
|-------------------------------|---|
| Franklin Elementary           | Riverview Elementary                    |
| Grant Elementary              | South Mountain Elementary               |
| Hawthorn Hills Elementary     | Stettin Elementary                      |
| Hewitt-Texas Elementary       | Wausau Area Montessori Charter          |
| Thomas Jefferson Elementary   | Horace Mann Middle                      |
| G.D. Jones Elementary         | John Muir Middle                        |
| Lincoln Elementary            | Enrich, Excel, Achieve Learning Academy |
| Maine Elementary              | Wausau East High                        |
| John Marshall Elementary      | Wausau West High                        |
| Rib Mountain Elementary       | Wausau Area Virtual Education           |
| 4K & Early Childhood Programs |   |

## Section I-PI 9.06 (1)(a)

### Board Policies and Administrative Procedures

#### DPI Requirement

Evaluate board-approved policies and procedures

#### DPI Benchmarks

- The board has adopted/updated policies covering all areas of school operations, including school-sponsored programs and activities.  
The policies include all protected categories listed under Wis. Stat. § 118.13.
- The policies either specifically address harassment, or there is a separate anti-harassment policy.
- The policies are easily understood and accessible to all staff, students, and parents/guardians.
- The policies are published annually in a class 1 legal notice.
- An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.
- The name and address of the designated employee are published annually in a class 1 legal notice.
- The discrimination complaint procedure provides for a written acknowledgment of the complaint within 45 days and a final resolution of the complaint within 90 days.
- The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent within 30 days and of the procedures for appealing.
- The complete complaint procedure is included in all student and staff handbooks.
- The procedure is effective in resolving pupil discrimination complaints.

#### Method of Analysis and Supporting Information

##### Review of the following:

- School board policies covering all areas of school operations, including school-sponsored programs and activities
- Pupil non-discrimination policies and discrimination complaint procedures, including identification of the employee(s) designated to receive complaints and the training received ( Nondiscrimination and Access to Equal Educational Opportunities po2260)
- Pupil anti-harassment policies (po 5517)



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- 504/ADA Prohibition Against Discrimination Based on Disability (PO 2260.01)
- Student and staff handbooks, course selection handbooks, and other materials distributed to the public, including the annual class 1 legal notice and District letterhead

### **Summary of Findings**

The district's evaluation of board-approved policies and procedures revealed a generally strong foundation. All areas of school operations, including programs and activities, are covered by policies addressing the protected categories outlined in Wis. Stat. § 118.13. Harassment is explicitly addressed within specific policies or through a separate anti-harassment policy. Additionally, the policies are clear, accessible, and published annually for staff, students, and families.

Overall, the district's commitment to non-discrimination is evident. However, ongoing review and potential revisions can ensure policies and procedures remain up-to-date and effectively promote a fair and inclusive learning environment for all.

### **Recommendations for Improvement**

The Wausau School District School Board has adopted and updated policies covering all areas of school operations, including school-sponsored programs and activities. These policies encompass all protected categories listed under Wis. Stat. § 118.13.

The Wausau School Board is committed to ensuring all students can participate fully in curricular and co-curricular offerings, student services, recreational activities, and other programs or activities. Participation will not be limited or hindered because of a student's race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including gender identity, change of sex, or gender identity), or physical, mental, emotional, or learning disability, or any other characteristic protected by law.

The Wausau School District contracts with NEOLA for reviewing and updating policies, including the non-discrimination policy. Administrators review suggested policy changes and make recommendations to the Superintendent. Policies are then presented to the School Board for a first and second reading before adoption. The Nondiscrimination and Access to Equal Educational Opportunity policy (po2260) includes a complaint procedure and names the employees designated to receive complaints.

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Non-discrimination complaint procedures are in place. These procedures name two District Compliance Officers (CO's) who receive all complaints from members of the District community, which includes students, staff, or Third Parties, who believe they have been discriminated against or retaliated against. All reports must be made within two days of learning of the incident. Upon receipt of a report, the CO will contact the complainant and begin either an informal or formal complaint process (depending on the complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process. The CO will prepare a recommendation for the Superintendent or oversee the preparation of such recommendations by a designee.

The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days. The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent and of the procedures for making the appeal. However, the timeline of 30 days is not included.

While the policy is referenced in staff and student handbooks, the complete complaint procedure is not included. No complaints have been filed in the years evaluated. Therefore, it is not possible to confirm whether the complaint process is effective. The District has a specific anti-harassment policy that applies to students/pupils (po5517). The policies are written in a clear and accessible manner for all staff, students, and parents/guardians.

All School Board meeting agendas are published on the District website and posted in the front window of the Administration Building. Wausau School District does not rely on a local newspaper for announcements. When policies are up for adoption, they are listed on the agenda. The Board conducts a first and second reading of each policy at separate Board meetings.

Minutes of Board meetings are available on the District website after they are approved by the Board at the following meeting and emailed to all district employees. In addition, WSD publishes a "Committee Clips" review of School Board decisions.

<b>Recommendations</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
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<p>Update statement within complaint procedure in the Nondiscrimination and Access to Equal Educational Opportunity policy (po2260).</p> <p>Current Statement:</p> <p>If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.</p> <p>Statement will be updated to include a timeline of 30 days.</p>	<p>1st Reading at Board Meeting in May 2024</p> <p>2nd Reading at Board Meeting in June 2024</p> <p>Continued timeline dependent upon Board action</p>	<p>Superintendent and Executive Assistant</p>
<p>Update staff and student handbooks to include complete discrimination complaint procedure.</p>		

**Section II - PI 9.06(1)(b)- Enrollment Trends**

**District Enrollment**

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	3987	3886	2834	1207	7873
2021-2022	4018	3772	2812	1215	7991
2020 - 2021	4008	3780	2825	1200	7788
Total %	51%	49%	36%	15%	23,652

**Summary of Findings**

Overall enrollment in the district has decreased slightly over the past three years. There were 7,873 students enrolled in the 2022-2023 school year, down from 7,991 in the 2020-2021 school year.

The number of students with disabilities enrolled in the district has increased slightly over the past three years. There were 1,207 students with disabilities enrolled in the 2022-2023 school year, up from 1,200 in the 2020-2021 school year. However, students with disabilities still represent a small percentage of the total student population. In the 2022-2023 school year, 15% of students enrolled in the district were identified as having a disability.

<b>Recommendations</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
Continue to monitor enrollment trends: The data shows a slight decrease in overall enrollment over the past three years. It would be	After Sept and Jan, 3rd Friday counts.	Jon Euting and team

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helpful to continue to monitor enrollment trends to identify any areas of concern.		
Explore reasons for enrollment decline: If the enrollment decline continues, it would be important to explore the reasons why. This could involve surveys, focus groups, or interviews with students and parents who have left the district.	Ongoing 24-25	Superintendent Cale Bushman
Develop strategies to address enrollment decline: Based on the reasons for enrollment decline, the district could develop strategies to address them. These strategies could include improving academic programs, offering more extracurricular activities, or making the district more welcoming to families.	Sept 25-Oct 25	Longfellow Admin Team

**DPI Requirement**

- Evaluate enrollment trends and patterns in classes and programs

**DPI Benchmarks**

- Significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.
- Particular programs and courses that merit attention include advanced and/or

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college preparatory classes, talented and gifted programs, and vocational education classes and programs.

### Method of Analysis and Supporting Information

- Collect course and program enrollment data for the past three years  
Review course selection materials
- Analyze disaggregated data based on race, sex, national origin and disability
- Compare class and program data with overall enrollment data to identify discrepancies large enough to warrant further examination (Department suggests that a 5% disparity be considered significant)
- Identify factors that may influence enrollment, including eligibility criteria

### Wausau West High School AP Courses

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	319	498	144	17	817
2021-2022	367	443	141	8	810
2020-2021	367	404	119	15	771
Total %	43%	57%	17%	2%	2368

### Summary of Findings

We would like to increase overall enrollment in our AP courses and specifically increase enrollments to better represent the demographics of our student population, specifically students of color and students with disabilities. We will work towards this goal via more purposeful communication with students and families during our conferences, advisor/advisee night, new student orientations.

Recommendations	Target Date for Development, Revision, or Implementation	Person(s) Responsible for Monitoring
Increase overall student	Yearly, October-February	AP Coordinator, Admin

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enrollment in AP courses.		
Increase student enrollment for students of color and students with disabilities.	Yearly, October-February	AP Coordinator, Admin

**Wausau East High School IB Courses**

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	105	167	56	6	272
2021-2022	118	152	67	4	270
2020-2021	136	193	94	1	329
Total %	41%	59%	25%	1%	871

**Summary of Findings**

IB courses are self-selective. For the three year period in question, the average percentage of minority students at East was 28%. For this same period, the average percentage of minority students taking IB courses was 25%. While the small gap between these numbers is encouraging, additional efforts could be made to increase minority student participation. Staff members who teach sophomore courses should discuss IB course opportunities with all students. Further, teachers should personally discuss the benefits of IB coursework to academically qualified individuals regardless of their backgrounds. The IB Coordinator communicates with students through classroom visits and with families through letters and parent meetings.

<b>Recommendations</b>	<b><i>Target Date for Development, Revision, or Implementation</i></b>	<b><i>Person(s) Responsible for Monitoring</i></b>

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Increase minority student participation, awareness, personal connections with students.	Yearly from October to February	IB Coordinator
Equity training for IB teachers and Department Chairs	Fall 2025	High School Admin Team

**Career and Technical Education Pathways**

	Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
Ag & Natural Resources	2022-2023	245	228	74	43	473
	2021-2022	201	147	57	44	348
	2020-2021	178	165	71	54	343
	Total %	54%	46%	17%	12%	1164

	Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
Architecture and Construction	2022-2023	94	9	10	6	103
	2021-2022	43	4	2	1	47
	2020-2021	56	4	3	8	60
	Total %	92%	8%	7%	7%	210

	Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
Business & Marketing	2022-2023	370	273	222	48	643
	2021-2022	342	237	195	49	579
	2020-2021	273	164	134	52	437
	Total %	59%	41%	33%	9%	1659



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Communications and Audio/Visual Technology	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
	2022-2023	18	57	28	0	75
	2021-2022	11	69	22	2	80
	2020-2021	18	77	26	4	95
	Total %	19%	81%	30%	2%	250
Computer and Information Sciences	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
	2022-2023	152	65	82	13	217
	2021-2022	210	77	121	17	287
	2020-2021	170	50	37	12	220
	Total %	73%	27%	33%	6%	724
Engineering and Technology	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
	2022-2023	105	17	22	8	122
	2021-2022	120	23	25	5	143
	2020-2021	111	13	19	2	124
	Total %	86%	14%	17%	4%	389
Health Care	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
	2022-2023	27	203	95	13	260
	2021-2022	24	114	46	8	138
	2020-2021	33	155	59	13	188
	Total %	14%	86%	34%	6%	586
Hospitality & Tourism	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>

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	2022-2023	310	302	241	76	612
	2021-2022	228	223	174	47	451
	2020-2021	257	224	183	61	481
	Total %	51%	49%	39%	12%	1544
Human Services	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
	2022-2023	336	458	340	116	794
	2021-2022	331	388	309	119	719
	2020-2021	282	382	272	102	664
	Total %	44%	56%	42%	15%	2177
Manufacturing	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
	2022-2023	316	45	77	27	361
	2021-2022	324	38	60	44	362
	2020-2021	244	27	52	43	271
	Total %	89%	11%	19%	11%	994
Transportation, Distribution and Logistics	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
	2022-2023	151	21	36	28	172
	2021-2022	108	16	23	21	124
	2020-2021	112	16	22	22	128
	Total %	87%	13%	19%	17%	424

### Summary of Findings

We recognize a gap in gender balance within certain traditional career pathways like health care, manufacturing, transportation, architecture and construction. Our gender ratios on course enrollments is comparable to labor market information however we aim to improve the gender balance through increased exposure of non traditional career pathways.

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<b>Recommendations</b>	<b><i>Target Date for Development, Revision, or Implementation</i></b>	<b><i>Person(s) Responsible for Monitoring</i></b>
Continue to expand career exploration opportunities for all students to improve access and equity in non traditional career pathways.	2025	Coordinator of CTE

## **Section IV - PI 9.06(1) (c) - Curriculum, Instruction, Counseling, Pupil Assessment and Testing**

### **DPI Requirement**

- Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

### **DPI Benchmarks**

- No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.
- Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.
- Teachers and counselors demonstrate high expectations for all students.

### **Methods of Analysis and Supporting Information**

- Participation and discussion with other school counselors assisted with applying the national school counseling model to our district program.
- Review of Xello and ACP data.
- Review the status of credit-deficient students and develop a plan of recovery.
- The analysis included a thorough review of the findings and recommendations from the Pupil Nondiscrimination Self–Audit. District policies, staff development plans, and district goals were reviewed. State and local test results are analyzed throughout the year.
- How are accommodations and support services provided to all students?
- How are accommodations and support services provided to all families?
- Are culturally and linguistically accessible support services to students and families provided?
- Does academic planning and support services assist students in closing the achievement gap?
- How do school counselors emphasize that courses, programs, opportunities, and careers are open to all students regardless of sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, cognitive disability, emotional disability and learning disability?
- What strategies do counselors use to monitor their own biases and stereotypes?

### **Curriculum**

- Is the district trained and implementing the Wisconsin Comprehensive School Counseling Model? Explain how the model has improved the program.

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- Is there an elementary counseling curriculum for the district?
- How are counseling and support services aligned with classroom curriculum, instruction, and assessment?
- How is the counseling curriculum implemented in the K-5 classroom?
- What is the process that involves all students in academic career planning?  
What is the process that involves students in career planning?

### **Materials**

- What methods are used to ensure that bias and stereotyping are absent from counseling resources and materials?
- When selecting instructional materials, what written guidelines are followed to ensure that all perspectives are included and consideration is given to all protected groups listed in PI-9? (sex, race, religion, national origin, ancestry, creed, pregnancy, parental status, marital status, sexual orientation, physical disability, mental disability, emotional disability and learning disability)
- Are materials and resources published and/or available in languages other than English?

The District currently has the following school counseling staff members:

- Elementary - 14 full-time school counselors
- Middle School - 7 full-time school counselors
- High School - 11 full-time school counselors

### **Description of Wausau School District School Counseling Program**

- Wausau School District follows the American School Counseling Association (ASCA) Model which is a K-12 Comprehensive School Counseling Model organized by domains, standards, and benchmarks. The domains are Academic, Social/Emotional, and Career Development. Each is described below.
- All students attending the Wausau School District shall have access to age-level standards and core curriculum.
- Academic Development - Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- Social/Emotional Development - Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.
- Career Development - Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work, and 2) plan for and make a successful transition from school to

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postsecondary education and/or the world of work and from job to job across the lifespan.

School counselors provide services to students, parents, school staff, and the community. Our K-12 School Counseling program is made up of a school counseling curriculum, individual student planning, responsive services, and system support.

In 2021, the American School Counseling Association adopted the ASCA Mindsets and Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student. The ASCA Mindsets and Behaviors are organized into three domains: academic, social/emotional, and career development. There are six (6) Mindset Standards and twenty-nine (29) Behavior Standards. The Behavior Standards are characterized by three subcategories: Learning Strategies, Self-Management Skills, and Social Skills. The WI DPI identified three areas within the Social Emotional Learning (SEL) Framework, 1. Social Competence, 2. Emotional Development, 3. Self-Concept

### Special Education Testing

Assessments used by the Wausau School District are comprehensively designed to assess students from early childhood through high school. We primarily use norm-referenced and standardized tests. These are created using a national sample of people taking into account: age, race, gender, and other demographic norms making them highly valid and reliable for use with student populations in an evaluation. Additional information from parents, doctors/medical, and community resources are also reviewed and considered to give the whole picture of any given student under evaluation. Testing with these assessments occurs in an evaluation for special education only after we obtain parental consent. Using these assessments is one part of understanding the relative strengths and weaknesses of an individual student. Considering cultural norms and other areas of input is essential in these evaluations as well. As such, the WSD does explore ACCESS scores/LEP levels, InView, state testing, classroom observations and performance, screening data in reading and math, and cultural norms that arise in the family system. Standardized norm-referenced Assessments that are used and/or available for these evaluations in the Wausau School District are as follows:

Primarily used by a School Psychologist:

ADOS-2, ABAS-3, BASC-3, BRIEF, DAS-II, KBIT, KTEA-2 ,cognitive & achievement, SRS-2, WASI-II, WISC-V, WPPSI-IV, WIAT-V, WNV, UNIT

Primarily used in Early Childhood/4k:

BDI-3, Brigance, SCERTS

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Primarily used by Speech Pathologists:  
 PLS-5, GFTA-3, CCC

**Summary of Findings**

The School counseling department has professionals who attended ASCA Comprehensive School Counseling Program training. Consistent small-group counseling is in place to assist students in closing the achievement gap. School counselors have opportunities for varied professional development. An increased emphasis has been placed on career exploration and planning using the (grades 6-12) Xello website and Academic and Career Planning (ACP) tools. The district provides culturally and linguistically accessible support services to students and families by providing interpreters when needed. Bilingual tests are purchased to assess student academic achievement. The school counseling department is a component of the program to assist credit-deficient students. Individual planning conferences are in place.

<b>Recommendations</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
Continue to review school counseling curriculum on an annual basis	April and May	Elementary School Counselors
Representation at annual WSCA conference and updates to the ASCA model	October	District School Counseling Department
Review individual planning conferences and ACP resources	January and February	Secondary School Counselors
Continue to provide staff with professional development opportunities	Annual	Assistant Director of Pupil Services

## **Section V- PI 9.06(1)(d) - Discipline, Suspensions, Expulsions and Harassment**

### **DPI Requirement**

- Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment

### **DPI Benchmarks**

- Disciplinary measures, including suspensions and expulsions are applied consistently to all students.
- Alternative educational opportunities are provided for children in the district who are expelled.
- The pupil nondiscrimination policies either address harassment or there is a separate anti-harassment policy. The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.
- Responses to harassment are prompt, firm, and effective.
- Staff, students and parents/guardians are aware of how to file a complaint of harassment.
- Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.)

### **Method of Analysis and Supporting Information**

- Review expulsions, suspensions and other disciplinary measures for the last three years.
- Disaggregate data based on the basis race, sex, national origin, and disability and compare with overall enrollment data to identify discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- Review school reports and practices to determine whether consequences for all groups are similar for the same infraction.
- Develop and implement strategies to ensure that disciplinary measures are consistently applied.
- Review anti-harassment policies.
- Review pupil harassment complaints to determine whether complaints are effectively and promptly addressed.



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- Review ways in which information regarding harassment, anti-harassment policies, and complaint procedures are disseminated.
- Determine where students learn about these issues.

### Suspensions

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	226	99	133	124	325
2021-2022	213	77	103	122	290
2020-2021	67	19	29	33	86
Total %	72%	28%	38%	40%	701

Total = percentage of total enrollment

### Expulsions

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	2	0	0	0	2
2021-2022	3	0	1	1	3
2020-2021	1	0	0	0	1
Total %	100%	0%	2%	2%	6

Total = percentage of total enrollment

### Harassment

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	58	10	22	32	68
2021-2022	72	26	32	22	98

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2020-2021	17	9	8	5	26
Total %	77%	23%	32%	31%	192

Total = percentage of total enrollment

**Summary of Findings**

District data reveals a trend of disproportionate suspension rates for both male students and students with disabilities. This necessitates further investigation to identify the underlying causes of this disparity. A multi-pronged approach is required, including analyzing suspension data by specific demographics and reasons for suspension. This will inform the development of targeted interventions to promote positive behavior and ensure equitable disciplinary practices for all students.

<b>Recommendation</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
Professional development for teachers on how to better support students with disabilities.	June and August- 2024	Director of Special Education
Develop a plan to identify and support students with disabilities who are at risk of suspension. This could involve early intervention and providing additional support services	June and August- 2024	Pupil Services and Special Education Director
Review the school's discipline code to ensure that it is fair and equitable for all students.	June and August- 2024	Pupil Services and Special Education Director, Superintendent
By taking these steps, schools can create a more inclusive environment for students with disabilities	24-25 Ongoing	Pupil Services and Special Education Director, Superintendent

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and reduce the number of suspensions.		
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## **Section VI - PI 9.06(1) (e) - Athletics, Extracurricular and Recreational Activities**

### **DPI Requirement**

- Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.

### **DPI Benchmarks**

- Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.
- Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.
- School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey.
- School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community.

### **Method of Analysis and Supporting Information**

- Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years.
- Disaggregate data based on race, national origin, sex, and disability, and compare with overall enrollment data to identify discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- Identify any factors that might influence participation.  
Review separate programs in interscholastic athletics for boys and girls to ensure that they are comparable in type, scope, and support.
- Review guidelines and procedures to assess the athletic and other extracurricular interests of students.
- Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities.
- Review special presentations and programs to determine if they reflect the diverse interests of students.

### **High School Athletics**

The School District follows the Pupil Nondiscrimination Guidelines for Athletics, a joint publication of the Department of Public Instruction (DPI) and the Wisconsin

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Interscholastic Athletic Association (WIAA). 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 male/female students is representative of their enrollment of the district

### Wausau East High School Athletics and Activities Participation

#### East Soccer

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	40	16	13	1	56
2021-2022	40	24	10	3	64
2020-2021	26	23	11	2	49
Total %	63%	37%	20%	4%	100%

#### Football

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	89	1	16	8	90
2021-2022	52	1	12	4	53
2020-2021	54	1	28	3	55
Total %	98%	2%	28%	8%	100%

#### Cross Country

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
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2022-2023	20	12	4	0	32
2021-2022	22	11	6	0	33
2020-2021	22	9	2	0	31
Total %	67%	33%	13%	0%	100%

Swimming

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	15	15	3	2	30
2021-2022	16	22	6	1	38
2020-2021	10	18	3	1	28
Total %	43%	57%	13%	4%	100%

Tennis

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	15	21	11	3	36
2021-2022	14	24	13	1	38
2020-2021	8	18	14	1	26
Total %	37%	63%	38%	5%	100%

Volleyball

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	0	57	11	2	57
2021-2022	0	52	8	1	52

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2020-2021	0	39	9	1	39
Total %	0%	100%	19%	3%	100%

Basketball

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	43	26	24	4	69
2021-2022	42	30	22	7	72
2020-2021	35	21	9	0	56
Total %	61%	39%	28%	6%	100%

Hockey

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	16	1	5	0	17
2021-2022	11	1	3	0	12
2020-2021	9	1	2	0	10
Total %	92%	8%	26%	0%	100%

Wrestling

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	29	0	7	3	29
2021-2022	26	0	7	6	26
2020-2021	15	0	3	3	15
Total %	100%	0%	24%	17%	100%

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Cheerleading

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	1	10	5	0	11
2021-2022	1	14	7	0	15
2020-2021	1	19	4	2	20
Total %	7%	93%	35%	4%	100%

Curling

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	13	11	0	1	24
2021-2022	12	10	2	1	22
2020-2021	7	3	2	1	10
Total %	57%	43%	7%	5%	100%

Alpine Ski

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	1	0	0	0	1
2021-2022	1	1	0	0	2
2020-2021	0	0	0	0	0
Total %	67%	33%	0%	0%	100%



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Nordic Ski

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	0	0	0	0	0
2021-2022	0	0	0	0	0
2020-2021	2	1	0	0	3
Total %	67%	33%	0%	0%	100%

Baseball

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	27	0	1	1	27
2021-2022	28	0	1	1	28
2020-2021	27	0	1	1	27
Total %	100%	0%	4%	4%	100%

Softball

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	0	21	1	0	21
2021-2022	0	21	1	0	21
2020-2021	0	28	5	0	28
Total %	0%	100%	10%	0%	100%

Track & Field

Year	Male	Female	Other race than	Student with	Total Participation
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			<b>white</b>	<b>Disabilities</b>	
2022-2023	57	28	17	6	85
2021-2022	58	32	22	5	90
2020-2021	39	24	17	3	63
Total %	65%	35%	24%	6%	100%

Lacrosse

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	10	8	28	5	18
2021-2022	12	14	7	3	26
2020-2021	14	8	2	1	22
Total %	55%	45%	56%	14%	100%

Golf

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	11	3	0	0	14
2021-2022	11	3	0	1	14
2020-2021	7	2	1	1	9
Total %	78%	22%	3%	5%	100%

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East Activities					
Career Club					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	-	-	-	-	-
2021-22	-	-	-	-	-
2020-21	1	6	7	2	7
Total %	6%	38%	44%	13%	7
Chamber Orchestra					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23					
2021-22	2	6	5	0	30
2020-21					29
Total %	3%	10%	8%	0%	59
DECA					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	14	13	10	4	27
2021-22	14	28	11	2	42
2020-21	12	14	9	2	26
Total %	38%	62%	29%	6%	68
Dude Be Nice					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	0	0	0	0	0
2020-21	0	2	0	0	2
Total %	0%	100%	0%	0%	3
East End Players- Fall					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	7	26	10	5	33
2021-22	16	27	7	1	43

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2020-21	8	12	2	0	20
Total %	38%	62%	14%	2%	63
East End Players- Spring					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	7	17	3	3	24
2021-22	7	15	5	1	22
2020-21	9	16	4	2	25
Total %	34%	66%	19%	6%	47
FCA					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	8	6	0	0	14
2021-22	10	10	3	0	20
2020-21	0	0	0	0	0
Total %	52%	48%	15%	0%	34
FCCLA					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	0	7	4	1	7
2020-21	0	7	2	0	7
Total %	0%	100%	43%	7%	14
FFA					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	24	34	4	4	58
2021-22	27	35	0	4	62
2020-21	17	26	3	3	43
Total %	42%	58%	3%	7%	105
Forensics					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0

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2021-22	1	0	1	0	1
2020-21	0	3	0	0	3
Total %	25%	75%	25%	0%	4
Global Health Collaboration					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	5	25	5	0	30
2020-21	1	11	5	0	12
Total %	14%	86%	24%	0%	42
History Club					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	3	0	0	0	3
2020-21	0	0	0	0	0
Total %	100%	0%	0%	0%	3
Hmong Dance Club					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	8	8	0	8
2021-22	0	6	6	1	6
2020-21	0	0	0	0	0
Total %	0%	100%	100%	17%	14
International Club					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	24	49	29	3	73
2021-22	28	48	21	3	76
2020-21	0	0	0	0	0
Total %	37%	63%	28%	4%	149
Junior Girls					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation

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2022-23	0	10	2	0	10
2021-22	0	11	2	0	11
2020-21	0	0	0	0	0
Total %	0%	100%	18%	0%	21
<b>Key Club</b>					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2021-22	0	10	1	1	10
2020-21	2	15	6	1	17
Total %	7%	93%	26%	7%	27
<b>LGBTQ+</b>					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	1	9	0	3	10
2020-21	0	0	0	0	0
Total %	10%	90%	0%	30%	10
<b>Link Crew</b>					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	4	24	18	3	28
2021-22	6	66	18	0	72
2020-21	10	56	15	0	66
Total %	12%	88%	24%	0%	166
<b>Lumberjack Productions</b>					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	4	2	3	2	6
2020-21	0	0	0	0	0
Total %	67%	33%	50%	33%	6
<b>Math Club</b>					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation

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2022-23	0	0	0	0	0
2021-22	39	55	19	1	94
2020-21	20	31	11	0	51
Total %	41%	59%	21%	1%	145
NHS					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	11	19	12	1	30
2021-22	22	55	12	0	77
2020-21	25	55	16	0	80
Total %	30%	70%	18%	0%	157
Prom					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	10	2	0	10
2021-22	0	7	2	0	7
2020-21	0	6	1	0	6
Total %	0%	100%	23%	0%	23
Science Olympiad					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	3	4	1	2	7
2020-21	0	0	0	0	0
Total %	43%	57%	14%	29%	7
Skills USA					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	1	2	0	0	3
2021-22	1	10	1	0	11
2020-21	8	6	3	0	14
Total %	36%	64%	16%	0%	28
Solo & Ensemble					

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Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	0	0	0	0	0
2020-21	18	18	9	0	36
Total %	30%	30%	15%	0%	36
Student Council					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	10	13	11	2	23
2021-22	7	18	5	2	25
2020-21	10	41	11	3	51
Total %	22%	78%	21%	7%	99
Tech Crew					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	10	12	3	3	22
2021-22	14	17	5	2	31
2020-21	4	4	2	0	8
Total %	46%	54%	18%	5%	61
TopHatters					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	0	0	0	0	0
2020-21	16	11	6	0	27
Total %	33%	22%	12%	0%	27
Trap & Skeet					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	0	0	0	0	0
2020-21	3	0	0	2	3



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Total %	43%	0%	0%	29%	3
Variety Show					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	0	0	0	0	0
2020-21	15	21	12	8	36
Total %	23%	32%	18%	12%	36
Yearbook					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	1	17	2	3	18
2021-22	0	0	0	0	0
2020-21	3	35	10	0	38
Total %	4%	44%	13%	0%	46
Youth Cultural Club					
Year	Male	Female	Other Race Than White	Students with Disabilities	Total Participation
2022-23	0	0	0	0	0
2021-22	0	6	6	1	6
2020-21	1	6	7	2	7
Total %	8%	92%	100%	23%	13

Wausau East Athletics and Activities

**Summary of Findings**

Participation and Demographics:

Minority Enrollment and Economic Status: The school has a minority enrollment of 31% and 36% of students are economically disadvantaged. It's essential to ensure equal opportunities and support for all students, regardless of their background, in sports and activities.

International Baccalaureate (IB) Participation: The IB participation rate is 19%. Efforts should be made to encourage IB students to participate in extracurricular activities as they provide holistic development opportunities.

Sports Trends:

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- **Consistent Participation:** Several sports, such as boys' soccer, football, and basketball, have consistent participation over the years. This indicates stable interest and engagement in these sports among students.
- **Competitive Performance:** While participation is consistent, the conference rankings for some sports like boys' soccer and football have remained around 5th or 6th place. Encouraging more student involvement and enhancing training programs could improve competitive performance.
- **Gender Disparity:** There's a noticeable gender disparity in some sports. For instance, there's no participation from female students in boys' sports like football and wrestling. Efforts should be made to promote gender-inclusive sports participation and provide equal support and resources.

### Activities Trends:

**Varied Participation:** Participation in non-sports activities like Career Club, DECA, and FFA shows a varied interest among students beyond athletics. It's essential to provide diverse extracurricular options to cater to the different interests and talents of the student body.

**Inactive Clubs:** Some clubs like Chess Club and History Club have had no reported activity in the provided years. These clubs might need revitalization efforts or could be replaced with more popular or relevant options based on student interest surveys.

<b>Recommendations</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
Increase Participation Rates	Fall Enrollment	Athletic Director, Coaches, and Advisors
Diversity and Inclusion	Fall Enrollment and Yearly monitoring	Athletic Director, Coaches, and Advisors
Support for Students with Disability	Fall Enrollment and Yearly monitoring	Athletic Director, Coaches, and Advisors
Encourage Female Participation	Fall Enrollment and Yearly monitoring	Athletic Director, Coaches, and Advisors

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Community Engagement	Fall Enrollment and Yearly monitoring	Athletic Director, Coaches, and Advisors
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**Wausau West High School Athletics and Activities Participation**

Soccer

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	49	87	51	8	136
2021-2022	60	42	32	5	102
2020-2021	48	34	15	11	82
Total %	49%	51%	31%	8%	100%

Football

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	121	0	15	7	121
2021-2022	105	1	17	5	106
2020-2021	111	1	23	4	112
Total %	99%	1%	16%	4%	100%

Cross Country

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	21	20	4	5	41
2021-2022	40	23	5	1	63
2020-2021	44	21	1	2	65

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Total %	61%	49%	6%	5%	100%
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Swimming

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	0	21	0	1	21
2021-2022	0	29	1	0	29
2020-2021	0	23	0	0	23
Total %	0%	100%	13%	13%	100%

Tennis

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	21	42	12	3	63
2021-2022	23	36	10	1	59
2020-2021	21	39	9	0	60
Total %	36%	64%	17%	2%	100%

Volleyball

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	0	69	23	2	69
2021-2022	0	67	18	1	67
2020-2021	0	63	16	1	63
Total %	0%	100%	29%	2%	100%

Basketball

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<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	39	17	8	3	40
2021-2022	47	27	9	3	74
2020-2021	50	33	9	4	83
Total %	69%	31%	1%	5%	100%

Hockey

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	43	17	1	6	60
2021-2022	39	13	0	0	52
2020-2021	39	9	1	1	48
Total %	77%	23%	1%	4%	100%

Wrestling

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	45	17	20	6	62
2021-2022	46	4	15	4	50
2020-2021	38	4	13	5	42
Total %	84%	16%	31%	10%	100%

Cheerleading

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
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2022-2023	0	11	3	0	11
2021-2022	0	33	9	0	33
2020-2021	0	39	12	0	39
Total %	0%	100%	29%	0%	100%

Curling

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	8	10	1	1	18
2021-2022	11	9	2	0	20
2020-2021	11	7	2	0	18
Total %	60%	40%	9%	2%	100%

Alpine Skiing

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	4	3	0	0	7
2021-2022	4	4	0	0	8
2020-2021	2	3	0	0	5
Total %	50%	50%	0%	0%	100%

Baseball

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	37	0	3	3	37
2021-2022	41	0	0	1	41

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2020-2021	34	0	1	2	34
Total %	100%	0%	3%	5%	100%

Softball

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	0	25	2	1	25
2021-2022	0	28	2	0	28
2020-2021	0	23	5	2	23
Total %	0%	100%	11%	4%	100%

Track and Field

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	62	62	28	5	124
2021-2022	58	48	19	4	106
2020-2021	52	35	12	6	87
Total %	54%	46%	18%	5%	100%

Lacrosse

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	17	6	2	0	23
2021-2022	22	14	5	1	36
2020-2021	20	8	2	1	28
Total %	68%	32%	10%	22%	100%

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Golf

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	26	5	1	2	31
2021-2022	20	6	1	1	26
2020-2021	26	5	2	2	31
Total %	82%	12%	5%	6%	100%

Dance United

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	8	30	34	0	38
2021-2022	2	22	23	0	24
2020-2021	2	15	14	1	17
Total %	15%	85%	90%	12%	100%

DECA

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	55	92	15	3	147
2021-2022	67	83	18	3	150
2020-2021	35	46	4	0	81
Total %	42%	58%	10%	15%	100%

Drama

Year	Male	Female	Other race than white	Student with	Total Participation
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				<b>Disabilities</b>	
2022-2023	7	18	4	1	25
2021-2022	11	28	5	2	39
2020-2021	6	10	2	1	16
Total %	30%	70%	14%	5%	100%

FCCLA

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	4	28	11	2	32
2021-2022	3	9	7	1	12
2020-2021	2	5	5	0	7
Total %	18%	82%	45%	6%	100%

Link Crew

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	28	66	19	3	94
2021-2022	33	74	16	0	107
2020-2021	43	83	25	2	127
Total %	32%	68%	18%	2%	100%

Earth Club

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	24	72	18	6	96

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2021-2022	5	10	3	1	15
2020-2021	2	7	0	0	9
Total %	26%	74%	18%	1%	100%

E-Sports

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	14	0	4	3	14
2021-2022	31	2	9	5	33
2020-2021	11	0	3	2	11
Total %	97%	3%	29%	17%	100%

FFA

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	27	42	2	2	69
2021-2022	26	31	3	3	57
2020-2021	10	17	0	3	27
Total %	41%	59%	3%	5%	100%

Forensics

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	1	1	0	0	2
2021-2022	2	2	0	0	4
2020-2021	4	5	1	0	9

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Total %	47%	53%	7%	0%	100%
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Master Singers

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	11	12	6	0	23
2021-2022	11	12	5	0	23
2020-2021	10	11	2	1	21
Total %	48%	52%	19%	1%	100%

Robotics

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	9	6	2	0	15
2021-2022	9	7	3	0	16
2020-2021	7	6	2	0	13
Total %	57%	43%	16%	0%	100%

Key Club

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	9	49	14	2	58
2021-2022	3	11	4	1	14
2020-2021	2	16	4	1	18
Total %	16%	84%	24%	4%	100%

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Science Olympiad

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	5	16	4	0	21
2021-2022	5	15	5	0	20
2020-2021	6	12	2	0	18
Total %	27%	73%	19%	0%	100%

Student Council

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	23	60	21	6	83
2021-2022	13	56	13	2	69
2020-2021	6	32	5	0	38
Total %	22%	78%	21%	4%	100%

Yearbook and Magazine

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	11	33	22	0	44
2021-2022	10	28	9	2	38
2020-2021	10	34	11	1	44
Total %	25%	75%	33%	2%	100%

National Honor Society

Year	Male	Female	Other race than white	Student with	Total Participation

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				<b>Disabilities</b>	
2022-2023	21	73	9	0	94
2021-2022	36	52	11	0	88
2020-2021	47	52	15	0	99
Total %	37%	63%	12%	0%	100%

Fellowship of Christian Athletes

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	8	10	2	1	18
2021-2022	13	20	3	0	33
2020-2021	12	16	0	0	28
Total %	42%	58%	6%	1%	100%

Spanish Club

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Participation</b>
2022-2023	1	15	5	0	16
2021-2022	3	18	6	1	21
2020-2021	2	21	7	1	23
Total %	10%	90%	30%	3%	100%

**Summary of Findings**

Participation and Demographics:

Minority Enrollment and Economic Status: Our school has a minority enrollment of 35% and 44% of students are economically disadvantaged. It's essential to ensure equal opportunities and support for all students, regardless of their background, in sports and activities.

## Wausau School District Pupil Nondiscrimination Self Evaluation Report

### Athletic Trends:

The trends in our athletic programs are under representation of our female and minority students, as well as students with disabilities. Our School's actual numbers are 49% female, 39% minority, and 14% students with disabilities while the numbers in our 3-year average are 43%, 17%, and 4% in comparison.

### Activity Trends:

The trends in our activities are under representation of minority students and students with disabilities. Our School's actual numbers are 39% minority, and 14% students with disabilities while the numbers in our 3-year average are 14% and 5% in comparison. A positive trend is the participation of females in our activities which is significantly higher (70%) than it is in athletics (43%)

### Overall Trends:

This data and overall participation numbers does appear to have been impacted by covid. It will be interesting to compare this data to the next three years to determine if some of the changes will recover or be more long term. The other data point that plays a significant role in our participation numbers is being economically disadvantaged. Particular in athletics, club sports are beginning at younger ages which is creating a gap/barrier in our skill level and participation numbers at the high school level. Not having athletic programming in our elementary schools, that accessible to all students, will potentially continue to have a negative impact on participation by diverse groups at the high school level.

<b>Recommendations</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
Increase Participation Rates	Fall Enrollment	Athletic Director, Coaches, and Advisors
Diversity and Inclusion	Fall Enrollment and Yearly monitoring	Athletic Director, Coaches, and Advisors
Support for Students with Disability	Fall Enrollment and Yearly monitoring	Athletic Director, Coaches, and Advisors

**Horace Mann Middle School Athletics and Activities Participation Totals**

Basketball

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	82	40	34	21	122
2021-2022	50	41	41	5	91
2020-2021	9	6	15	4	15
Total %	62%	38%	39%	13%	228

Cross Country

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	20	16	6	4	36
2021-2022	23	26	8	2	49
2020-2021	0	0	0	0	0
Total %	51%	49%	16%	1%	85

Golf

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	22	7	3	4	29
2021-2022	15	3	1	0	18
2020-2021	2	0	2	0	2
Total %	80%	20%	12%	1%	49

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Football

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	52	0	9	10	52
2021-2022	53	0	17	7	53
2020-2021	17	0	17	5	17
Total %	100%	0%	35%	18%	122

Soccer

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	46	27	23	13	84
2021-2022	9	9	18	2	18
2020-2021	7	5	12	1	12
Total %	54%	46%	46%	14%	114

Softball

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	0	18	3	0	18
2021-2022	0	16	1	0	16
2020-2021	0	25	1	0	25
Total %	0%	100%	7%	0%	69

Swimming

Year	Male	Female	Other	Student	Total
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			<b>race than white</b>	<b>with Disabilities</b>	<b>Enrollment</b>
2022-2023	10	42	3	0	52
2021-2022	10	41	2	1	51
2020-2021	0	0	0	0	0
Total %	19%	81%	4%	1%	103

Track and Field

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	46	59	17	13	105
2021-2022	29	28	19	2	57
2020-2021	5	6	11	5	11
Total %	67%	33%	4%	2%	119

Volleyball

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	0	81	26	5	81
2021-2022	0	38	27	2	38
2020-2021	0	0	0	0	0
Total %	0%	100%	45%	6%	119

Wrestling

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
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2022-2023	27	8	8	12	35
2021-2022	14	3	2	2	17
2020-2021	0	0	0	0	0
Total %	79%	21%	2%	3%	52

Chamber Orchestra

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	2	4	6	0	6
2021-2022	2	7	9	1	9
2020-2021	0	0	0	0	0
Total %	27%	73%	100%	16%	15

Forensics

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	3	7	10	0	10
2021-2022	4	8	12	0	12
2020-2021	0	0	0	0	0
Total %	32%	68%	100%	0%	22

Jazz Band

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	2	4	6	0	6
2021-2022	6	9	15	1	15

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2020-2021	0	0	0	0	0
Total %	38%	62%	100%	4%	21

School Play

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	3	6	9	0	9
2021-2022	4	4	8	0	8
2020-2021	0	0	0	0	0
Total %	41%	59%	100%	0%	17

Student Council

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	4	16	2	2	20
2021-2022	2	4	6	0	6
2020-2021	0	0	0	0	0
Total %	23%	77%	31%	8%	26

Variety Show

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	8	8	16	2	16
2021-2022	11	15	26	5	26
2020-2021	8	8	16	1	16
Total %	56%	64%	100%	14%	58

**John Muir Middle School Athletics and Activities Participation Totals**

Basketball

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	86	43	47	9	129
2021-2022	60	53	40	15	113
2020-2021	0	0	0	0	0
Total %	60%	39%	35%	10%	242

Cross County

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	33	43	6	4	76
2021-2022	37	37	9	10	74
2020-2021	12	13	0	1	25
Total %	47%	53%	8%	8%	175

Football

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Other race than white</b>	<b>Student with Disabilities</b>	<b>Total Enrollment</b>
2022-2023	97	0	37	3	97
2021-2022	74	2	25	7	76
2020-2021	79	5	26	6	84
Total %	97%	3%	34%	6%	257

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Soccer

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	31	29	25	5	60
2021-2022	28	21	22	2	49
2020-2021	19	8	9	4	27
Total %	57%	43%	41%	8%	136

Swimming

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	0	31	1	1	31
2021-2022	0	40	3	0	40
2020-2021	0	14	0	0	14
Total %	0%	100%	5%	1%	85

Track and Field

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	81	102	35	9	183
2021-2022	83	92	44	13	175
2020-2021	48	64	23	11	112
Total %	45%	55%	22%	7%	470

Volleyball

Year	Male	Female	Other	Student	Total
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			race than white	with Disabilities	Enrollment
2022-2023	0	140	58	7	140
2021-2022	0	122	45	7	122
2020-2021	0	25	3	1	25
Total %	0%	100%	37%	5%	287

Wrestling

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	39	7	22	3	46
2021-2022	31	15	13	4	46
2020-2021	0	0	0	0	0
Total %	76%	24%	38%	8%	92

**Summary of Findings-** Middle School Athletics and Activities

The District’s athletics and activities program participation data was reviewed by race, sex, national origin, and/or disability to identify trends and patterns of potential underrepresentation. The following areas were reviewed for equity in opportunity, funding, and gender participation:

- Activities that meet the expressed interests of all groups
- Provision of uniforms
- Equipment and supplies
- Scheduling games and practice times
- Provision of transportation
- Opportunity to receive experienced coaching, academic tutoring, medical, or other types of services
- Access to locker rooms, practice, and competitive facilities
- Publicity efforts

In addition, the athletic and activities program was reviewed to identify any bias or stereotyping and to evaluate the training provided to coaches regarding hazing,

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harassment, and nondiscrimination. Student participation in athletics and activities is tracked in our student information system (Infinite Campus). In addition, gender information is collected on a per-season basis by the Wisconsin Interscholastic Athletic Association (WIAA). Overall, the male/female participation in athletics is consistent with the student population in the district as well as with WIAA expectations. Additionally, the athletic and activity participation rates at the middle school generally reflect the composition of the student body. Concerning gender, male and female participation in athletics is consistent with the student population in the district as well as with WIAA expectations. There is a slightly higher percentage of females that participate in school activities. Concerning ethnicity, students in this area are underrepresented in athletics at about 25% of the 58% non-white students at Horace Mann and 28% John Muir of the 55% non-white students at John Muir. Concerning disability, students in this area are underrepresented in athletics at about 5% of the 13% at Horace Mann and 7% of the 12% of students at John Muir. Students with disabilities are offered appropriate accommodations for participation.

The district does provide opportunities for males and females proportionately and in compliance with WIAA expectations. Salaries are equitably provided for each athletic opportunity based upon the same criteria whether male or female. Provisions for uniforms, equipment, and supplies are on a rotational basis, provided an annual stipend, and reviewed annually. All other services, transportation, access to facilities, locker rooms, and publicity efforts are equitably distributed among the sports. Coaches adhere to the WIAA and State regulations and policies on hazing. The school Coaches adhere to the WIAA and State regulations and policies on hazing. Horace Mann and John Muir Middle School students are made aware of activities through announcements, posters, activity walkthroughs, and the website for athletics.

Horace Mann Middle School Recommendations	Target Date for Development, Revision, or Implementation	Person(s) Responsible for Monitoring
Encourage our “new arrival” and non-English speaking students to participate in after-school athletics	Fall 2024	Athletic Director

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John Muir Middle School Recommendations	Target Date for Development, Revision, or Implementation	Person(s) Responsible for Monitoring
Encourage non-white/disabled students to take part in athletics/activities	Fall of 2024-25 school year	Athletic Director, Coaches, and Advisors
Promote using more posters with language translations	Fall of 2024-25 school year	Athletic Director, Coaches, and Advisors
Encourage non-white/disabled students to take part in athletics/activities	Fall of 2024-25 school year	Athletic Director, Coaches, and Advisors



## **Section VII- PI 9.06(1) (f) - Scholarships and Other Recognition**

### **DPI Requirement**

- Evaluate participation trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district

### **DPI Benchmarks**

- All scholarships and other forms of recognition are awarded in a way that does not discriminate.
- Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.
- Information about award opportunities is accessible to all parents/guardians and students.
- Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping

### **Method of Analysis and Supporting Information**

- Collect data on award recipients and applicants for the last three years.
- Disaggregate data based on race, national origin, sex, and disability, and compare data with overall enrollment data to identify discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- Review application materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping.

### **Local Scholarship Recognition Process**

Every year many of our local institutions give scholarships to Wausau East and Wausau West students. To qualify, students need to have a cumulative GPA of 3.3 or higher after the 7th semester is completed.

Qualifying students will receive a letter and an email with a link to the online application. Interested students need to complete the online application and participate in a 5-minute interview with the scholarship committee. Information regarding the student applicant is very pertinent to the committee in their task of scholarship selection. The scholarship committees consist of faculty members and counselors from Wausau East and West High Schools. Scholarships will be based primarily on academics, character, and school involvement.

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**Wausau East High School Scholarships Total**

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	28	53	14	3	81
2021-2022	28	47	17	8	75
2020-2021	24	44	7	6	68
Total %	36%	64%	17%	7%	224

**Wausau West High School Scholarships Total**

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	75	96	15	2	171
2021-2022	100	91	15	1	191
2020-2021	85	97	9	2	182
Total %	48%	52%	7%	1%	544

**Horace Mann Middle School 8th Grade Awards Totals**

Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	15	19	6	1	34
2021-2022	16	18	10	1	34
2020-2021	10	20	3	1	30
Total %	42%	58%	19%	3%	98

**Horace Mann Middle School Citizen of the Month**

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Year	Male	Female	Other race than white	Student with Disabilities	Total Participation
2022-2023	61	83	40	13	144
2021-2022	68	77	44	12	145
2020-2021	46	50	24	15	96
Total %	45%	55%	28%	10%	385

**Horace Mann Middle School Awards Recommendation**

Summary of Findings

Recommendations	Target Date for Development, Revision, or Implementation	Person(s) Responsible for Monitoring
Compare school demographic data and recognition data.	Spring 2024	Counseling Department, Chairperson
Determine the need for re-evaluating the current recognition process and selection procedures.	Fall 2024	Counseling Department, Chairperson
Ask staff to consider recognizing students across demographic categories.	Fall 2024	Counseling Department, Administration

**John Muir Middle School 8th Grade Awards Totals**

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	220	321	212	17	541
2021-2022	187	284	135	39	471

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2020-2021	272	300	181	25	572
Total %	43%	57%	33%	5%	1584

**John Muir Middle School Citizen of the Month**

Year	Male	Female	Other race than white	Student with Disabilities	Total Enrollment
2022-2023	143	185	137	19	328
2021-2022	169	217	154	29	386
2020-2021	189	218	169	41	407
Total %	45%	55%	41%	7%	1121

**Middle and High School Awards Recommendations**

**Summary of Findings**

In reviewing the data, each year there are approximately twice as many females than males that qualify for the Wausau East scholarship criteria of 3.3 GPA. The percentage of minority and disabled students who qualify for the East scholarships do not match the overall percentage of our school population.

Recommendations	Target Date for Development, Revision, or Implementation	Person(s) Responsible for Monitoring
Continue to communicate all scholarship opportunities to the entire senior class. Students are frequently reminded to apply for as many scholarship opportunities as they are eligible for.	Summer and throughout the school-year.	Wausau East and West School Counseling Department

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Senior conferences take place in the summer and the information is shared with all families.		
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Include more students who have disabilities in our forms of recognition.	Monitor yearly starting Spring 2025	Pupil Service Department
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**Section VIII - PI 9.06(1) (g) - District Efforts to Achieve Equality of Opportunity and Nondiscrimination**

**DPI Requirement**

- Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination

**DPI Benchmarks**

- Significant progress is made in closing academic achievement gaps. Every staff member demonstrates high expectations for all students.
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

**Method of Analysis and Supporting Information**

- Review local plans to achieve equality of educational opportunity for success and ongoing challenges or barriers.
- Collect achievement data, disaggregate data based on race, sex, and disability, and identify any achievement gaps.
- Identify current strategies for closing the achievement gap, improving school climate, and infusing equality of educational opportunity and nondiscrimination into professional development

**Summary of Findings**

After sharing and reflecting on this comprehensive review of pupil data and district practices, our district will continue to pursue a data-driven mindset and develop strategies aimed at closing the achievement gap, improving school climate, and promoting equity in professional development. This review should involve data analysis, focus groups with students, families, and staff, and comparing successful practices in similar districts. The goal is to identify areas of strength, weaknesses, and opportunities for improvement to ensure all students have an equal chance to thrive.

<b>Recommendations</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
Attendance/sign-in at all professional development opportunities	August 2024	District Administrators and Education Department Coordinators
Education department monthly visits to staff PLC meetings.	Sept 2024-June 25	District Administrators and Education Department Coordinators
Continue VECTOR and other PD platforms that help staff work at their own pace yet still keep track of progress and hold staff accountable	August 24-October 25 (start up time)	District Administrators and Education Department Coordinators

## Section IX -PI 9.06(1) (h) - School District Technology

### DPI Requirement

- School district technology, including electronic communications by school district staff.

### DPI Benchmarks

- School district technology and electronic communication is accessible by parents and students.

### Method of Analysis and Supporting Information

- Review technology and electronic communication procedures at the district and building level.

### Summary of Findings-

#### Data Trends & Current Practices:

The Wausau School District continuously strives to ensure communication is accessible to all parents, students, and staff. Communication is sent through multiple ways and platforms:

- Email
- Phone Calls
- Mobile App
- Website
- Social media: Facebook, Instagram, X (formerly Twitter)
- Local TV/Print Media (news stories and advertisements)
- Newsletters
- Billboards
- U.S. Mail

To analyze what's going well and, most importantly, where we can improve, we survey our school district community, in multiple languages (English, Hmong, and Spanish), to identify which platforms are preferred and which ones are not. A look at survey data to date from School Perceptions, the survey tool used in 2019-2020 and 2020-2021, shows email as the most popular platform to receive communication - with approximately 93% of respondents choosing that mode. As a result, Wausau School District-related communication is almost always sent through email and that's been the case since those surveys went out. School Messenger, the system we use to send emails, translates our email messages into Hmong and Spanish as well, to ensure everyone is able to receive the email communication we are sending. Phone calls are also sent through this platform, and like emails, they are also translated

into Hmong and Spanish. In addition to the system, we have a network of translators within the Wausau School District who graciously step up to help us ensure our emails, flyers, and other communications are translated and available to families and students in the Wausau School District who do not speak English.

Survey data from those same years shows the Wausau School District website was often utilized by families, students, and staff to receive information. Knowing that it wasn't being utilized quite to the level it could (many indicated in surveys that it was only 'somewhat effective'), we changed website providers in 2021 to ensure it was user friendly and accessible to everyone - including those with disabilities. The change has been well-received within the district. If we are notified that something is not user friendly and/or accessible, we immediately contact our website provider to work through the issue and identify a fix. In fact, we recently received some feedback from a visually-impaired student that they are struggling to navigate the website. We are working with the website provider to remedy the issue.

Following implementation of the new Wausau School District website, we also worked to get a mobile app – to make receiving information even easier and to reach people where they are at. That mobile app launched in the 2022-2023 school year and we continuously work to build subscribers.

We also rely heavily on social media, as well as TV/print media partners to ensure important information (i.e. school closings, other emergency information) is available since we know not everyone has access to the Internet within the Wausau School District. We continue to maintain an excellent relationship with our media partners.

### **Into the Future**

As we look into the future, we'll continue to utilize the communications platforms that are working (i.e. email, phone calls, website, mobile app, etc.) However, there is room for improvement. To ensure communication is available everywhere and to everyone, our goal is to implement text messaging – something identified in surveys as a need. In addition, we'll look to ensure our website is available in multiple languages, including, but not limited to, Hmong and Spanish. We'll work with our website provider to make that happen. We'll also work with them to continue to monitor accessibility and if any issues arise, we will remedy them promptly and without delay.

We will also continue to survey our families, students, and staff to find out what's working well from a communications perspective and what's not so that we can improve and meet people where they are at.

In addition, we continue to welcome new students, some who are refugees from other countries. We'll continue to work with our community partners and vendors to



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ensure communication can be translated into more than just Hmong and Spanish. That work is underway and continuing. Ensuring families, students, and staff have the information they need, when they need it, is our goal. We will work tirelessly to ensure that happens.

<b>Recommendation</b>	<b>Target Date for Development, Revision, or Implementation</b>	<b>Person(s) Responsible for Monitoring</b>
Ensure all of our communication is available in more than just 3 languages to best meet the needs of our newcomer families.	Work began in May of 2024 with full incorporation in place by August of 2024.	Diana White/Communications & Marketing Coordinator
Add text messaging through School Messenger as another source of communication for families.	Our goal would be to add texting capabilities by August 2024.	Diana White/Communications & Marketing Coordinator

## **Section X - PI 9.06(2) - Opportunity for Participation**

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

### Student Participation:

- Opportunity provided to high school students to review the pupil nondiscrimination report

### Faculty and Administration:

- Staff meeting for school personnel
- Review report at an administrative meeting

### Families and Community

- Description and Link to the report School Newsletter article
- Description and Link to the report on the WSD website/Pupil Service Page

## **Major Findings and Recommendations**

The Wausau School District is committed to providing a quality education for all students. This report summarizes the findings from a recent data review focused on student participation and demographics. The review identified areas of strength and opportunities for improvement in ensuring equitable access to programs and activities for all student groups.

### Participation and Demographics:

The district has a minority enrollment of 35% and 44% of students are economically disadvantaged. While female participation in activities is encouraging at 70%, there are concerning trends in underrepresentation for minority students (39% actual vs. 14% average) and students with disabilities (14% actual vs. 5% average) in both athletics and activities.

To address these disparities and promote equitable participation, the district will implement the following recommendations:

1. **Data Analysis and Focus Groups:** Conduct a deeper analysis of participation data by demographics and reasons for underrepresentation. Organize focus groups with students, families, and staff from diverse backgrounds to gather insights and suggestions.

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2. Outreach and Communication: Develop targeted outreach strategies to increase awareness of athletic and activity opportunities among underrepresented groups. Utilize multiple communication channels, including translated materials and text messaging (as identified in surveys), to ensure accessibility.
3. Professional Development: Provide professional development opportunities for coaches and activity sponsors on topics related to fostering inclusive environments and removing unconscious bias.
4. Early Intervention: Explore the feasibility of implementing accessible athletic programming in elementary schools to create a strong foundation for participation at the high school level.
5. Scholarship and Awards Review: Investigate the reasons for the gender gap in students qualifying for the Wausau East scholarship. Analyze participation trends in AP and IB courses to identify and address any barriers for minority and disabled students.
6. Culturally Responsive Practices: Review and revise, if necessary, board-approved policies and procedures to ensure they are culturally responsive and promote a fair and inclusive learning environment for all students.
7. Continued Monitoring: Regularly monitor participation data and the effectiveness of implemented strategies. Make adjustments as needed to ensure continuous improvement in achieving equitable participation for all students.

The Wausau School District is committed to creating a learning environment where all students feel welcome, supported, and empowered to reach their full potential. By implementing the recommendations outlined in this report, the district can ensure that its athletic and activity programs are truly inclusive and representative of the diverse student population it serves.