

DPI Pupil Nondiscrimination Self-Evaluation Report: Fall 2023

***Complete Self Evaluation Report and Related Requirements
DATE: May 8, 2024**

North Lakeland School District

**Approved by the School Board on
May 13, 2024**

**PI 9 District Designee:
Brent Jelinski, District
Administrator/Principal
(715)543-8417
bjelinski@nles.us**

DPI Contact: Paul Sherman, Pupil Nondiscrimination Program
Consultant Phone: 608-267-9157 Email: paul.sherman@dpi.wi.gov

TABLE OF CONTENTS

- I. General Overview of PI-9 Pupil Nondiscrimination**
 - a. Introduction to the Pupil Nondiscrimination Self Evaluation**
 - b. Wisconsin State Statute 118.13**
- II. Contributors to the Self Evaluation Report**
- III. District Overview**
- IV. School board policies and administrative procedures**
- V. Enrollment trends in classes and programs**
- VI. Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing**
- VII. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment**
- VIII. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities**
- IX. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district**
- X. School district efforts to achieve equality of educational opportunity and nondiscrimination**
- XI. School district technology, including electronic communications by school district staff**

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 2017-18, 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:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability </div>	<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
Brent Jelinski	District Administrator/Principal
Nikki Hagen	Director of Pupil Services
Nathan Breitholtz	Curriculum Director
Jodi McMahon	Administrative Assistant

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV 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
- ☒ Report Posted on district website
- ☒ Discussion item at an administrative meeting

Section III District Overview - North Lakeland School District

The North Lakeland School District serves just under 150 students between the ages of 3-14, North Lakeland is a one building district that serves the towns of Winchester, Boulder Junction, Presque Isle, and Manitowish Waters. The district also serves a portion of the towns of Land O' Lakes and Oma.

Our Mission

To provide a superior education for each student, where together everyone learns more.

Our Strategic Plan

The pillars of the District's strategic plan are, student growth and opportunities, staff development and retention, infrastructure and facilities, and safe and healthy community.

[Link to our Strategic Plan](#)

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering home learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.

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

Findings:

- The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities.
- These policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
- The district has trained compliance officers.
- Information is shared on school and district websites, in new student orientation sessions, and student handbooks

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Review and Examination of administrative guidelines related to Pupil Nondiscrimination and Equal Education Opportunity
- Review of Student Handbooks

Supporting Information:

The following information was reviewed:

[Link to District Policy Page](#)

- PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
- PO 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
- PO 2266 Nondiscrimination on the Basis of Sex
- PO 5517 Student Anti Harassment

- PO 5730 Equal Access for Non-District Sponsored Clubs/Activities
- School Student Handbooks
- Title IX procedures and investigative process materials

Recommendations for Improvement and Implementation Strategies:

- The District's designated compliance officers are Brent Jelinski, District Administrator and Nicole Hagen, Director of Pupil Services. All compliance officer information has been checked and corrected where necessary.
- The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks as required in Policy 2260.
- It is recommended that the district place the nondiscrimination statement in a prominent location within the school website or policy entry page.

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:

- o Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.

Summary Report Data

Findings:

- o Classes are open to all students in the district.
- o Being a small district allows for students to have access to the majority of course offerings and classes.

Method of Analysis:

- o Review of enrollment trends and data
- o Enrollment by grade level
- o Department meetings and discussions with the entire district administrative team.

Supporting Information:

The following information was reviewed:

- o [WISEdash Public Portal](#)
- o Past class rosters

Recommendations for Improvement and Implementation Strategies:

- o North Lakeland is a 4k-8 school district. Courses that are offered to all students are appropriate for the students' age. Any changes to course offerings for students are based on IEP goals. The current recommendation is to continue to allow open enrollment for students in courses that are offered to individual grades.

Section VI - Curriculum, Instruction, Counseling, Pupil Assessment and Testing

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in 4k-8 curriculum, instruction, counseling, pupil assessment and testing 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 the goals of equity and excellence for all students are demonstrated.
- Ensure that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Summary Report Data

Findings:

- Curriculum and instruction is implemented across the district in an equitable manner to be consistent with the needs of all students.
- Instructional practices are reviewed yearly.
- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations, evening programs, and one-on-one student sessions.
- Various district and school forms have been provided both in digital and paper format, including those used for registration.
- The district provides culturally and linguistically accessible support services to students and families by providing interpreters as needed. The counseling team collaborated with other schools across the Vilas and Oneida county region to implement a research- and evidence-based suicide risk assessment process.
- A comprehensive review conducted: A thorough examination of the curriculum and assessment materials was undertaken, covering all subjects and grade levels to ensure inclusivity and fairness.
- Inclusive content: The curriculum was found to include diverse perspectives, cultures, and experiences, reflecting a commitment to representation and equity.
- Assessment fairness: Assessments were designed to measure student learning objectively, with questions and tasks that were free from bias or discriminatory language.

Method of Analysis:

- Review of 4k-8 Curriculum, Instruction, and Assessment
- Review of 4k-8 Counseling Program Themes and Benchmarks
- Participation and discussion with the administrative team.
- Review of curriculum decisions
- Review of Lakeland Area Mental Health Coordination

Supporting Information:

The following information was reviewed:

- Project AWARE Goals and Outcomes

- Review of 4K-8 curriculum scope and sequence
- Review of programs offered to students.

Recommendations for Improvement and Implementation Strategies:

- Continue to increase the data tracking and decision-making related to the multi-layered systems of support in each building level
- Continue the use of small group interventions, thus reducing the need for extensive individual student interventions
- An increased emphasis should be placed on career exploration and planning. The district is currently using the Xello web-based program extensively for grades 6-8.

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

Findings:

- North Lakeland has had very few suspensions
- North Lakeland has had no expulsions.

Method of Analysis:

- Review of suspension rates over multiple years
- Review of policies:
 - PO 5605 Suspension/Expulsion of Students with Disabilities
 - PO 5610 Suspension and Expulsion
 - PO 5611 Due Process Rights
- Review of Student Handbooks
- Analysis of WISE Dash Discipline Data
- Review of Annual State Pupil Nondiscrimination Reports

Supporting Information:

The following information was reviewed:

- [WISE Dash Data Review](#)
- North Lakeland - WI Pupil Nondiscrimination Annual Report
 - 2020-21
 - 2021-22
 - 2022-23

Recommendations for Improvement and Implementation Strategies:

- North Lakeland should continue to use the current behavioral management system.
- The District should continue to monitor the trends and patterns of disciplinary action.

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-8 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

Findings:

- Students with IEPs are less likely to be involved in athletics
- More females are involved in athletics than males.

Methods of Analysis

- Participation and discussion with the Activities Director
- Rosters from individual sports and activities
- Data analysis of participation rates

Supporting Information

The following information was reviewed:

- North Lakeland School middle school athletic offerings
- Participation rates/data from the Activities Department

Recommendations for Improvement and Implementation Strategies

- o Continue to focus on improving the participation rates of students with disabilities in all areas.
- o Identify any remaining barriers in each area for students facing economic challenges and identify community services/resources to eliminate those barriers.

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

This section evaluates the patterns in awarding scholarships and other forms of recognition and achievement and determines whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

- o In the district, scholarships are not offered due to its educational structure, which concludes after the 8th grade. As a result, the district's focus is primarily on preparing students for the transition to high school rather than providing scholarships for post-secondary education. While the district strives to provide a robust academic foundation during the crucial middle school years, its resources and efforts are directed toward ensuring students are equipped with the necessary skills and knowledge to excel in their high school education and beyond. Instead of scholarships, the district may offer guidance and support services to help students explore various high school options and access financial aid opportunities available to them as they continue their educational journey beyond the district's scope.

Section X – School District Efforts to Achieve Equality of Education 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

Findings:

- The district recently completed the process of creating a Strategic Plan, which directly addresses the quality of education for all students and the district's focus on Nondiscrimination.
- District-wide goals are directly shared in the strategic plan addressing:
 - ensure every student meets or exceeds grade-level standards
 - develop trusting relationships
 - build student voice, choice, and ownership of their learning and growth
 - create inclusive environments that show an understanding of and care for every student, staff, family member, and visitor
 - support the academic, physical, social, and emotional wellness of students and staff
 - speak and act swiftly against inequities, harassment, discrimination, racism, and hate
- The district strategic plan explicitly states the district's commitment to providing staff training to serve all students.

Method of Analysis:

- School Board Agendas
- Strategic Planning Agendas and Final Plan

- Review/Discussion of Strategic Plan and process
- Review of Community Conversations Outcomes

Supporting Information:

The following information was reviewed:

- [District Strategic Plan](#)

Recommendations for Improvement and Implementation Strategies:

- The district's Strategic Plan evaluates and communicates progress across multiple domains to both the community and school board. It outlines priorities and standards aimed at ensuring equal educational opportunities. Regular updates on the Strategic Plan and its outcomes should be disseminated to all stakeholders within the school and broader community.

Section XI – School District Technology, including Electronic Communications by School District Staff

This section evaluates 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

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.

Method of Analysis:

- School board policy
- Surveyed district website
- Student handbook

Supporting Information:

The following information was reviewed:

- District Website
- Student Handbook
- School Board Policy

Recommendations for Improvement and Implementation Strategies:

- Continue to offer district policy on the district website and available in hard copy.
- Offer translation services for interpretation of district policies.