

PI9 - Pupil Nondiscrimination
Self-Evaluation Report:
2023- 2024



Approved by the Luxemburg-Casco Board of Education on
June 19th 2024

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Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

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.**

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.

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...”
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district”
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities”

Cycle IV: In 2011-12, districts were once again required to complete 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.

Cycle V: In 2016-2017, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. **Cycle VI requires districts to evaluate the following elements:**

- 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.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.</p>	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

Section II - Contributors to the Pupil Nondiscrimination Self-

Evaluation Cycle Report

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

Name	Position
Jo-Ellen Fairbanks-Schutz	District Superintendent
Mike Snowberry	Director of Learning Services
Tara Zeal	Director of Pupil Services/Special Education
Troy Haws	High School Principal
Todd Chandler	Middle School Principal
Heather Mleziva	Intermediate School Principal
Pete Kline	Primary School Principal
Jenny Bandow	Activities Director
Dan Bouche	District Registrar
Kurt Wolske	School Counselor
Jami Palubicki	School Counselor
Jessica Hoiska	School Counselor
Danielle Garceau	School Counselor
Jessica Wessel	School Counselor
Kelly Addison	Activities/ Athletics Support Staff

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle VI Report 9.06(2)

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

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Discussion item at administrative meetings
- Public comment notice

Section III - District Overview

Luxemburg-Casco School District

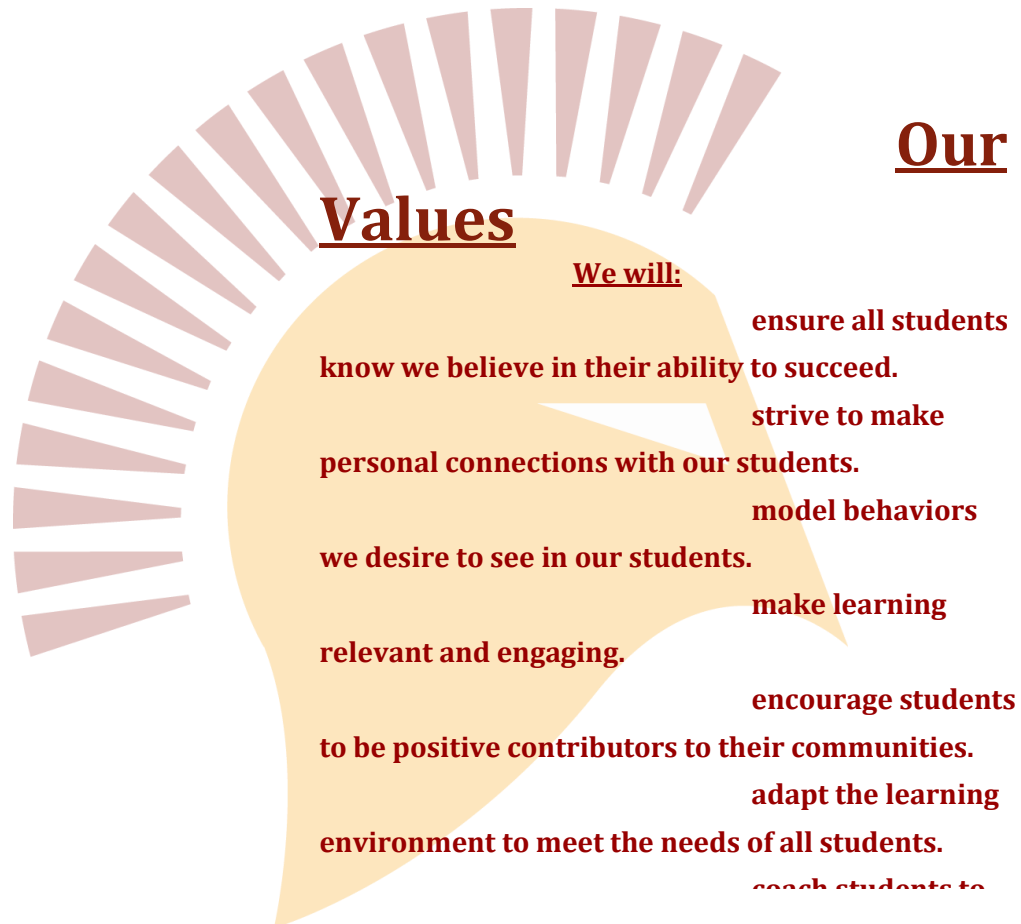
The Luxemburg-Casco School District serves over 2,100 students between the ages of 3-21, across five different locations. The district is made up of nine different municipalities and includes Kewaunee and Brown County.

MISSION STATEMENT

We inspire minds, challenge students, and promote excellence.
We are Spartans.

VISION STATEMENT

Preparing our students to thrive in a global community by ensuring excellence in intellect and virtue. We are Spartans.



Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

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

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process

Summary Report Data

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Administrative team meeting and data examination
- Review Student Handbooks

Supporting Information:

The following information was reviewed:

- [Luxemburg-Casco School District Board Policies](#)
 - 2260 – Nondiscrimination and Access to Equal Educational Opportunity
 - 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability
 - 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - 2460 – Programs for Students with Disabilities
 - 5516 – Student Hazing
 - 5517 – Student Anti-Harassment
 - 5605 Suspension/Expulsion of Students with Disabilities
 - 5710 – Student Complaints
 - 5730 – Equal Access for Non-district Sponsored Student Clubs and Activities
 - 7510 – Use of District Facilities
- School Student Handbooks
- [Annual Notices - Website](#)

Findings:

1. Board Policy 2260, 2260.01, 2266, and 5517 include the name of an individual as Compliance Officer, Title IX Coordinator and Anti-Harassment Compliance Officer who is no longer employed by the district.
2. The *Public Notification of Student Nondiscrimination Policy* and *Pupil Discrimination Complaint Form* (both English and Spanish forms) includes the name of an individual as District Superintendent who is no longer employed by the district.
3. Board Policy 2260 states, in part; “The District Administrator shall publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws” and “The names, titles, and contact information of these individuals [District Compliance Officers] will be published annually on the School District's website and in the staff and student handbooks.” A review of the applicable district website and staff and student handbooks revealed the following:

- A search of the District website did not find the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws.
 - Staff and student handbooks do not list the names, titles, and contact information of the Compliance Officers.
 - There is misalignment between Board Policy 2266 and the Luxemburg-Casco Family Handbook as to who is the designated Title IX Coordinator.
4. The District uses NEOLA policy services to assist with policy updates and compliance.

Areas for potential improvement and recommendations:

1. Evaluate the alignment of Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity and the Pupil Discrimination Complaint Form as they relate to complaint reporting, investigating and resolution.
2. Verify that the identities of the Compliance Officers are published on the District's website and posted throughout the District, and included in the District's recruitment statements or general information publications.
3. Evaluate the suitability and effectiveness of information and training provided to all members of the School District community related to the implementation of the following policies:
 - a. Nondiscrimination and Access to Equal Educational Opportunity
 - b. Student Anti-Harassment
 - c. Equal educational opportunity policies and the training for District students and staff to determine its suitability and effectiveness.
4. Evaluate the suitability and effectiveness of the training provided to the District's Title IX Coordinator.
5. Review District procedures used to ensure that the district annually publishes a class 1 legal notice of its pupil nondiscrimination policies and the name and address of the employee designated to receive complaints of pupil discrimination in at least one publication in a newspaper likely to give notice in the area or to the person affected.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

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

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

Summary Report Data

Method of Analysis:

- Administrative team meeting and data examination
- Course enrollment data review with high school administration
- Three years of data disaggregated for course enrollments in various programs

Supporting Information:

The following information was reviewed:

- [District Enrollment Data Sets](#)
- [AP and Dual Enrollment Data Set](#)
- EL Enrollment Data

Findings:

- Advanced Placement Enrollment:
 - Students identifying as female are overrepresented in Advanced Placement courses compared to males compared to their district enrollment.
 - Students identifying as Hispanic students and EL are underrepresented in Advanced Placement courses compared to their district enrollment.
 - Students identifying as Hispanic are underrepresented in Advanced Placement courses as compared to white students as compared to the their district enrollment
 - Students that are economically disadvantaged are slightly underrepresented in Advanced Placement courses compared to their overall enrollment. Students that are economically disadvantaged are the largest underrepresentation of any student group/demographic
 - Students identified with a disability do have consistent representation in Advanced Placement courses, although lower than at their overall enrollment rates.
 - Students identified with a disability are underrepresented in Advanced Placement courses.
- Dual Credit Programs:
 - Students identifying as female are overrepresented in Healthcare and Education courses compared to males compared to their district enrollment.
 - Students identifying as male are overrepresented in Computer Science and Transportation courses compared to males compared to their district enrollment.
 - Students identifying as Hispanic are overrepresented in dual enrollment courses compared to their district enrollment.

- Students that are economically disadvantaged are overrepresented in dual credit courses compared to their overall enrollment.
- EL Program:
 - Roughly 3 in 4 students that are identified as Hispanic are in the EL program. Of the students in the EL program 25% are level 1 and 2 and 70% are levels 3 and 4. Students in levels 1 and 2 are required to have an additional English class to support their language development which may cause them to take less elective credits.

Areas for potential improvement and recommendations:

- Continue to expand AP offerings by working with staff to obtain the appropriate certification for the courses offered at the high school level.
- Continue to expand dual credit offerings to high school students to reduce the cost of college. If dual credits can be offered online this is a bonus to students who don't have transportation.
- Recommend breaking down Youth Apprenticeship programs based on career clusters which would allow us to see trends in work based learning enrollment trends.
- Continue to monitor the EL students and their rate of progress within the English Language Learner Program.

Section VI - Methods, practices, curriculum and materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school instruction, counseling and pupil assessment to determine whether all students are being included in the learning process.

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

- Ensure that curriculum selection is reflective of all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Ensure equity is demonstrated through assessment and testing.

Summary Report Data

Method of Analysis:

- Consultation with school counselors
- Review of K-12 Counseling Program Scope and Sequence
- Review of K-12 Counseling Program Themes and Benchmarks
- Participation and discussion with building level principals and district level administration

Supporting Information:

The following information was reviewed:

- SEL Curriculum
 - Scope and Sequence: [Character Strong](#)
 - PBIS System & Instructional practices/celebrations ([Primary](#), [Intermediate](#), [Middle](#) and [High](#))
- Restorative Practices
- Review of counseling practices and procedures [Primary](#), [Intermediate](#), [Middle](#), and [High](#)
- [Instructional Materials Evaluation Tool](#)
- [Middle School Course Guide](#)
- [High School Course Guide](#)
- [District Assessment Schedule](#)
- [4K-12 ACP Scope Sequence](#)
- [ACP Plan](#)

Findings:

- When reviewing instructional materials, a uniform evaluation tool is used. This evaluation tool includes requirements that any materials selected are inclusionary and reflect the diverse cultural and social backgrounds of our students.
- When reviewing instructional materials, the review committee includes staff who look through a variety of lenses, including special education staff, English language learner/ bicultural education staff, etc.
- The High School master schedule is developed to maximize opportunities for all students. Unless there is a safety concern, all students have equal access to all high school programs including the auto and diesel program.
- Various district and school forms have been provided in English and in Spanish, including those

used for registration.

- Translators and technology are available, at each school, for parents/students during registration.
- The primary and intermediate school screen all students three times per year utilizing the SABERS assessment
- The primary and intermediate schools utilize the SABERS screener to help identify behavior supports for each student.
- Middle School and High School students complete the BESS screener. The *BESS* is an instrument designed to provide schools with to determine the social and emotional strengths and weaknesses of students in middle and high school. The measure consists of items relating to four dimensions of behavioral and emotional functioning including, *Adaptive Skills, Externalizing Problems, Internalizing Problems, and School Problems.*
- The Primary, Intermediate and Middle schools have a tier 1 SEL curriculum that is used in grades 4K-8 which is delivered by the classroom teachers.
 - The Primary School teaches “The Zones of Regulation” which is a curriculum framework organized around four colored Zones to describe our feelings, energy, and emotions. The students learn to regulate our Zones to meet our goals and task demands, as well as support their overall well-being.
 - The Middle School has utilized Suite 360 for its SEL curriculum in grades 7-8 since 2019 and is teacher lead during Spartan Time.
- The Primary, Intermediate, and Middle Schools are beginning to implement tier 2 interventions for both performance and acquisition deficits in grades 4k-8 with progress monitoring.
 - The Primary School piloted IM4 tier 2 interventions for performance deficits and utilized their platform for progress monitoring in 2022.
 - The Primary and Intermediate school utilized IM4 tier 2 interventions for performance deficits, acquisition deficits and progress monitoring in 2023. The tier 2 interventions for acquisition deficits were not grade level appropriate and therefore the school counselor needed to modify the lessons.
 - In 2024 the district will be changing to Character Strong for its SEL curriculum and utilizing the Tier 2 interventions by either the classroom teacher or the counselor. The current interventions used are being modified to be age appropriate in our other program. Additionally, Character Strong has a component that involves parents and classroom teachers in the students' learning and skill development.
- The Middle School program provides direct student services, indirect student services, and program planning & school support.
 - Individual/group short-term counseling
 - Academic support
 - Anxiety
 - Anger Management
 - Conflict Resolution
 - Coping Strategies
 - Distress Tolerance Skills
 - Grief
 - Growth Mindset
 - Middle School Transition
 - Wise Mind
 - Crisis Intervention
 - Consultation and Collaboration with families, school staff and outside agencies
 - Classroom Counseling Lessons
 - Academic and Career planning
 - 8th grade transition including Spartan Summits

- The High School supports a student group that implements Sources of Strength, a universal suicide prevention program, that is designed to build protective influences and reduce the likelihood that vulnerable youth will become suicidal.
- High School counselors utilize an employability rubric which provides students and parents feedback on their employability skills.
- Junior planning conferences are held for all students in the 11th grade. Parents are invited to participate in their child's conference. This is an important component of meeting each student's unique needs and working with each student to create a plan for post-graduation success.
- Over 58 percent of our junior and seniors participate in the Youth Apprenticeship program to provide career opportunities in their chosen field.
- High School counseling services are provided for all students by the L-CHS counseling department. Counseling is a process to aid students in problem solving and decision making. The counselor assists the student with their high school academic program, post high school planning and exploration, and social-emotional struggles. The counseling department can assist students with college exploration, interest inventories assessment, and career education activities to help the student evaluate their progress, strengths, and future plans. Students are encouraged to make appointments to see a counselor to take advantage of many services available, as well as utilize the resource section of this page for community support.
- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations and one on one student sessions.
- Counselors advocate/consult (admin, teachers, parents, stakeholders, outside professionals) for the response and preventative measures of students in academic, career, and social emotional needs.
- Counselors provide at risk planning and intervention including goals setting, attendance monitoring and parent meetings.
- A goal of the L-C SD is to train 100% of staff in Youth Mental Health First Aid. Currently, over 85% of all staff in the district are trained in YMHFA.
- Pupil Services staff collaborate with outside providers/treatment programs to incorporate coping skills/plans into academic settings.
- Various district and school forms have been provided in English and in Spanish, including those used for registration.
- All students have the opportunity to engage in career exploration through Careers on Wheels, career fairs, career field trips, job shadowing, and classwork
- The District's state assessments include: Wisconsin Forward Exam, ACT plus Writing, PreACT, ACCESS, and Dynamic Learning Maps. The District's local assessments include: I-Ready, IXL, Fastbridge, SAEBRS/mySAEBERS, and BESS
- Assessments administered online can be conducted on a uniform platform, eliminating disparities in software or hardware capabilities that could skew results.
- Assessment modifications are provided for state and local assessments as allowed by each individual assessment.

Areas for potential improvement and recommendations:

- Continue to track student progress in the Redefining Ready components for academic and career readiness
- In 1-2 years expand into tier 3 interventions for behaviors
- In grades 4k-6 switch to using Character Strong for tier 1 curriculum and tier 2 for interventions
- Continue to translate materials for parent's in their native language.
- Continue to provide Youth Mental Health First Aid so all staff are trained.

Section VII – Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment

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

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

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

Summary Report Data

Method of Analysis:

- Review of Educlimber Discipline Data
- Consultation with Building Principal, IT staff in charge of Educlimber, and Director of Pupil Service.

Supporting Information:

The following information was reviewed:

- Analysis of Educlimber Discipline Data
- [Luxemburg-Casco School District Board Policies](#)
 - 5605 Suspension/Expulsion of Students with Disabilities
 - 5610 Suspension and Expulsion
 - 5611 Due Process Rights
- Review of Student Handbooks
- [Pupil Non-Discrimination Data](#) - Historical

There were a number of years where the data was not collected in PowerSchool or Educlimber for student discipline. The data that was collected revealed that males were 5 to 1 more likely to be suspended and males were 10 to 1 more likely to harass other students. Suspension for students with disabilities trends were higher than

Findings:

2017-18 Data

- No data was reported by the Intermediate School or High School.
- All students receiving these consequences were white.
- Expulsions: No data was imported into Educlimber from PowerSchool or SWIS regarding expulsions. I don't know what was reported to Wisedata for this year.
- ISS: The Middle School was the only building who reported data on ISS. Boys were 4x as likely to be ISS.
- OSS: Population sizes are too small to draw conclusions.
- Harassment: There was no harassment reported through PowerSchool or SWIS. I don't know what was reported to the state that year.

2018-19 Data

- There is no data from the Primary, Intermediate or High School for this year.

- All students receiving these consequences were white.
- Expulsions: No expulsions entered into PowerSchool or SWIS. I don't know what was reported to WiseData.
- ISS: 9 males were ISS vs. female.
- OSS: No OSS reported through PowerSchool or SWIS.
- Harassment: No harassment reported through PowerSchool or SWIS.

2019-2020

- No data from the Intermediate School.
- Expulsions: One white male student with a disability was expelled.
- ISS: 100% of students receiving ISS were boys. 60% had IEPs. 15% were Hispanic with the rest being white.
- OSS: 81% boys, 81% white, 60% SwD
- Harassment: One case of harassment reported at the Middle School.

2020-2021

- Expulsions: No expulsions reported
- ISS: 70% of students were SwD, 100% were boys
- OSS: 100% of students were boys
- Harassment: No harassment reported in EduClimber

2021-2022

- Expulsions: 3 Expulsions, numbers too small to make conclusions
- ISS: 29% of students had disabilities, 64% were boys, 91% were white
- OSS: 25% were students with disabilities, 63% were boys, 92% were white
- Harassment: No harassment was reported through EduClimber

2022-2023

- Expulsions: No expulsions reported in EduClimber.
- ISS: 33% of students had disabilities, 82% were boys, 82% were white
- OSS: 32% of students had disabilities, 79% were boys, 91% were white
- Harassment: 22% were students with disabilities, 89% were boys, 89% were white

Areas for potential improvement and recommendations:

- Student handbooks should be aligned with consistent language for grades 4k-12 and school board policy.
- Each school should continue to analyze their behavior data in educlimber monthly and adjust lessons as needed.
- Each school will ensure the data is captured for ISS, OSS, Expulsion, and Harassment in Educlimber.
- Due to disproportionate representation in student suspensions, the district should consistently make training available to staff for implicit bias, microaggressions, and trauma-informed practices.
- Each school will continue to have a school improvement goal that is focused on student engagement, building meaningful relationships and connections, seeking to understand our students and the issues that are impeding their education.
- Look into how harassment is being reported and determine if additional processes or opportunities need to be added.

Section VIII - Trends and patterns of school district support of athletic, extracurricular, and recreational activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

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

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

Methods of Analysis

- Participation and discussion with the Athletic Directors at middle school and high school and Athletic/Activities support staff.
- Data Analysis of participation rates, disaggregated by gender, ethnicity, race and disability status.

Supporting Information

The following information was reviewed:

- [High School Participation Data](#) - Athletics, Activities, Scholarships
- [Middle School Participation Data](#) - Athletics, Activities, Scholarships
- [High School Athletics/Activities](#)
- [Middle School Athletics/Activities](#)

Overall Demographics of the High School

	Female	Male	White	Minority	SwD
School population	48.5%	51.5%	90.1%	9.9%	10.3%
Sports participation	44.8%	56.2%	95.4%	4.6%	1.5%

Club participation	67.5%	32.5%	95.5%	4.5%	6.7%
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Middle School Athletics

Male Athletics

Basketball
 Cross Country
 Golf
 Soccer
 Track
 Football
 Wrestling

Female Athletics

Basketball
 Cross Country
 Golf
 Soccer
 Track
 Volleyball
 Dance

High School Athletics

Male Athletics

Basketball
 Cross Country
 Soccer
 Track
 Golf
 Football
 Baseball
 Wrestling

Female Athletics

Basketball
 Cross Country
 Soccer
 Track
 Golf
 Volleyball
 Softball
 Dance

Findings:

- No elementary Pk-5 information.
- The district follows The Pupil Nondiscrimination Guidelines For Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:
 - They are comparable in scope.
 - They are comparable in type.
 - Participation of males/females is representative of their enrollment.
- The athletic director is familiar with the DPI/WIAA guidelines on non discrimination and uses them as resources.
- The district equitably supports all athletics.
- There have been no formal, written complaints in recent years.
- Accommodations are made for individual students when necessary.
- The rates of females participating in both music and activities is significantly higher than males.
- Students with disabilities and minorities are underrepresented in clubs and activities.
- Fees are waived to provide financial assistance to students who are economically disadvantaged to reduce barriers for participation.

Areas for potential improvement and recommendations:

- Focus on improving the participation rates of underrepresented groups in athletics, activities, and music offerings.
- Focus on improving the participation rates of students with disabilities in all areas and removing or addressing barriers to participation.
- Continue to identify any remaining barriers in each area for students facing economic disadvantages and identify community services/resources to eliminate

those barriers.

- Work to make information about activities, clubs, music, and athletics offerings available to students and their families in their native language as much as feasible.
- Implement a club fair at the beginning of school and encourage freshmen students to participate.

Section IX - Trends and patterns in awarding scholarships and other forms of recognition provided or administered by the district

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

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

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parents/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is non discretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Summary Report Data

Methods of Analysis

- Participation and discussion with school counselors
- Review of policies, award recipients, and scholarship related materials
- Participation and discussion with high school administrative team and secretaries

Supporting Information

The following information was reviewed:

- [Luxemburg-Casco School District Board Policies](#)
 - 5451.01 Wisconsin Academic Excellence Scholarship
 - 451.02 Technical Excellence High Education Scholarships
 - 9700 Relationships with Special Interest Groups
- [High School Scholarships](#) - webpage
- [High School Data for scholarships](#)

Overall Demographics of the High School

	Female	Male	White	Minority	SwD
School population	48.5%	51.5%	90.1%	9.9%	10.3%
Scholarships	67.6%	32.4%	99%	0.9%	0.7%

Findings:

- On average 60 high school students per year receive scholarships from colleges, universities, athletics, and community organizations.
- All students are provided the information and have access to apply for a scholarship.
- The high school counseling office keeps records of all students who have received a scholarship.
- Local organizations submit scholarship information which is provided on the district website for students and parents to review.
- Scholarships for minority and students with disabilities are underrepresented as recipients over the past three years
- Female students have consistently received scholarships at a higher rate as compared to males.
- Scholarships are posted on the school website and emailed to students. Seniors have an option to sign up for an email communication.

Areas for potential improvement and recommendations:

- Information on applying scholarships needs to be more readily available to all students and their families in their native language as much as feasible. Focus should be on helping English Learners complete the application process.
- Encourage and support students receiving special education services throughout the application process.

Section X – School district efforts to achieve equality of educational opportunity and nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

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

- Ensure that staff have 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.

Summary Report Data

Method of Analysis:

- Review District Report Cards
- Review Title I plan
- Review District Mission, Vision, and Values

Supporting Information:

The following information was reviewed:

- [District Report Cards](#)
- [District Mission, Vision, Values](#)
- [Primary School Wide Plan](#) and [Intermediate School Wide Plan](#) for Title 1
- [Primary](#), [Intermediate](#), [Middle](#) and [High School](#) building success plans
- Title I Family Nights
- L-C Community Fun Night
- Library extended community hours

Findings:

- The District has established forms and procedures for documenting gender identity name change requests and gender identity plans. Parental involvement is a key component of the process and consent is required for any name change requests.
- Interpreters are provided to assist families who are non English speakers.
- The District has a part-time Community Resource worker provided through a partnership with Bellin Health
- A goal of the L-C SD is to train 100% of staff in Youth Mental Health First Aid. Currently, over 85% of all staff in the district are trained in YMHFA.

Areas for potential improvement and recommendations:

- Continue to offer timely and engaging family/community nights that welcome all families into the school buildings
- Continue to offer extended library hours afterschool and in the summer to promote family literacy

- Continue to train staff in Youth Mental Health First Aid

Section XI – School district technology, including electronic communications by school district staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

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

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Method of Analysis:

- Review applicable School District Policies
- Public comment School Board meetings

Supporting Information:

The following information was reviewed:

- [Luxemburg-Casco School District Board Policies](#)
 - 7540 - Technology
 - 7540.02 - District Web page
 - 7540.05 - Assistive Technology and Services
- May Board Meeting - Public Comments
- [Pupil Nondiscrimination Self Evaluation - Notice](#)

Findings:

- Digital Equity Survey is completed by all families at the beginning of the year. It asks families if they have internet access, how reliable it is, if students have designated devices, etc. If families indicate that they do not have access, a staff member reaches out to the families to ask if they would like a school device
- Paper copies of electronic forms are provided per parent's request.
- Computer and IT personnel are available during registration to assist families with electronic registration.
- All school district policies are available electronically or in hard copy (as requested) by the general public.
- Staff, students, parents, and residents of the school district were made aware of the opportunity to make comments about this evaluation

Areas for potential improvement and recommendations:

- Increase public input via a survey vs. notification
- The school board approves the 2023-2024 Pupil Non Discrimination report.
- The 2023-2024 Pupil Non Discrimination report will be published on the Luxemburg-Casco School District Website.
- The Superintendent will complete and submit the PI-1198 form to DPI indicating the completion of this report.