

Arbor Vitae - Woodruff Elementary School
11065 Old HWY 51
Arbor Vitae, WI 54568



November 2023

Pupil Nondiscrimination Self-Evaluation Report

to Meet Requirements of
S.118.13, Wis. Stats., & PI 9,
Wisconsin Administrative Code

The Woodruff J School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

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Introduction and Self-Evaluation Process

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

This review took place in November 2023. The District collaborated to review documents, interviewed key staff members, and prepared the printed report.

The following is a brief timeline of the basic procedures.

- Preparation of the draft report took place in the Fall of 2023.
- Administrative review of the draft report December 11, 2023 (Board Meeting Report)
- Legal Notice -- January 2024

General Comments

The district is sensitive to providing equal opportunity to all students without discrimination. The following comments made during the interview process will reinforce this commitment by the district. They are listed in the order in which they were received during the onsite review.

- There is a comprehensive school counseling program in place. More detail will be provided in this report.
- Extensive opportunities are available to all students in athletics and activities.
- Data is used extensively by the administration in presentations to staff and other audiences.
- A large number of minority students are involved in athletics and activities.
- Special education students are involved in athletics and activities as a result of the IEP (Individualized Education Program) process.

District Structure

History

AV-W is one of four elementary districts that feed into Lakeland Union High School. The other three feeder schools are North Lakeland located in Manitowish Waters, Lac du Flambeau in Lac du Flambeau, and Minocqua-Hazelhurst-Lake Tomahawk located in Minocqua. The Union High District was created on October 11, 1955 by a majority vote of the electors in a special referendum. Each of these five districts is administered by its own Board of Education.

Demographics and Location

AV-W is an elementary school district serving children in grades 4K through grade 8 living in the towns of Arbor Vitae and Woodruff. The District encompasses approximately 129 square miles and is located in northern Vilas and Oneida Counties. Approximately 90% of the land in Woodruff and 80% of the land in Arbor Vitae is owned by Federal, State, and County interests, and as such, is not available for private sales or taxation.

Our 2023 - 2024 school year enrollment was 371 resident students with an additional 140 open enrollment students, for a total of 511 students. We pride ourselves on our open enrollment numbers, noting that our numbers have continually increased. For many years, we have had one of the highest open enrollment rates in the state.

Governance and Fiscal Independence

The district is governed by a Board of Education composed of five board members. Each board member is independently elected. Board members serve for a period of three years at which time they may choose to run for re-election. The Board of Education directly appoints one Principal, the Superintendent and the Finance Director. Other administrative employees are recommended by the Superintendent and are then approved by the Board.

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 multiple compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.
- Information is shared on school and district websites, in new student orientation sessions, and student handbooks

Review of Printed Material

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

Meet the Requirements

2023 - 2024 Student Handbook

2023 - 2024 Staff Handbook

The following policies were reviewed:

- PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
- PO 2260D Notice of Nondiscrimination
- 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
- ○ AG 2260 Nondiscrimination and Access to Equal Educational Opportunity
- ○ AG 2266 Nondiscrimination on the Basis of Sex
- ○ School Student Handbooks
- ○ Title IX procedures and investigative process materials

District Profile

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.

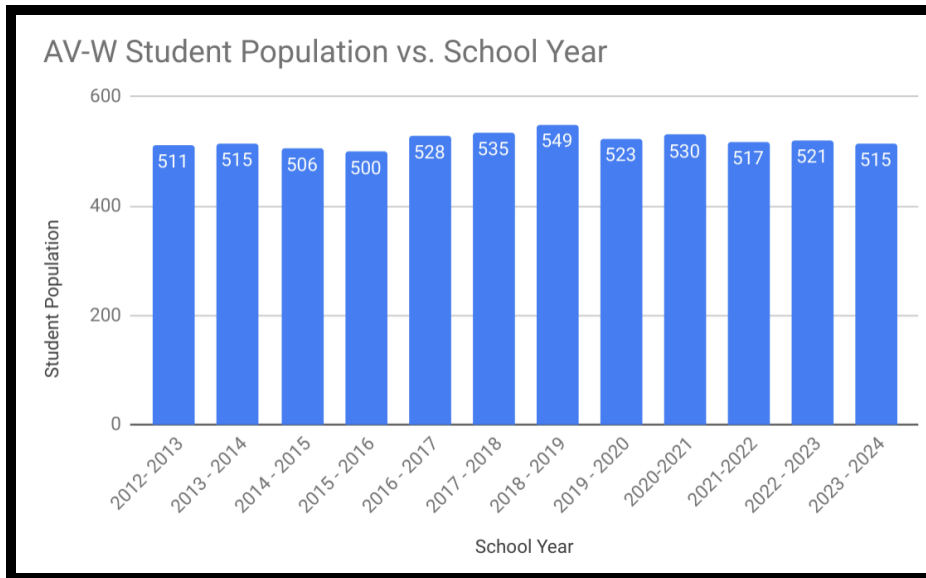
District Enrollment 2024

Grade	Male	Female	Minority	Special Education	Total
4K	13	21	9	4	34
K	25	28	10	5	53
1	27	17	6	2	44
2	25	19	7	5	44
3	20	25	5	3	45
4	28	29	14	5	57
5	30	25	10	6	55
6	35	28	10	9	63
7	26	32	14	7	58
8	26	25	16	5	51
Total	255	249	101	51	504

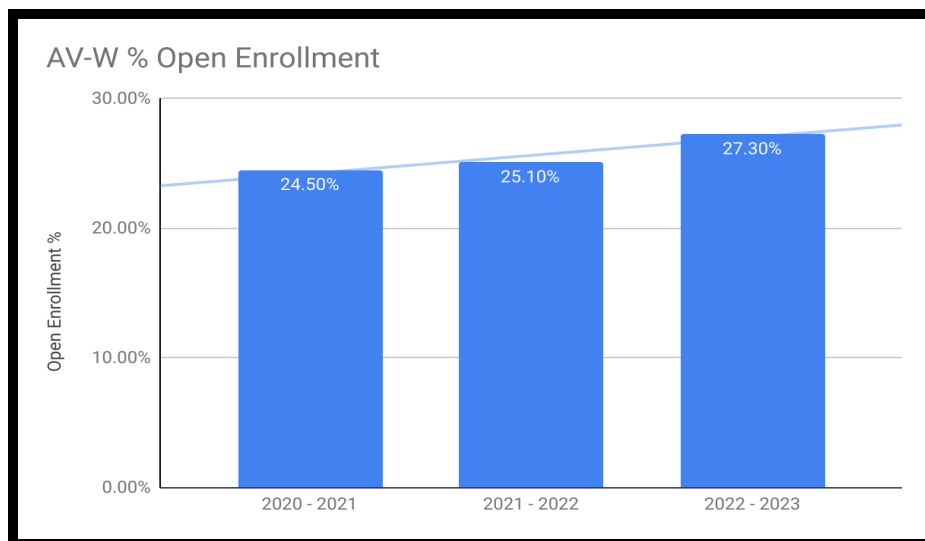
Special Education			
Male	Female	Minority	Total
33	18	14	51

Students of Poverty
43% of students are on free or reduced-price lunch.

District Enrollment Trends



District Open Enrollment Trends



Findings

- The district enrollment has increased by 2 students since 2012.
- The number of minority students has increased by 10 students since 2016. Minority enrollment is 17% of the student body (majority American Indian)
- The number of special education students has stayed the same since 2016.

District Discipline Trends

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.

Base Camp Referrals (Expectation Infraction)

2016/17 -- 15% of students

2017/18 -- 12% of students

2018/19 -- 9% of students

2019/20 -- 5.2% of students

2020/21 -- 6.5% of students

2021/22 -- 9.5% of students

2022/23 -- 8.7% of students

2023/24 -- 6.0% of students (GOAL)

Office Referrals (1 or 10 major offenses)

2014/15 -- 11% of students

2015/16 -- 9% of students

2016/17 -- 5% of students

2017/18 -- 4.75% of students

2018/19 -- 4% of students

2019/20 -- 3.1% of students

2020/21 -- 3.5% of students

2021/22 -- 3.2% of students

2022/23 -- 3.5% of students

2023/24 -- 3% of students (GOAL)

Findings

- November is the month with the highest number of referrals
- Wednesday is the day of the week with highest number of referrals
- The classroom has the highest number of referrals. Integrity is the highest offense.
- Four out of the top ten offenders are special education students.

Methods, Practices, Curriculum, and Materials Used in Counseling

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling 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 through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.
- The district employs two full-time school counselors. Both are trained in the Wisconsin Comprehensive School Counseling Model.

The following opportunities are available to all students:

- General information on careers Employment opportunity trends
- Non-traditional opportunities Self-assessment tools
- Interest inventories
- After-school tutoring
- Individual counseling
- Individual therapy
- Student conferences two times/year
- Planning is well under way for the ACP (Academic & Career Plan)
- Continued use of the Career software - Xello
- Development of a written plan based on PI 26 Plan approval by the school board
- Publication of the plan on the school website
- The district recognizes that implementation of the district plan is an all-staff effort.

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

Participation Trends and Patterns and District Support of Athletic and Extracurricular 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. 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.

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction.

- ❖ As a result of these guidelines and current practice, programs meet the following basic criteria.
 - Comparable in scope.
 - Comparable in type

Athletics Offered to All 7th and 8th Graders

- ❖ Volleyball
- ❖ Gymnastics
- ❖ Track
- ❖ Football
- ❖ Wrestling
- ❖ Cross Country

Extracurricular Activities

- ❖ Mural
- ❖ Yearbook
- ❖ Spelling Bee
- ❖ Chess Club
- ❖ STEAM Club
- ❖ Art Club
- ❖ Homework Club

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:

District-wide goals, aligned with EL Education, address:

- Ensuring every student meets or exceeds grade level standards
- Developing trusting relationships
- Building student voice, choice, and ownership of their learning and growth
- Creating inclusive environments that show an understanding of and care for every student, staff, family member, and visitor
- Supporting the academic, physical, social, and emotional wellness of students and staff
- Speaking and acting swiftly against inequities, harassment, discrimination, racism, and hate

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

Findings:

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