

**GIBRALTAR AREA SCHOOL DISTRICT**

**Pupil Nondiscrimination Self-Evaluation Report  
to Meet Requirements of  
S.118.13, Wis. Stats., & PI 9, Wisconsin Administrative Code**

**April, 2017**

**The Gibraltar Area 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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## Self-Evaluation Review Committee

The following staff members provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Tina Van Meer	District Administrator
Shaun Young	Director of Learning
Gereon Methner	Secondary Principal
Peggy Tanck	Athletic Director
Brooke Peterson	School Counselor

Students, staff, parents, and residents of the school district were given an opportunity to make comments. No comments were received prior to the onsite review on March 24, 2017.

## I. District Profile

### A. District Enrollment

#### District Enrollment – 2015-16

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
296 (51.6%)	278 (48.4%)	77 (13.4%)	40 (7.0%)	574

#### Special Education

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Total</u>
26 (65%)	14 (35%)	2 (5%)	40

#### Students of Poverty

150 of 574 students on free or reduced-cost lunch = 26.1%

**Findings:** The overall enrollment dropped 4 students since the 2012 report – a decrease of .7%.

The number of minority students increased by 33 students = an increase of 75%.

The number of special education students decreased by 12 students – a decrease of 27.1%.

The % of minority students in special education is 2.6%.

The % of white students in special education is 7.6%.

B. District Structure

The district is comprised of the following schools:

Early Childhood – Special Education  
Elementary – Grades K-6  
Secondary – Grades 7-12

C. Review of Printed Materials

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

Meet the Requirements

Employee Handbook  
2016-17 Secondary School Student Handbook  
2016-17 Elementary School Student Handbook

Do Not Meet the Requirements

2016-17 Secondary School Code of Conduct\*  
2016-17 Secondary School Course Handbook\*\*

\*Needs the complaint procedure.

**Legal Reference: PI 9.05(3)**

\*\*Needs the nondiscrimination statement.

**Legal Reference: PI 9.05(2)**

#### D. 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 have been no formal, written complaints in recent years for the three areas being reviewed. That means that the informal process is working and issues are dealt with promptly at the level at which they occur.

Students are strongly encouraged to participate in athletics and activities, and the district encourages new activities to meet interests of students.

The district has a number of activities in place to ensure equal opportunity for all students. A few examples are listed as follows:

- Grade 9 orientation
- Class meetings in Grades 7-12
- Open house
- Registration day

**Legal Reference:           PI 9.06(g)**

Planning for the ACP (Academic & Career Plan) initiative is under way in the district.

**Legal Reference:           PI 26**

The district has an excellent counseling program. More detail is provided in Section II of this report.

There are excellent partnership activities through the Door County Economic Development Corporation and the Door-Kewaunee Partnership.

## II. Methods, Practices, Curriculum, and Materials Used in Counseling

The district employs two full-time school counselors as follows:

Grades 4K-6 – one full-time counselor

Grades 7-12 – one full-time counselor

The school counselors continue to implement the Wisconsin Comprehensive School Counseling Model. A copy of the counseling view book is in the appendices.

Some highlights of the counseling program are outlined as follows:

Individual counseling as needed

Small-group counseling as needed

Classroom instruction

Collaboration with staff

Involvement in the IEP (Individualized Education Program) process

Involvement in the RTI (Response to Intervention) and PBIS

(Positive Behavioral Interventions and Supports) initiatives

Use of Career Cruising software

Development of student portfolios

Job Fair

Scholarships

ACP (Academic & Career Plan) planning

In the 2016-17 school year, the following will be accomplished in order to implement the ACP (Academic & Career Plan) initiative in the 2017-18 school year:

Completion of the district plan

School board approval of the plan

Publication of the plan on the district website

**Legal Reference:           PI 26**

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

### III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities

#### A. Athletics

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. 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 in the district.

#### Middle School Athletics

##### Male Athletics

Basketball  
Cross Country  
Track  
Football

##### Female Athletics

Basketball  
Cross Country  
Track  
Volleyball

#### High School Athletics

##### Male Athletics

Basketball  
Cross Country  
Soccer\*  
Track  
Football  
Baseball\*\*  
Golf

##### Female Athletics

Basketball  
Cross Country  
Soccer\*  
Track  
Volleyball  
Softball

\*Co-op with Sevastopol

\*\*Co-op with Washington Island

The following comments were presented by the athletic director:

There are also community-sponsored athletics in place.

A co-curricular committee meets on a regular basis to review participation in athletics and activities.

Accommodations are made for individual students when necessary. This includes financial assistance and medical assistance.

There have been no formal, written complaints in recent years.

The athletic director gets regular updates from WIAA.

The district equitably supports all athletics.

All coaches will be trained in the following areas in preparation for the 2017-18 school year:

First Aid

CPR (Cardiopulmonary Resuscitation)

AED (Automated External Defibrillator)

B. Other Activities

Middle School

7<sup>th</sup> and 8<sup>th</sup> Grade Peer Leaders

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	3	0	0	4
2014-15	4	6	0	0	10
2013-14	1	5	0	0	6
Totals	6 (30%)	14 (70%)	0 (0%)	0 (0%)	20

Math Team

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	1	0	0	4
2014-15	6	9	0	1	15
2013-14	0	10	0	0	10
Totals	9 (31%)	20 (69%)	0 (0%)	1 (3.4%)	29

Play

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	2	0	0	3
2014-15	5	14	2	1	19
2013-14	1	12	0	0	13
Totals	7 (20%)	28 (80%)	2 (5.7%)	1 (2.9%)	35

High School

Project 180

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	10	22	0	1	32
2014-15	10	36	0	6	46
2013-14	11	39	0	4	50
Totals	31 (24.2%)	97 (75.8%)	0 (0%)	11 (8.6%)	128

DECA

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	9	0	0	15
2014-15	18	21	1	6	39
2013-14	16	14	1	6	30
Totals	40 (47.6%)	44 (52.4%)	2 (2.4%)	12 (14.3%)	84

Ecology Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	0	26	0	2	26
2014-15	8	21	0	1	29
2013-14	11	14	1	1	25
Totals	19 (23.8%)	61 (76.2%)	1 (1.3%)	4 (5%)	80

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	0	3	0	0	3
2014-15	2	8	0	0	10
2013-14	2	6	0	0	8
Totals	4 (19%)	17 (81%)	0 (0%)	0 (0%)	21

Peer Leaders

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	0	11	0	0	11
2014-15	0	16	0	0	16
2013-14	3	16	1	0	19
Totals	3 (6.5%)	43 (93.5%)	1 (2.2%)	0 (0%)	46

Jazz Band

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	13	6	0	0	19
2014-15	5	1	1	0	6
2013-14	9	5	1	0	14
Totals	27 (69.2%)	12 (30.8%)	2 (5.1%)	0 (0%)	39

Varsity Letter Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	5	7	0	0	12
2014-15	15	16	1	1	31
2013-14	13	16	2	2	29
Totals	33 (45.8%)	39 (54.2%)	3 (4.2%)	3 (4.2%)	72

Math Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	32	0	0	38
2014-15	13	25	0	4	38
2013-14	17	27	1	4	44
Totals	36 (30%)	84 (70%)	1 (1%)	8 (6.7%)	120

Musical

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	7	22	0	1	29
2014-15	11	29	1	3	40
2013-14	16	25	2	3	41
Totals	34 (30.9%)	76 (69.1%)	3 (2.7%)	7 (6.4%)	110

National Honor Society

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	4	9	0	0	13
2014-15	13	22	1	3	35
2013-14	7	21	0	2	28
Totals	24 (31.6%)	52 (69.7%)	1 (1.3%)	5 (6.6%)	76

One-Act Play

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	3	7	0	2	10
2014-15	3	15	2	3	18
2013-14	5	16	1	3	21
Totals	11 (22.4%)	38 (77.6%)	3 (6.1%)	8 (16.3%)	49

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	1	2	0	0	3
2014-15	6	13	0	3	19
2013-14	6	11	0	3	17
Totals	13 (33.3%)	26 (66.7%)	0 (0%)	6 (15.4%)	39

Vicking Voice

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	2	9	0	1	11
2014-15	3	9	1	0	12
2013-14	6	12	1	0	18
Totals	11 (26.8%)	30 (73.2%)	2 (4.9%)	1 (2.4%)	41

Yearbook

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	0	8	0	0	8
2014-15	0	11	1	2	11
2013-14	1	14	1	0	15
Totals	1 (2.9%)	33 (97.1%)	2 (5.9%)	2 (5.9%)	34

Findings: Three middle school activities are female dominated.  
Twelve high school activities are female dominated.  
One high school activity is male dominated.  
One high school activity is balanced on a male/female basis.  
Minority students and special education students are involved in activities.

#### IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District

##### A. Scholarships

There is a process in place to ensure that all students and their parents are aware of scholarships and the application procedures. A few highlights of the process are outlined as follows;

- Use of the website
- Door County Scholarship Network
- Individual planning conferences
- Personal Finance class
- Current social media

##### Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	33	79	15	0	112
2015	23	76	8	0	99
2014	26	61	0	0	87
Totals	82 (27.5%)	216 (72.5%)	23 (7.7%)	0 (0%)	298

Findings: Scholarships are female dominated.

Minority students are receiving scholarships.

No special education students have received scholarships.

B. Other Awards

Miscellaneous Awards

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	24	26	1	2	50
2015	23	40	9	2	63
2014	17	34	0	1	51
Totals	64 (39%)	100 (61%)	10 (6.1%)	5 (3%)	164

Findings: Other awards are female dominated.

Minority students are receiving other awards.

Special education students are receiving other awards.

## **Recommendations**

Whenever materials are printed, be sure to include the nondiscrimination statement and the complaint procedure when needed.

**Legal Reference:**        **PI 9.05(2) & (3)**

Monitor student participation in athletics and activities on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

**Legal Reference:**        **PI 9.06(e)**

Monitor scholarships and awards on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

**Legal Reference:**        **PI 9.06(f)**