



St. Croix Central School District



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Pupil Non-Discrimination Self-Evaluation Report

*To Meet Requirements of S118.13, Wis Stats.,
& PI 9.06, Wisconsin Administrative Code*



Board Approved:
January 24, 2024

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Summary of Specific Legal Requirements

The following is a summary of the district's current status regarding the requirements of Chapter PI 9, Wisconsin Administrative Code:

9.06(1)(a) Evaluate board-approved policies and procedures.	Complete
9.06(1)(b) Evaluate enrollment trends and patterns in classes and programs.	Complete
9.06(1)(c) Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.	Complete
9.06(1)(d) Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.	Complete
9.06(1)(e) Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.	Complete
9.06(1)(f) Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.	Complete
9.06(1)(g) Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination.	Complete
9.06(1)(h) School district technology, including electronic communications by school district staff.	Complete
9.06(2) Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	Complete
9.06(3) The district prepares a written report of the self-evaluation which is available for examination by residents of the school district.	Complete



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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. 3

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.

INTRODUCTION AND SELF-EVALUATION PROCESS

In compliance with S.118.13, Wis Stats., and PI 9.06, Wisconsin Administrative Code, the St. Croix Central School District conducted a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunities. This review was reviewed by the school board on January 24, 2024.



A self-evaluation facilitation team compiled and organized required data for review. Members of the facilitation team led discussion, review, and assessment of progress in the required areas.

SELF-EVALUATION REVIEW COMMITTEE

The following staff members served as the facilitation team for the self-evaluation:

Tim Widiker	District Administrator
Pete Nusbaum	High School Principal
Brian Johnson	High School AP/Activities Director
Chance Langeness	MS Principal/Activities Director
Jackie Palmer	Middle School Assistant Principal
Shelly Clay	Elementary Principal
Lindsay Jacobs	Elementary Assistant Principal
Stephani Posta	St. Croix Virtual Academy Principal
Leah Voelker	Director of Special Education
DeeAnn Sol	Director of Teaching and Learning

Self-Evaluation Contributors and Participants

Students, staff, parents, and residents of the school district were given an opportunity to participate in the review. Participation information was sent out in several mediums throughout the community. Stakeholders who participated were:

Travis Madigan	High School Counselor
Jenna Scheithauer	School Psychologist (Middle School)
Haley Hartmann	English Language Learner Teacher
Andrea Felberg	SPED Admin. Assistant/Parent



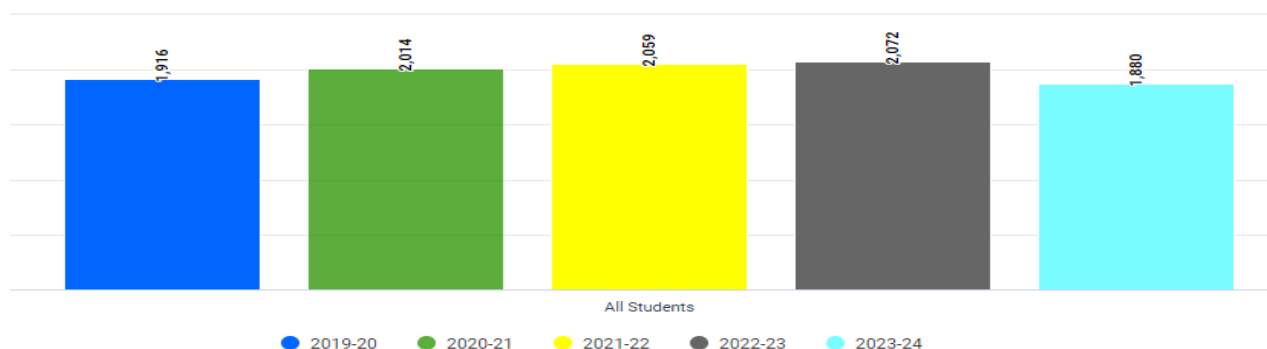
David Linsmeyer	Elementary School Counselor
Kaitlyn Kurrelmeyer	Elementary School Counselor
Alyssa Fritsche	Middle School Counselor/Parent
Chris Jardine	Middle School Counselor/Parent
Erin Pop	High School Counselor
Michael Becker	School Psychologist (High School)
Karli Eichstadt	SCVA School Counselor
Becca Paulson	School Psychologist (Elementary)

DISTRICT PROFILE

District Enrollment 2020-2021 School Year through 2022-2023 School Year

Source: WISEDash Public, Third Friday Count Enrollment

The School District of St. Croix Central has experienced enrollment decline of 6.6% between 2020-2021 and 2023-2024 according to the Third Friday of September counts. This does not account for the students who enroll after the TFS into our virtual program at the St. Croix Virtual Academy, or any other building. Enrollment after the Third Friday in September at SCVA has already increased by 36 students, making our decline in student enrollment only 4.8%. The SCVA has traditionally seen continued enrollment well into the Spring. (As of 1/3/24 our enrollment is at 1,916).





District Structure

The St. Croix Central School District is a rural Wisconsin public school district located approximately 45 miles East of Minneapolis, Minnesota in the villages of Roberts, WI and Hammond, WI. The district serves students in Early Childhood Special Education through grade 12 and is comprised of the following schools:

- St. Croix Central Elementary School, which includes Early Childhood Special Education through 4th grade located in Roberts, WI. (639)
- St. Croix Central Middle School, which includes grades 5-8, located in Hammond, WI. (479)
- St. Croix Central High School, which includes grades 9-12, located in Hammond, WI. (486)
- St. Croix Virtual Academy, which includes grades K-12 (the home-base is physically attached to the high school). (312)

BOARD POLICIES AND PROCEDURES

There have been no formal discrimination complaints related to the development or content of Board policies and procedures.

Policies, Rules, and Exhibits

The listed Board policies, rules, and procedures directly address matters related to the prevention of unlawful discrimination. All policies are approved through a public two-reading process and are available electronically on the district's web page.

[Policy 113.1: Title IX](#)

[Policy 323: Ceremonies and Observances](#)

[Policy 342.1 Programs for Students with Disabilities](#)

[Policy 342.4: Programs for Children-at-Risk](#)

[Policy 342.7: Services/Programs for English Language Learners](#)

[Policy 343.5: Virtual Schools/Online Learning](#)

[Policy 345.1: Grading Systems](#)



[Policy 361: Instructional Materials](#)

[Policy 361.1: Instructional Materials Selection](#)

[Policy 362: Library Media Services](#)

[Policy 364: School Counseling Program](#)

[Policy 370: Extracurricular Activities \(Including Athletics\)](#)

[Policy 371: School-Sponsored Student Organizations](#)

[Policy 371.1: Student-Initiated Clubs and Similar Organizations \(Equal Access\)](#)

[Policy 383.1: Use of Service Animals](#)

[Policy 411: Equal Educational Opportunities](#)

[Policy 411.1: Student Harassment](#)

[Policy 411.2: Transgender Students](#)

[Policy 411.2: Education of the Homeless Children and Youth](#)

[Policy 411.3: Children in Out-of-Home Care \(Foster Care\)](#)

[Policy 411.4: Education of Children of Military Families](#)

[Policy 423: Full-Time Open Enrollment](#)

[Policy 443: Student Conduct](#)

[Policy 443.71: Bullying](#)

[Policy 444: School-Age Parents](#)

[Policy 447: Student Discipline](#)

[Policy 461: Higher Education Academic Excellence Scholarship](#)

[Policy 462: Wisconsin Technical Education Excellence Scholarship](#)

[Policy 511: Equal Opportunity Employment](#)

[Policy 512: Employee Harassment](#)

[Policy 523.4: Staff Protection](#)

[Policy 527: Staff Complaints and Grievances](#)

[Policy 8111.1: Parent Involvement](#)

Annual Notice of Student Nondiscrimination

The [Student Nondiscrimination Annual Notice](#) is published in the August newsletter (which all families receive), is included in the parent/student handbooks and is also posted on the website. The Notice is alternatively noticed under section 985.02(2) of the statutes which allows for the posting in at least one public place likely to give notice to persons affected and placed electronically on an Internet site maintained by the municipality. The Notice is posted at the St. Croix Central School District Office, the St.



Croix Central School District Website, and within the St. Croix Central School’s Handbooks.

The Student Non-Discrimination Statement and Complaint Procedure is included in the St. Croix Central’s Employee Handbook.

Compliance Officer

The St. Croix Central School District has identified the Director of Student Services as the Compliance Officer. The Compliance Officer’s name, position, and contraction information is included in policies, procedures, notices, and handbooks. The current (2023-2024) compliance officer is Leah Voelker.

ENROLLMENT TRENDS AND PATTERNS IN CLASSES AND PROGRAMS

There have been no formal discrimination complaints related to access to or participation in district classes or programs.

Career and Technical Education (CTE) Courses

There have been no formal discrimination complaints related to access to or participation in district CTE courses.

CTE Participants -- number of participants and number of each population (Duplicative)						
Year	All	Males	Females	SwD	EcD	EL
2021	93	59	34	10	19	0
2022	143	104	39	16	24	3
2023	259	165	94	42	42	3

CTE Participants -- percentage of participants representative of each population (Duplicative)						
Year	All	Males	Females	SwD	EcD	EL
2021	19%	24%	14%	16%	21%	0%
2022	30%	40%	17%	28%	26%	42%
2023	53%	64%	41%	69%	43%	43%

Males are participating in CTE Courses at a much higher rate than females, although they are increasing slightly with participation. We would like to continue to see increased participation in CTE courses for females, and are



working towards more course offerings of interest. We also have a strong presence of female CTE instructors (5 out of 8) to serve as positive role models for females interested in those careers. Students who are economically disadvantaged and students with disabilities are participating in CTE courses at equitable rates compared to their peers. Students who are not English proficient are still a very small percentage of our students which demonstrates volatility in the data from year to year, but we will continue to monitor their participation.

Parents and guardians in the St. Croix Central School District receive a District Annual Notice related to nondiscrimination of Career and Technical Education opportunities. The notice is sent to families annually and posted on the District website. The notice contains the following statement:

The school district shall not discriminate in the admission criteria, methods and practices of assigning students to program offerings related to Career and Technical Education. Career and Technical Education includes program options such as courses in Computer Science, Business, and Agriculture Science; student organizations such as Future Farmers of America (FFA) and Future Business Leaders of America (FBLA); school-based enterprises such as Panther Pizza, Panther Catering, and Panther Construction; and outside of school work opportunities through Youth Apprenticeship and School-To-Work. All Career and Technical Education opportunities will be offered on a nondiscriminatory basis (without regard to sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability). Tim Widiker, District Superintendent, coordinates district compliance with nondiscrimination laws.

Students are admitted to courses for which they meet the listed prerequisites and grade-levels that the course is offered for.

Advanced Placement Courses

There have been no formal discrimination complaints related to access to or participation in district Dual Credit Courses.



AP Courses (Duplicative)						
Year	All	Males	Females	SwD	EcD	EL
2021	183	66	117	2	17	0
2022	210	76	134	2	24	0
2023	266	113	153	8	33	0

Female students are participating in advanced credit courses at an increased rate compared to their counterparts. Students living in poverty are participating at an equitable rate compared to their peers. Students with disabilities are participating, but not at a rate similar to their peers. Students who are not English proficient are currently not participating in any advanced courses.

METHODS, PRACTICES, CURRICULUM, and MATERIALS USED IN INSTRUCTION, COUNSELING, PUPIL ASSESSMENT, AND TESTING

There have been no formal discrimination complaints related to methods, practices, curriculum, materials, instruction, counseling, assessment, or testing.

Instruction

Policy 361.1: Selection of Textbooks and Other Classroom Instructional Materials and Resources includes a requirements that consideration must be given to the effect of the selection decision on the District's legal obligation under state law to provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society, including an evaluation of the materials for any improper or discriminatory bias, misinformation, or stereotyping and the accessibility of the item to individuals who require special formats (e.g., certain students with disabilities and English language learners), recognizing that the District has certain legal obligations to provide instructional materials and resources that will enable students with special needs to obtain applicable educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students

Further, the policy includes the District nondiscrimination statement:



The District shall not unlawfully discriminate in, the selection and evaluation of instructional materials or resources on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established District procedures.

Policy 361.2: *Library Media Center Material Selection and Reconsideration includes the requirements that LMC materials and resources of varying types and formats shall be selected and maintained primarily to help students:*

- *pursue the District's curriculum, academic standards and educational goals taking into consideration the varied interests, abilities, and maturity levels of the pupils served*
- *access materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards*
- *become more informed and responsible members of the community*
- *engage with materials on opposing sides of controversial issues so that young citizens, under guidance, may develop the practice of critical analysis;*
- *understand and appreciate the cultural diversity and pluralistic nature of society in the United States and around the globe*
- *develop their creative capacities*
- *use discretionary time constructively and enjoyably* The Board further directs staff who are involved in the selection of LMC materials to give consideration to the following additional goals and standards, some of which draw on principles stated in the American Association for School Libraries "Library Bill of Rights":
 - *To provide a comprehensive collection of materials which will implement, enrich, support and extend the curriculum and encompass the varied interests, abilities, socioeconomic backgrounds and maturity levels of the students.*
 - *To provide materials which will stimulate growth in the areas of factual knowledge, critical thinking, literary appreciation and aesthetic values.*
 - *To provide materials representative of the contributions of all people, regardless of age, sex, religion, ethnic or cultural origin.*



- *To provide a background of information which will enable students to make intelligent judgments in their daily lives.*
- *To provide materials on controversial issues which will enable students to develop, under guidance, critical analysis of media.*
- *To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of materials for all students.*
- *To provide a wide range of materials for all levels of learners*

Further, the policy includes the District nondiscrimination statement:

The District shall not unlawfully discriminate in the selection and evaluation of library media materials or resources on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established District procedures.

Counseling

Policy 364: School Counseling includes the District nondiscrimination statement:

The District shall not unlawfully discriminate in the methods, practices and materials used for guidance and counseling services for students on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

The District employs seven school counselors with the following grade assignments:

Grades 4K-4	2 Full-Time School Counselors
Grade 5-8	2 Full-Time School Counselors
Grades 9-12	2 Full-Time School Counselors



SCVA K-12 1 Full-Time School Counselor

In addition to school counselors, the District also employs Student Services staff members who facilitate and support the personal, social, emotional, and behavioral growth and development:

Grades 4K-4	1 Full Time School Psychologist
Grades 5-8	1 Full Time School Psychologist
Grade 9-12	1 Full Time School Psychologist
Grades K-12	1 Part Time Behavior interventionist (.5)
SCVA K-12	1 Part Time School Psychologist (.8)

The student services department leads the implementation of an Equitable Multilevel System of Supports (EMLSS) for academic, behavioral, social, and emotional support of students. The EMLSS identifies universal instruction and support that is for all students as well as tier two (small group) and tier three (individual or small group) supports for students. We also provide tier 4 support (Special Education, English Language Services, and 504 Plans) and extension services (Gifted and Talented Programming).

We have a [Pyramid of Interventions](#) guidebook to help make decisions around best-practice and student supports. *The guidebook is currently in the process of being updated by our EMLSS team in both academic and behavioral needs.* Our school psychology department is also working to create an online teacher resource center for academic and behavioral support for students requiring additional services in those areas.

The school counselors use the Wisconsin Comprehensive School Counseling model.

Some highlights of the student services and counseling programs are outlined as follows:

Elementary School:

- Individual counseling
- Small-group counseling
- Classroom Instruction
- Connectedness Survey



- SAEBERS Screening
- School-based mental health program
- [Website](#)

Middle School:

- Individual counseling
- Small-group counseling
- Classroom Instruction
- School-based mental health program
- Student-Led Conferences
- Connectedness Survey
- SAEBERS & mySAEBRS Screening
- S.O.S- Signs of Suicide Grade Level Instruction (7th Grade)
- S.O.S Suicide Risk and Depression Screener (7th Grade)
- ACP Meetings
- LINK Crew

High School:

- Individual counseling
- Small-group counseling
- Classroom Instruction
- Scholarships
- SOS- Students Offering Support
- Freshman Orientation (Day One)
- ACP Support
- Freshman Meetings
- Junior Parent Night
- State Testing
- AP Testing
- S.O.S- Signs of Suicide Grade Level Instruction
- S.O.S Suicide Risk and Depression Screener
- Student Climate Survey

SCVA:

- Individual counseling
- Small-group counseling
- Scholarships
- ACP Support



- Freshman Meetings
- Junior Parent Night
- State Testing
- AP Testing
- Student Climate Survey

Student Services Staff are also involved in the following:

- IEP (Individualized Education Program) for special education students
- 504 Service Plans
- RTI (Response to Intervention)
- PBIS (Positive Behavioral Interventions and Strategies)
- Academic & Career Planning (ACP)

Pupil Assessment

Policy 346: Student Assessment Program includes the District nondiscrimination language:

In connection with any of the methods, practices, or materials used for testing and evaluating students, the District shall not unlawfully discriminate on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Testing

Ongoing assessment is completed throughout the year in formats appropriate to each student's ability, age, and in alignment with the requirements set forth by the Department of Public Instruction and Wisconsin law for accountability purposes. Standardized assessments, as well as diagnostic screeners, summative and formative assessments are used only for instructional purposes. Decisions regarding the assessment of students with disabilities and English Learners shall be made on an



individualized basis to the extent required by law and in accordance with established District policies and procedures.

TRENDS AND PATTERNS IN DISCIPLINE ACTIONS

There have been no formal discrimination complaints related to disciplinary actions.

Suspensions

Out-of-School Suspension						
Year	All	Males	Females	SwD	EcD	EL
20-21	23	17	6	12	6	0
21-22	12	9	3	6	4	0
22-23	20	11	9	4	9	2
Suspension Proportionality = counts of suspension divided by subgroup enrollment						
Year	All	Males	Females	SwD	EcD	EL
2021	1%	2%	<1%	5%	2%	0
2022	<1%	1%	<1%	2%	1%	0
2023	1%	1%	<1%	2%	2%	3%

Expulsions

Expulsion						
Year	All	Males	Females	SwD	EcD	EL
2021	0	0	0	0	0	0
2022	0	0	0	0	0	0
2023	0	0	0	0	0	0

Response to Harassment Reports

There have been no formal harassment reports completed.

PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETIC, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES



There have been no formal discrimination complaints related to participation in or support of athletic, extracurricular, or recreational activities.

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. The Activities Director (HS) and Activities Director (MS) are knowledgeable of the DPI/WIAA guidelines for nondiscrimination and use them as a resource.

High School Activities

The following high school athletic programs are offered:

<u>Male Athletics</u>	<u>Female Athletics</u>
Basketball	Basketball
Cross Country	Cross Country
Soccer	Soccer
Track	Track
Football	Volleyball
Golf	Golf
Baseball	Softball
Hockey	Hockey
Wrestling	Wrestling
Panther Powerlifting	Panther Powerlifting
Cheerleading	Cheerleading
Dance	Dance

High School CoCurricular Participation*						
Year	All	Males	Females	SwD	EcD	EL
2021						
2022						
2023	369/486 76%	199/259 77%	170/227 75%	34/61 56%	59/97 61%	2/9 22%



Male and female students are participating in high school activities at an equitable rate. Students of color are participating at a rate similar to their peers. Students living in poverty and students with disabilities are participating, but not at a rate similar to their peers. Students who are not English proficient are the lowest subgroup of students to be participating. We want to increase all of these groups of students' participation.

Middle School Athletics:

The following middle school athletic programs are offered:

Male Athletics

- Basketball
- Cross Country
- Soccer
- Track
- Football
- Wrestling

Female Athletics

- Basketball
- Cross Country
- Soccer
- Track
- Volleyball
- Wrestling

Middle School CoCurricular Participation*						
Year	All	Males	Females	SwD	EcD	EL
2021						
2022						
2023	236/479 49%	111/242 46%	125/237 53%	22/69 32%	38/95 40%	3/12 25%

Male and female students are participating in middle school athletics at an equitable rate. Students of color are participating at a rate similar to their peers. Students living in poverty and students with disabilities are participating, but not at a rate similar to their peers. We will continue to provide economic relief to those families who need it in order to participate, as well as encourage all students to take advantage of being involved in other free school sponsored activities.



Other School Sponsored Activities:

Middle School Activities

- Chess Club
- Link Crew
- Drama
- Ski Club
- Art Club
- FFA
- BFS
- Destination Imagination
- Battle of the Books
- E-Sports Club

High School Activities

- Forensics
- Drama (Actors, Pit, Crew)
- FBLA
- Pathfinders
- Science Olympiad
- Trap Shooting Club
- FFA
- FCCLA
- Panther Catering Club
- E-Sports Club
- Yearbook
- Students Offering Support
- Marching Band/Pep Band
- Jazz Band
- National Honor Society
- Prom Committee
- Student Senate

TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT PROVIDED OR ADMINISTERED BY THE DISTRICT

There have been no formal discrimination complaints related to scholarships or other student recognition.

Summary of Scholarships

Year	Total	Males	Females	SwD	EcD	EL
2021	21	9	13	3	3	0
2022	25	10	16	0	2	0
2023	21	8*	14	0	2	0
*One student identifies as binary, but was assigned male at birth.						
*Students were counted separately if they received more than one scholarship						



Scholarships are distributed at a slightly higher rate to females over males. Students living in poverty are receiving scholarships at a rate comparable to their peers when given the district percentage of students who are in that category. Students with disabilities are receiving scholarships, but not at a rate similar to their peers. This is partly due to the lack of applicants and academic requirements for many of the scholarships. Currently, many students with disabilities do not have a high enough grade point average to apply. Work is continuously being done to be inclusive in our instructional practices and supports. We will continue to encourage and help all of our students learn about post-secondary opportunities and scholarships to help pay for higher education.

EQUALITY OF EDUCATIONAL OPPORTUNITY AND NONDISCRIMINATION

Source: WISEDash Public

There have been no formal complaints related to the denial of equal educational opportunities.

The Elementary, Middle School, and SCVA Family Handbooks contain the following non-discrimination statement:

It is the policy of the St. Croix Central School District that no person may be denied admission to any public school in the district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra curricular, pupil service, recreational, or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, emotional, or learning disability or handicap as required by s.118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972, (sex), Title VI of the Civil Rights Act of 1964, (race and national origin), and Section 504 of the Rehabilitation Act of 1973. The district will identify, evaluate and provide an appropriate public education to students who are handicapped within the meaning of Section 504 of the Rehabilitation Act of 1973. The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the St. Croix Central School District.



The High School and SCVA Course Selection Books contains the following nondiscrimination statement:

It is the policy of the St. Croix Central School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.12, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972, (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973. The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the St. Croix Central School District.

Percent Proficient on WI Forward ELA						
Year	All	Males	Females	SwD	EcD	EL
2021	47%	39%	56%	16%	32%	0%
2022	49%	42%	56%	13%	33%	9%
2023	51%	48%	55%	15%	38%	17%
Percent Proficient on WI Forward Math						
Year	All	Males	Females	SwD	EcD	EL
2021	48%	47%	48%	33%	36%	20%
2022	44%	45%	43%	27%	29%	9%
2023	51%	57%	44%	21%	36%	25%



Average Score ACT ELA						
Year	All	Males	Females	SwD	EcD	EL
2021	19.2	18.2	20.1	15	17.8	11.9
2022	19.8	18	21.4	13.5	16.8	13
2023	18.9	17.6	20.2	11.4	17.8	13

Average Score ACT Math						
Year	All	Males	Females	SwD	EcD	EL
2021	19.5	20	19.1	15.6	17.9	14.5
2022	19.5	19.6	19.5	14.8	16.8	13
2023	18.6	19.4	18.5	14.1	16.7	16

Source:	WISEDash Public					
Source:	WISEDash for Districts					

SCHOOL DISTRICT TECHNOLOGY AND ELECTRONIC COMMUNICATIONS

There have been no formal complaints related to technology access or electronic communication.

Digital Equity

Device Access						
Year	All	Males	Females	SwD	EcD	EL
2021	98.0%	98.0%	97.0%	98.0%	96.0%	71.0%
2022	92.0%	91.0%	93.0%	90.0%	87%	66.0%
2023	90.0%	89%	96.0%	88.0%	85.0%	71.0%

Internet Access						
Year	All	Males	Females	SwD	EcD	EL
2021	97.0%	96.0%	97.0%	99.0%	91.0%	50%
2022	96.0%	97.0%	97.0%	97.0%	95.0%	72.0%
2023	99.0%	97.0%	97%	97.0%	94.0%	88%

Source: CTE Data WISEDash Public

Male and female students have digital access at an equitable rate. Students with disabilities and those who are economically disadvantaged have access at a rate similar to their peers. Students who are not English proficient (EL) do not have access to their own devices at a rate that is



comparable to their peers. To rectify this disparity, and any future issues that should arise, the SCC School District has the option for students and families to use district provided technology and internet access.

The St. Croix Central School District makes technology accessible to all students and families using both universal and targeted strategies:

- Provision of a chromebook to all students in grades 3 through 12.
- Participation in a hotspot program for any family requesting one
- Dissemination of information about affordable internet access

Electronic Communications

The St. Croix Central School District makes communication and information available and accessible to all families by:

- Use of a personalized communication application that allows care-givers to individually select the language in which school messages are received.
- Employment of one bilingual translator who speaks 5 languages (English, Spanish, Portuguese, Russian, and Ukrainian)
- The implementation of translation process so that all student materials and family resources can be translated into home languages for access to all instructional materials and school communications.

OPPORTUNITY TO PARTICIPATE

Students, staff, parents, and residents of the school district were given an opportunity to participate in the review. Participation information was sent out in several mediums throughout the community. It was placed on the school website, as well as in the monthly staff newsletter.

LOCATION OF REPORT

The report will be located on our school website under the DISTRICT NEWS AND DATA tab. It will remain visible and open for the public to view until the next update in the school year 2028-2029.

