

*School District of New Richmond*



**Pupil Nondiscrimination  
And  
Equity Self-Evaluation Report**

**Five Year Report  
March, 2012**

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## I. Introduction

This self-evaluation is being conducted by the School District of New Richmond as a requirement outlined in PI 9.06, Wis. Admin. Code. The purpose of this self-evaluation is to re-evaluate the district's current policies, procedures and practices as they relate to the provision of equitable and successful schools for all students.

The School District of New Richmond has participated in Cycles I, II, and III beginning with the 1995 school year and every five years thereafter. This report fulfills the requirement of Cycle IV of the Nondiscrimination and Equity Self-Evaluation.

### Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule 9.06
<p>118.13 Pupil discrimination prohibited</p> <p>(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <p>Sex Ancestry Sexual Orientation Race Religion National Origin Creed Pregnancy, marital or parental status Physical, mental, emotional or learning disability</p>	<p>PI 9.) 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"> <li>• School board policies and administrative procedures.</li> <li>• Enrollment trends in classes and programs</li> <li>• Methods, practices, curriculum and materials used in instruction, counseling and pupil assessment and testing.</li> <li>• Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment.</li> <li>• Participation trends and patterns and school district support athletic, extracurricular and recreational activities.</li> <li>• Trends and patterns in awarding scholarships and other forms of recognition and achievement provided</li> </ul>

	<p>or administered by the school district.</p> <ul style="list-style-type: none"> <li>• School district efforts to achieve quality of educational opportunity and nondiscrimination.</li> </ul> <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>
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### **Demographics**

Analyzing school demographics assists school districts in understanding the changes in student enrollments thus reviewing and planning for student needs. The Wisconsin Department of Public Instruction's WINNS website provided all the demographic information regarding the School District of New Richmond. This information can be accessed at the URL

<http://data.dpi.state.wi.us/data/questions.aspx?GraphFile=BlankPageUrl&SCounty=47&SAthleticConf=45&SCESA=05&FULLKEY=11396203````&SN=&DN=New+Richmond&LOWGRADE=10&HIGHGRADE=64&OrgLevel=di> or by visiting the WINNS website from the home page of the Wisconsin Department of Public Instruction at <http://dpi.wi.gov/home.html>

The School District of New Richmond's current enrollment is 3198 students. It has experienced steady growth from 2710 in the school year 2006-2007 and in the five years since the previous Nondiscrimination and Equity Self Evaluation. Approximately half of the student enrollment is male and the other female. The 2011-2012 enrollment by race/ethnicity is distributed by approximately 92.2% white students with the remaining .9% of students non-white. Percentages by race/ethnicity include: American Indian (.6%), Black (1.5%), and Asian (1.3%). Students of Hispanic race/ethnicity make up the largest group of students of non-white heritage at 3.4%. The percentage of Hispanic students enrolled has grown in the last five years from 2.6% in 2006-2007. During the school year 2010-2011, 75 students out of 2845 were identified as Hispanic. Enrollment data disaggregated by English proficiency indicates that 99.5% of students in the district are English proficient with .5% of students proficient in other languages. The largest language represented was Spanish at .3%, Hmong at .1% and .1% for other languages. Student enrollment as disaggregated by economic status for the last five years shows an increase from 24.9% economically disadvantaged to 32.9%. Of the three elementary (K-5) buildings in the school district, Starr Elementary serves a larger percentage of students with economic disadvantage. Enrollment data disaggregated by disability status indicate relatively steady enrollment from 2006-2007

with a current percentage of students with disabilities at 12.8%. Information about other protected student groups such as by pregnancy or parental status and sexual orientation are not readily available. Building administrators, health services personnel and school counselors work either individually or in groups with students that may be in need of school services.

## II. Participation/Community Involvement

The following individuals were involved at some level in the preparation of this self-evaluation. Parent and community input and perceptions regarding school culture are regularly solicited through parent surveys. Surveys were conducted in the 2008-2009 and 2010-2011 school years. Data from these surveys were reviewed with the results included later in this report.

This self-evaluation was distributed for final review. Additional comments or review by school employees, parents and community is encouraged by contacting Sue Curtis, Director of Special Services 715-243-7426.

Name	Position
Morrie Veilleux	District Administrator
Sue Curtis	Director of Special Services
Jeff Moberg	High School Principal
Jessica Ferguson	Director of Curriculum and Assessment
Casey Eckardt	Athletics Director
Doug Hatch	Middle School Principal
Michele Wood	Middle School Assistant Principal
Frank Norton	Hillside Elementary Principal
Mike Ballard	Paperjack Elementary Principal
Andy Hoepfner	Starr Elementary Principal
Paula Gretzlock	School Counselor NRHS/ Department Head
Elizabeth L'Allier	School Counselor NRHS
Jennifer Wander	School Counselor NRHS
Stephen Traynor	School Counselor NRMS
Amanda Altman	School Counselor NRMS
Nathan Kirkman	School Counselor Hillside Elementary
Penny Heibel	School Counselor Starr Elementary
Angela Brown	School Counselor Paperjack Elementary

### **III. Creating a Healthy School Culture**

For the past five years the School District of New Richmond has focused on the continued development of a healthy school culture and specifically targeted prevention efforts by creating and maintaining a caring, nurturing school environment. Teaching tolerance and the appreciation of differences is evident in the curriculum and culture within the district. Perceptual data from students, staff and parents was gathered to receive the fullest picture of how each of these groups perceives the school climate. In the school years, 2009-2010 and 2010-2011 staff and parent surveys were distributed within the school community that focused on school culture and climate. Data indicate that parents and staff perceive the school buildings as safe and free from violence. The 2009 survey identified strategies that both parents and school staff can use to minimize and assist situations where bullying or harassment may occur. The 2011 School Climate Survey continued to indicate that the majority (95% or more) of parents in all five buildings perceive that their child is safe on school grounds and that their child feels good about their school experience. Additional information from these surveys helped school administration focus on individual areas of improvement.

Student surveys from the SEARCH Institute as well as the DPI's Youth Risk Behavior Assessment have measured school climate, harassment, bullying as well as risk and asset factors/behaviors that can contribute to school climate. This data is reviewed by district administrators, building administrators, school counselors and pupil services staff looking for changes and trends to target education and prevention efforts.

Training and staff development regarding the prevention of discrimination and bullying combined with strategies to create a caring school climate is provided through a variety of opportunities including; book studies, workshops presentations, conversations, data review and building level meetings. Within the last couple of years, the building administration and elementary staff have focused on the adoption of the "Responsive Classroom" philosophy. This program enables the development of a classroom environment and culture focused on celebrating the differences of all children and teaching children appreciation and respect for all.

In creating an equitable environment schools must focus on policies, procedures, instruction, and programs that are free from discrimination. In addition, the importance of creating a school culture and climate for all involves the focus on some guiding principles for schools and communities. Schools often mirror the acceptance of diversity within the community and the values put forth by the community for their youth. The SDNR has a rich history of partnering with New Richmond area organizations and businesses. The community and school district value SEARCH Institute's 40 Developmental Assets in creating a caring and nurturing school community.

The district has been a recipient of multiple State and Federal entitlement and competitive grants focusing on the development of a healthy schools/healthy community initiative. The most recent grant focused specifically on bullying and harassment prevention as well as continuing to address alcohol and drug abuse prevention. This three year grant helped establish the adoption and training for a program/curriculum utilized at

the New Richmond Middle School as well as training and development programs for K-12. For the past four years, every student in grades 6-8 received instruction in positive strategies for; respecting others and their differences, resolving conflict, responding peacefully and proactively to others as part of their homeroom experience. This evidence based curriculum entitled “Second Step” provides school staff with the training they need to assist preadolescents in their social development. This curriculum sends clear messages to students and staff about tolerance and respect. Similar programs are utilized in our 4K, K-5 and 9-12 buildings. (See school counseling section)

#### IV. School District Policies and Procedures

The School Board for the School District of New Richmond is proactive in the development and adoption of policies regarding nondiscrimination, harassment and bullying.

Policy Number	Policy Name	Date of Latest Policy Revision
2260	Nondiscrimination and access to Equal Educational Opportunity	12/01/09
2260.01	Section 504/ADA Prohibition Against Discrimination Based on Disability 1/16/12	1/16/12
2521	Selection of Instructional Materials and Equipment	12/01/09
5730	Equal Access for Nondistrict-sponsored, student clubs and activities	12/01/09
2510	Adoption of Textbooks	12/01/09
2260.02	English Language Proficiency	12/13/10
2411	Guidance and Counseling	12/01/09
2261	Title 1 Services	12/01/09
2211	Curriculum Development	
7230	Gifts, Grants and Bequests	12/01/09
2460	Students with Disabilities	
<b>Other Applicable Policies</b>		
5516	Student Hazing	12/01/09
5517	Student Anti-Harassment	12/01/09
5517.01	Bullying	8/09/10
5113	Open Enrollment Program	06/08/11
2431	Interscholastic Athletics	

The district's policies related to nondiscrimination are posted on the School District's website and are available to all individuals. In addition, the nondiscrimination notice as well as policies and procedures regarding harassment and bullying are available in each of the five student/parent and district staff handbooks. All new employees to the district are required to participate in the district's nondiscrimination and harassment training held each fall. The district's complaint process is outlined within the district's policy.

Review of the district's data regarding discrimination and harassment complaints within the school years 2007-2008, 2008-2009, 2009-2010, 2010-2011 and 2011-2012 indicate no significant trends. A majority of the complaints are alleged by students about other students. Discrimination and harassment complaints made by students regarding other students are received by each building principal. A very minimal amount of complaints are substantiated as discrimination based on a protected class. Complaints are investigated per

district procedures to determine if discrimination or harassment had occurred. A review of trends over the past five years indicates that these complaints have remained relatively the same and low in number. Increased data collection and emphasis on bullying prevention as well as a focus on a healthy, positive school climate has contributed to the numbers remaining relatively low.

## **School District of New Richmond School Board Policy #2260**

### **2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board of Education does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability in any of its student program and activities.

In order to achieve the aforesaid goal, the Board directs the District Administrator to:

#### **A. Curriculum Content**

Review current and proposed courses of study and textbooks to detect any bias based upon race; color; age; pregnancy; marital or parental status; sex or sexual orientation; religion; national origin; ancestry; culture; creed; or physical, mental, emotional, or learning disability, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society.

Provide that necessary programs are available for students with limited use of the English language.

#### **B. Staff Training**

Develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of race; color; religion; age; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; ancestry; creed; cultural; or other bias in all aspects of the program.

#### **C. Student Access**

Review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race; color; religion; age; creed; pregnancy; marital or parental status; sex or sexual orientation; physical, mental, emotional, or learning disability; national origin; or ancestry, in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations.

#### **D. District Support**

Require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters.

#### **E. Student Evaluation**

Require that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race; color; religion; age; creed; pregnancy; marital or parental status; gender or gender orientation; physical, mental, emotional, or learning disability; or national origin.

The District Administrator shall appoint and publicize the name of the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973 is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3-21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students with limited English proficiency and to assess their ability to participate in District programs.

### **V. Enrollment Trends in Classes and Programs**

Review of enrollment trends in classes and programs indicate no significant changes in enrollments. Trends indicate that more females are enrolled in AP courses, more females in Family and Consumer Education courses with the exception of foods courses. The Technology Education and Agriscience courses consist of a significant higher rate of males verses females. Recommendations include the recruitment of females in construction trades, engineering, and manufacturing and electronics courses.

### **VI. Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities**

#### **A. Athletics**

##### **1. Evaluation Process**

Participation records were evaluated for three consecutive school years – 2009-10, 2010-11, and 2011-12. Data was disaggregated on the basis of gender, race, national origin, and disability.

## **2. Findings**

### **Gender**

2009-10 Female Athletes – 264 total participants - 11 sports  
Male Athletes – 373 total participants – 10 sports

2010-11 Female Athletes – 302 total participants – 11 sports  
Male Athletes – 324 total participants – 10 sports

2011-12 Female Athletes – 310 projected total participants – 11 sports  
Male Athletes – 320 projected total participants – 10 sports

\*\*\* Participation defined as spot on roster in a particular sport. Many athletes reported for multiple sports and will be counted more than one time. Individual participants are approximately half of the total above.

In 2011-12 – total number of girls participating projected through spring sports is 155 out of 452 (34%)

In 2011-12 – total number of boys participating projected through spring sports is 160 out of 387 (41%)

### **National Origin**

#### **2011-12 numbers**

4 American Indian/Alaska native – 2 in athletics – 50%  
9 Asian students – 8 in athletics – 89%  
15 African students – 5 in athletics – 33%  
26 Hispanic students – 7 in athletics – 27%  
780 Caucasian students – 302 in athletics – 39%

### **Disability**

Disability reports only available for the 2011-12 school year.  
104 students diagnosed with disability – 27 in athletics – 26 %

## **3. Analysis**

### **Gender**

While supporting more athletic opportunities for female athletes in terms of number of sports, female participation lags behind male participation by approximately 7 percent. Females were under represented in “mirror sports” of soccer, basketball, softball/baseball, and ice hockey over a three year period. Males were under represented in the sport of tennis. Female and male participation was generally even in “mirror sports” of cross country, golf, and track and field. High participation in volleyball (females) only partially offset the high participation numbers of football (one female participant in 2011). Football participation each year numbers between 70 and 85.

### ***National Origin***

Student participation in athletics showed significant contrast by national origin. Caucasian students (780 total) were the largest population group by a significant margin. 39% of Caucasian students participated in athletics. American Indian/Alaska Native and Asian students were over represented in their participation numbers. Black and Hispanic students were slightly under represented in participation numbers. New Richmond High School has a significant number of migrant workers who attend school in New Richmond only through the fall harvest season – typically November 1 at which time they move to their permanent residence out of state. This factor reduces the number of Hispanic participants.

### ***Disability***

Statistics only available for the 2011-12 school-year. Students with disabilities in the area of LD, ED/BD, CD, OHI, or Autism were slightly under represented in participation in athletics.

## **4. Steps Taken since 2006 report**

1. Students and parents made more aware of athletic opportunities through:
  - a. 8<sup>th</sup> grade transition activities – staff and high school students introducing potential 9<sup>th</sup> graders to the many different athletic opportunities in March prior to high school.
  - b. Athletic Code Signing night to make rules and paperwork of participation easier and more time-efficient.
  - c. Beginning of Special Olympics program in School District of New Richmond
  - d. Increased communication between middle school and high school staff. Approximately half of high school head coaches are middle school teachers.
  - e. Organization of New Richmond Coaches Association with regular (at least monthly) meetings to help coordinate shared philosophy of multi-sport participation
  - f. Building of new high school with state of the arts facilities making athletic participation more attractive

- g. Increased use of web pages, professional Facebook pages, and new district web design to disseminate information to parents and students.
- h. Video monitors throughout new high school with information ongoing about opportunities for participation.
- i. Active recruitment of “under represented” individuals by coaching staff
- j. Increased number of coaches who work in our special education departments at both the middle school and high school.

**B. Activities**

**1. Evaluation Process**

Participation records were examined for three consecutive years – 2009-10, 2010-11, and 2011-12. Data was disaggregated on the basis of gender, race, national origin, and disability. Less accurate records were found with limited and incomplete information. Records that were obtained from activities accurately reflected the total activities at New Richmond High School. Ten of the nineteen different activities were able to complete this data request.

**2. Findings**

*General*

10 of 19 Activities reported  
 2009-10 – 379 participants total  
 2010-11 – 435 participants total  
 2011-12 – 454 participants total

*Gender*

2009-10	Female Participants	257 out of 379 total	68%
	Male Participants	122 out of 379 total	32%
2010-11	Female Participants	310 out of 435 total	71%
	Male Participants	125 out of 435 total	29%
2011-12	Female Participants	291 out of 454 total	64%
	Male Participants	163 out of 454 total	36 %

*National Origin (Data only available for 2011-12)*

2011-12	4 American Indian/Alaska native – 2 in activities	50%
	9 Asian students – 6 in activities	67%
	15 Black students – 3 in activities	33%
	26 Hispanic students – 4 in activities	15%

780 Caucasian students – 400 in activities

51%

***Disability***

*((Data only available for 2011-12))*

104 students with disabilities – 39 in activities 38%

**3. Analysis**

***Gender***

Male participation in student-based activities lags behind female participation by an almost 2-1 margin.

Multiple opportunities exist for either gender. No explanation for participation rate differences.

***National Origin***

Asian student participation in activities was at a significantly higher rate than all other national origin groups. Caucasian and American Indian/Alaska native rates were similar at a 50% participation rate.

Black students (33%) and Hispanic students (15%) lagged behind other groups. Again, many of our Hispanic students are part of our migrant worker population which limits involvement. No explanation for Black student participation rates being slightly lower than the population as a whole.

***Disability***

Students with disabilities participated at a lower rate than the general population.

**4. Steps Taken since 2006 report**

2. Students and parents made more aware of activity opportunities through:
  - a. 8<sup>th</sup> grade transition activities – staff and high school students introducing potential 9<sup>th</sup> graders to the many different activities in March prior to high school.
  - b. Increased communication between middle school and high school staff.
  - c. Building of new high school with state of the arts facilities making participation in activities more attractive
  - d. Increased use of web pages, professional Facebook pages, and new district web design to disseminate information to parents and students.

- e. Video monitors throughout new high school with information ongoing about opportunities for participation.
- f. Active recruitment of “under represented” individuals by activity staff
- g. Systematic announcements help to get information out to students

### **Scholarship and Other Forms of Recognition**

All students are offered the opportunity for individual assistance in completing scholarship, other award applications, post-secondary applications and/or applications for any other opportunity. Students are offered this opportunity several times throughout high school, including but not limited to, Freshman Individual Planning Conferences, Freshman and Sophomore career units, Junior Individual Planning Conferences, junior and senior classroom guidance, and senior interviews. All students who request individual help are accommodated. Typically the highest achieving students and the students with the highest needs academically and/or personally-socially seek the greatest individual assistance

Scholarships and the scholarship process are explained to all students and families individually beginning with Freshman Individual Planning Conferences, then talked about throughout high school during Freshman and Sophomore Career Units, junior and senior classroom guidance, Junior Individual Planning Conferences, as well as when individually meeting with students. Scholarships are advertised throughout high school in the School Counseling quarterly newsletters. Scholarships are also advertised throughout every school year in the School Counseling Career Center, daily school announcements, in English teacher's classrooms, on the school website, through the NRHS Video Productions class and through the Tiger Rag school newspaper. Seniors are all directly given a copy of the Local Scholarship Application by their School Counselor.

All school staff undergo yearly professional review and reflection with building administration. In regard to scholarships, the School Counseling staff asks for feedback from administration, scholarship committees, the New Richmond Education Foundation, as well as ending each year with self-reflection on the scholarship process and distribution. Summary reports are compiled each year and shared with all relevant parties.

### **Recommendations**

In summary, a wide variety of students and awards are received for graduating seniors. Recommendations would include seeking out awards for students who do not advocate for themselves. Another recommendation would include seeking out students that need additional assistance, and School Counseling and encouragement in the completion of application material. Information regarding scholarships and awards would be distributed in other language and forms if students require this. The School District of New Richmond should have in place a procedure to assist students in finding scholarships as well as administering scholarships.

**VI. Methods, practices, curriculum and materials used in instruction, counseling and pupil assessment and testing.**

**Instruction**

Instructional materials, texts and library services at the School District of New Richmond reflect the cultural diversity and pluralistic nature of American society in a variety of ways. Our libraries include materials (print, Audiovisual and electronic) that cover all the protected groups listed in Wisconsin § 118.13. Some examples include non-fiction materials related to the following: multicultural topics; civil rights; Native Americans; Asian Americans; Black history; women's history; individuals with disabilities, both physical and cognitive; world religions; gay and lesbian topics. In addition to our non-fiction materials, our fiction collections include characters or themes that are related to the topics listed above. The professional collections in our libraries include materials that help educators incorporate multicultural and diversity themes into their lessons. The Media Specialists in the district work to raise the awareness of the experiences and perspectives of men and women, different cultural or racial groups, people with disabilities, and other protected classes. This is accomplished with a variety of activities including the following examples: promotion of Black History Month, Women's History Month, and Disability Awareness Month. In addition teachers are provided with ideas for lessons related to the experiences and perspectives of men and women, different cultural or racial groups, people with disabilities, and other protected classes

In addition to the library services, the awareness of cultural diversity and pluralistic themes are carried over to instructional materials and texts. The "Instructional Materials Selection Policy" includes questions and checklists related to positive representation and inclusion of both sexes, different ethnic or cultural groups, as well as other protected groups listed in Wisconsin § 118.13. New Richmond Schools has policies in place to prevent bias and stereotyping in instructional materials. The district has a curriculum and instruction review cycle as well as a procedure for material adoption. In addition, our administrative observations and evaluations provide an opportunity for checking teachers' instructional methods and when bias or stereotyping occurs teachers will be corrected and through an improvement process will be asked to change. In both of these processes, considerations for diverse and multiple perspectives are given.

K-12 – Our philosophy is to integrate through curriculum understanding of human relations with regard to American Indians, African Americans, and Hispanics especially in Reading through literature, cultural awareness addressed with identification of authors and the type of work used in helping assure cultural competency exists.

For example, in Kindergarten, the students begin this discussion with the first Thanksgiving. This is done with sensitivity appropriate for the grade level. With each grade, this incorporation becomes more sophisticated. This can be seen in the second grade curriculum with the studying of the northeastern tribes that the Pilgrims encountered. Their dress, customs, shelter, food etc. is incorporated into this curriculum. By fourth grade, the woodland Indians of Wisconsin as well as other Wisconsin Indian tribes is discussed. Attention is paid to their way of life and how their lives changed after the Europeans arrived. By eighth grade, the history and culture of Native Americans is incorporated into the topic of Westward Expansion. The interrelationships among Native Americans and the settlers are explored. Emphasis is placed on the settling of Wisconsin and the relationship with the Natives Americans. Also during eighth grade, the students are involved in an immigration unit, and the students are given the opportunity to research and present their ethnic backgrounds, which includes the Native American nations/bands in the area. In tenth grade, these same topics are explored in more depth.

Different value systems and cultures are enhanced in many ways through the curriculum. For example, students experience much diversity in their textbooks and literature, both through text and illustrations. Teachers at all levels read aloud, discuss, assign and teach literature that helps students understand cultural differences and similarities. Poetry, plays, and novels are selected with diversity in mind. Some examples are the following: *A Chair For My Mother*, *The Family Under the Bridge*, *A Raisin in the Sun*, *To Kill a Mockingbird*, *The Watsons Go To Birmingham*, *Dragon Wings*, and *The Light in the Forest*.

A student's appreciation for tolerance and diversity is further strengthened in many other ways. Some of these experiences include: Disability Awareness Week, Holocaust speakers, Women's Rights simulation, Dr. Martin Luther King, Jr. Day activities, field trips, assigned research projects, music and the School Counseling program.

### **Reading/Language Arts**

The K-5 reading series incorporates multi-cultural stories throughout the books which provides for student appreciation and understanding. Holiday studies/celebrations of different cultures are included as they relate to calendar activities in Language Arts. Various grade levels put on holiday programs with songs from other lands. Some third grade classes have pen pals and an activity called "Flat Stanley" in which this Flat Stanley travels somewhere and the student completes a project on the adventures. This is also addressed through the use of many picture books that are age appropriate.

The upper elementary grades include a biography unit, a "Strong Women" unit, and poetry units such as "haiku." Students explore various authors and illustrators using a variety of trade books and literature circle books.

Middle school student appreciation of value systems and cultures is enhanced by multi-cultural lessons, cross-curricular activities, a wide variety of literature in textbooks and novels, and by individual teacher insights. Each grade level has a specific literature genre

focus which allows depth and breadth of learning—including inquiry of diverse value systems and cultural differences.

The high school English team has many activities and curricular items to expose students to various value systems and alternative cultures. In College Prep., there is a large multicultural literary focus in the novel House on Mango Street as well as a number of other short story selections. In addition, many value systems are both acknowledged and focused upon in Pride and Prejudice, Death of a Salesman, and Hamlet. Journalism is another course which challenges students to embody a set of values that may be new. For example, the code of ethics that many journalists follow is a specific system that aims to continually keep a moral perspective in all writing. English 11 is a course in which novels are heavily used to bring to the floor various cultural and value-based discussion. From Of Mice and Men to Macbeth and Lord of the Flies to Brave New World, there are many, many important lessons to be taught. The most in-depth of these selections undoubtedly would be Macbeth and Brave New World - famous works that contain value-based themes that are applicable today. In English 10, Huck Finn alone embodies many value discussions and really helps students to connect this novel of the past to the world that surrounds them today. Another important historical piece is The Crucible, which particularly focuses discussion on modern-day "witch hunts". English 9 addresses these issues in almost every unit taught. The Miracle Worker and Raisin in the Sun both focus on people who are discriminated against because of race, gender, or handicap. To Kill a Mockingbird examines the value systems of several groups and the effects of the interaction between those groups. Students respond in writing to these subjects on a regular basis.

### **Social Studies**

This is something that is done every day in the K-12 curriculum for the New Richmond students. Beginning with Kindergarten, the classroom community fosters increased knowledge of themselves, their friends and their families. Choices are continually being made and discussed. Continuing in the primary elementary grades, students are introduced to other value systems and cultures through stories and picture books. Videos, the text and Time for Kids projects also bring increased appreciation to the students. In the intermediate and upper elementary grade levels, students study their own backgrounds. Every opportunity to incorporate a student's unique culture throughout the year is stressed. Along with that the need for tolerance and the idea that differences should be treasured. By middle school, class systems and equality of other cultures versus the American culture is studied. How life has changed from ancient culture to now is studied. This is done throughout the year in the 6<sup>th</sup> grade Ancient History course. Students realize that New Richmond, WI is not the center of the universe and our lifestyle/possessions come from all different cultures before us. In eighth grade role-playing and simulations are used in such units as the Civil War and Great Depression discussions to bring up gender issues and distribution of wealth. This continues in ninth grade Modern World History. Great emphasis is placed on the value of other cultures and the role other cultures play in shaping different events in history. This is enhanced with a specific culture simulation that creates two unknown cultures for students to be a part of. They then need to act according to that culture for the duration of

the hour and a deep discussion follows on the importance of appreciation and acceptance. These themes are again followed in the tenth grade curriculum.

### **Music**

Our music curriculum is rich in literature that enhances and broadens student's appreciation of world cultures. Our elementary curriculum is focused on international music: folk songs of Africa, India, Eastern Europe, and the Native American. The music reflects the history and culture of these regions and provides a marvelous introduction to an in depth study of life-style, economic and political systems. The religions of the world are presented as another facet of cultural diversity. Our secondary curriculum is inundated with music that reflects cultural diversity: The African-American Spiritual, folk tunes from Scandinavia, Latin America, Russia and Europe. By actual study of and performance of such literature, our students become a part of a living culture that is not necessarily their own. By performing a number of works in foreign language, that study becomes even more authentic. Our college prep course in music history is yet another example of an intensive study of music that is not American grown.

### **Art**

By developing students' understanding and appreciation of the values and traditions of others while expanding their skills in a variety of creative techniques. Lessons present valuable historical and cultural information about the diverse world of art, past and present, as well as insights into customs, religions, heritage, folktales and myths.

### **School Counseling**

Students examine many different cultures throughout their education. A specific example is in the School Counseling curriculum. The asset category of Social Competencies, which includes asset # 34 Cultural Competence is covered in the classroom guidance curriculum throughout a student's K-12 educational experience.

The School District of New Richmond comprehensive school counseling program will strive to ensure the academic success of all students with a proactive and asset-based approach. This will be accomplished through focus on the domains of Personal/Social Development, Career Development and Academic Development. Students will develop an understanding of who they are as individuals and how they develop, as well as an understanding of the greater world, their place in it and contribution to it. This knowledge will lead to an increased understanding of academic learning and purpose. The school counseling program will be at the center of the New Richmond School District educational community with school counselors who are leaders, program facilitators and direct providers of services to students, parents, staff and the community both individually and in collaboration with others

New Richmond Middle School Counseling Department plans visits to every classroom specifically to provide instruction and education to students on discrimination, harassment and bullying issues.

New Richmond High School has an Advisory program which addresses different value systems and cultures through homeroom classroom activities to increase awareness and understanding. The NRHS SPARK (Supportive Peers As Resources for Knowledge) peer tutoring organization also develops and implements a yearly 'Cultural Competence' month during November with multiple school wide activities throughout the month within classrooms and lunch time for students to be a part of obtaining information from outside sources and using parents as a resource, help us tap into cultures, backgrounds and the needs of families. With teachers incorporating into curriculum the diverse and rich background students are able to bring to the discussion and class activities. Our strength is in the K-5 program where the ebon flow of instructional delivery is tailored more to the backgrounds and needs of students. Although our 6-12 programs does adapt and utilize the assets students bring to the classroom.

At the elementary level, counselors address diversity awareness in K-5 classroom curriculum. Elementary counseling lessons focus on appreciating differences among one another along with treating others with respect.

A textbook adoption and curriculum review cycle both provide materials and curriculum to integrate daily classroom practices for teachers. In addition, our administrative observations and evaluations provide an opportunity for checking teachers' instructional methods and when bias or stereotyping occurs teachers will be corrected and through an improvement process will be asked to change.

Through our harassment policy K-12 training takes place, informing staff of the necessary and appropriate instructional practices and assessments to monitor school and classroom climate. The School Counseling department has provided staff development and sensitivity training at building levels and our Search Institute survey results are used for making decisions related to instructional practices and how our school is performing.

New Richmond High School has an Advisory program which addresses different value systems and cultures through homeroom classroom activities to increase awareness and understanding. The NRHS SPARK (Supportive Peers as Resources for Knowledge) peer tutoring organization also develops and implements a yearly 'Cultural Competence' month during November with multiple school wide activities throughout the month within classrooms and lunch time for students to be a part of.

When preparing and writing lessons plans, counselors take measures to ensure that the material presented promotes equality, diversity, is culturally sensitive, and is research based. Some examples of research based curriculum are Steps to Respect and Protecting You, Protecting Me. Counselors are also trained in culturally sensitive counseling techniques and continue to educate themselves on ethnic and gender issues through professional development. With the knowledge gained from the counselor's education and professional development, they can stay on the forefront of keeping stereotypes and biases from harming or stunting the student's growth. A conscious effort is made to use opposite stereotype gender examples when looking at careers. In addition,

posters and writing examples use different ethnic illustrations and names to ensure that stereotyping and biases are not present.

Special needs are taken into consideration by each individual classroom teacher both in regular and special education. Regular education teachers are involved and participate in the development of the IDP by attending the IEP conference.

The district has provided professional development time for teachers to practice and study best practices. These practices include student-centered collective learning and discovery-based approaches. In addition, the professional development time has been used to collect data and the evidence indicates improvement is occurring.

### **Assessment /Evaluation**

Our assessment practices are varied and consist of standardized tests, grade level assessments, individual teacher observation and teacher generated assessments. The standardized and grade level assessments are aligned with the state and local standards. The individual classroom teachers' assessments are also aligned with state and local standards, however teachers are encouraged to use the standards as a bare minimum and to embellish and enrich their curriculum and assessment practice for students whenever appropriate.

Teacher interaction and observation are two primary keys in evaluating students with limited-English proficiency. To accurately assess these students, teachers may keep records which document growth throughout the learning process. Many of the same methods of assessment used with other students can be used with these students, with slight modification.

There are multiple opportunities for students to demonstrate their learning including the Wisconsin Student Assessment System. There are grade level assessments throughout our K-12 programming as well as our English portfolio which is a K-12 portfolio. Many teachers are giving menus for students to demonstrate their learning. Performing Arts, Art, Reading and composition as well as traditional paper and pencil assessments are utilized throughout the school system.

The district has several policies and practices for ensuring equity in methods and materials used for testing and evaluating students. They include specific policies on instructional arrangements or grouping for instruction, grading systems, student progress reports, homework, promotion and retention of students, academic graduation requirements, student records and our testing programs. Guidelines for testing limited-English speaking students are provided as well for students with exceptional educational needs. Non-discriminatory testing guidelines have been provided as well. In several of these policies the following paragraph is cited and used as a reminder to the community, administrators and staff of the district's position on discrimination. *"The School District of New Richmond shall not discriminate in the methods, practices and materials used for evaluating students on the bases of sex, race, national origin, ancestry, creed, religion, pregnancy, marital or*

*parental status, sexual orientation or physical, mental or emotional or learning disability or handicap.”*

In order to encourage all students to learn to their potential we conduct pre-referral meetings, hold meetings with parents, offer study-skills classes, utilize peer tutoring, classroom modifications and teachers offer assistance before and after school in addition to regular classroom assistance.

Grade level assessments are analyzed for individual student improvement as well as making decisions on instruction, curriculum and assessment practices by grade level and for individual teachers. Standardized tests are analyzed for making recommendations in instruction and curriculum as well. Disaggregated data based on sex, race, national origin and disability is analyzed with curriculum and instruction adjustments being made if necessary. Assessment data is also used for making recommendations for areas of remediation. Our counseling department analyzes data as well including the opportunities that are provided at each grade level and the curriculum covered. Changes are recommended and adaptations made when appropriate.

All building principals expect all teachers to demonstrate high expectations for every student. Through the evaluation process, if teachers are not meeting expectations, discussions will occur and improvement will be worked on. Our WSAS scores have shown improvement in all quartiles and gender, socioeconomic status and race have all shown improvement as well.

### **Limited English Proficiency**

A variety of methods and materials are used when working with students with limited-English proficiency. These may include the use of pictures and concrete objects to develop and reinforce new vocabulary. Hands-on activities are an important part of instruction for students with limited-English proficiency. Projects and experiments often make new language acquisition more meaningful. Media and computer resources have been utilized to learn more about the language and cultural background of these students. This information can be used not only to better understand these students, but to involve other students in a language or cultural exchange.

Students are given opportunities to work in individual, small group and whole class settings. Situations are arranged for these students to work one-on-one with teachers, aides, peers, or older students. Pairing high school students with elementary students for extra assistance has been very effective.

**VII. Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment.**

Data from this section is taken from the DPI Website and the specific School Performance Report for the School District of New Richmond.

<https://apps2.dpi.wi.gov/sdpr/spr.action>

Suspensions by gender, race/ethnicity and students with disabilities was reviewed for the school years 2007-2008 through 2009-2010 from the district’s School Performance Report listed on the DPI website. This district total percent of suspension has decreased from 2.9 to 2.14% with numbers of students ranging from 85 to 65 students. Expulsions range from 7 in 2007-2008 school years to 2 students in the 2010-2011 school year. The majority of the suspensions were received by white males. Of the students suspended approximately 35% to 25% of those suspended were students with disabilities with the ratio decreasing during this time period. In the years since the previous Self-Assessment, the number of students suspended has decreased despite the increase in enrollment.

<b>Suspensions - All Students New Richmond 2009-10 Compared to Prior Years Summary - All School Types Combined</b>			
	Total Fall Enrollment PreK-12**	Number of Students Suspended	Suspension Percent
2009-10	3,035	65	2.14%
2008-09	2,970	71	2.39%
2007-08	2,926	85	2.90%
2006-07	2,710	120	4.43%

Data regarding expulsions also demonstrates a trend downward. Data for both suspensions and expulsions when compared to state the average show that New Richmond is well below the state average in this area.

<b>Expulsions - All Students New Richmond 2009-10 Compared to Prior Years Summary - All School Types Combined</b>			
	Total Fall Enrollment PreK-12**	Number of Students Expelled	Expulsion Percent
2009-10	3,035	2	0.07%
2008-09	2,970	3	0.10%
2007-08	2,926	7	0.24%
2006-07	2,710	1	0.04%

#### **IV. Conclusion/Recommendations**

The School District of New Richmond has in place School Board Policies that support and mandate nondiscrimination in school program, classes, programs, instructional programs and practices. Annual notices are distributed via school calendars, newsletters and student/parent handbooks. The district is in compliance in these areas.

Analysis of enrollment and district demographics indicate diversity in race/ethnicity is increasing. Enrollment trends regarding academic programs and classes remain relatively stable with males and females participation representation in certain classes and programs.

Participation trends in school sponsored athletics, extracurricular, and recreational activities indicate male participation lags behind female given equal opportunities for both genders. Participation is lower for students with disabilities comparatively.

A review of methods, practices, curriculum and materials used in academics, counseling and pupil assessment indicates emphasis on nondiscrimination and education of students to increase cultural competence and diversity. A robust culture focused on diversity with a strong emphasis on healthy and positive student relationships contributes to a school community where students and parents feel safe and welcomed.

A review of discipline data regarding suspensions and expulsions, demonstrate averages of students expelled and/or suspended are well below the State average with trends downward.

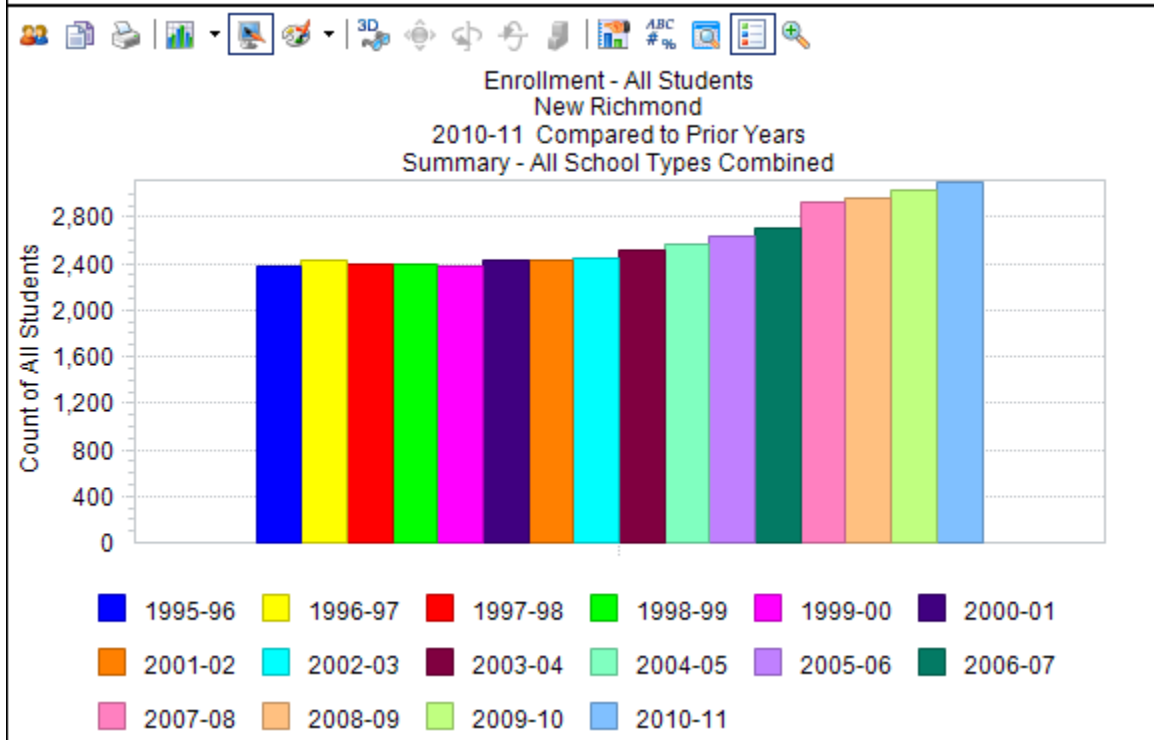
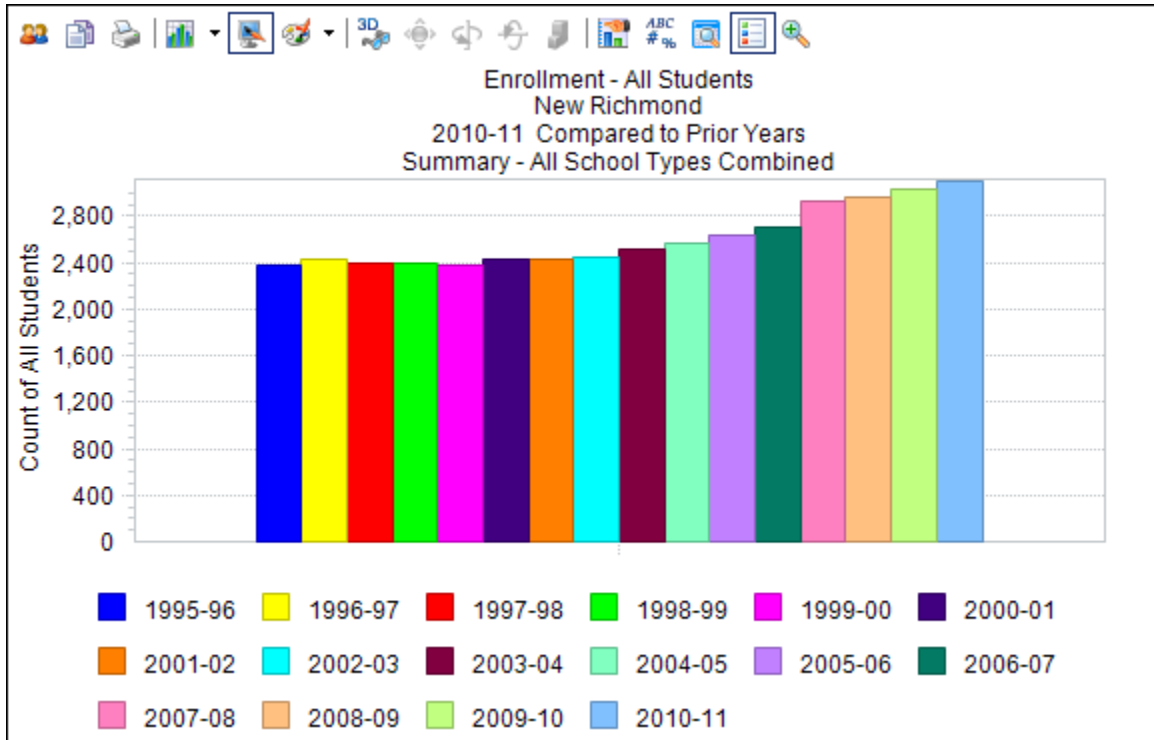
#### **Recommendations include:**

- Continue to maintain and develop a healthy, safe and welcoming school community.
- Monitor increasing growth of diverse students and youth.
- Continue to analyze data disaggregated by race/ethnicity, gender, disability as well as other protected classes (if available) as the district grows and becomes more diverse.
- Expand provision of notices in other languages such as Spanish.

- Continue to assist unrepresented students in applying for scholarships, grants and other awards.
- Investigate ways to increase participation by students with disabilities in both athletic and extracurricular opportunities
- Continue to provide education on nondiscriminatory practices in guidance and counseling
- Continue to explore ways to help students consider and pursue nontraditional careers. Recommendations include the recruitment of females in construction trades, engineering, and manufacturing and electronics courses.

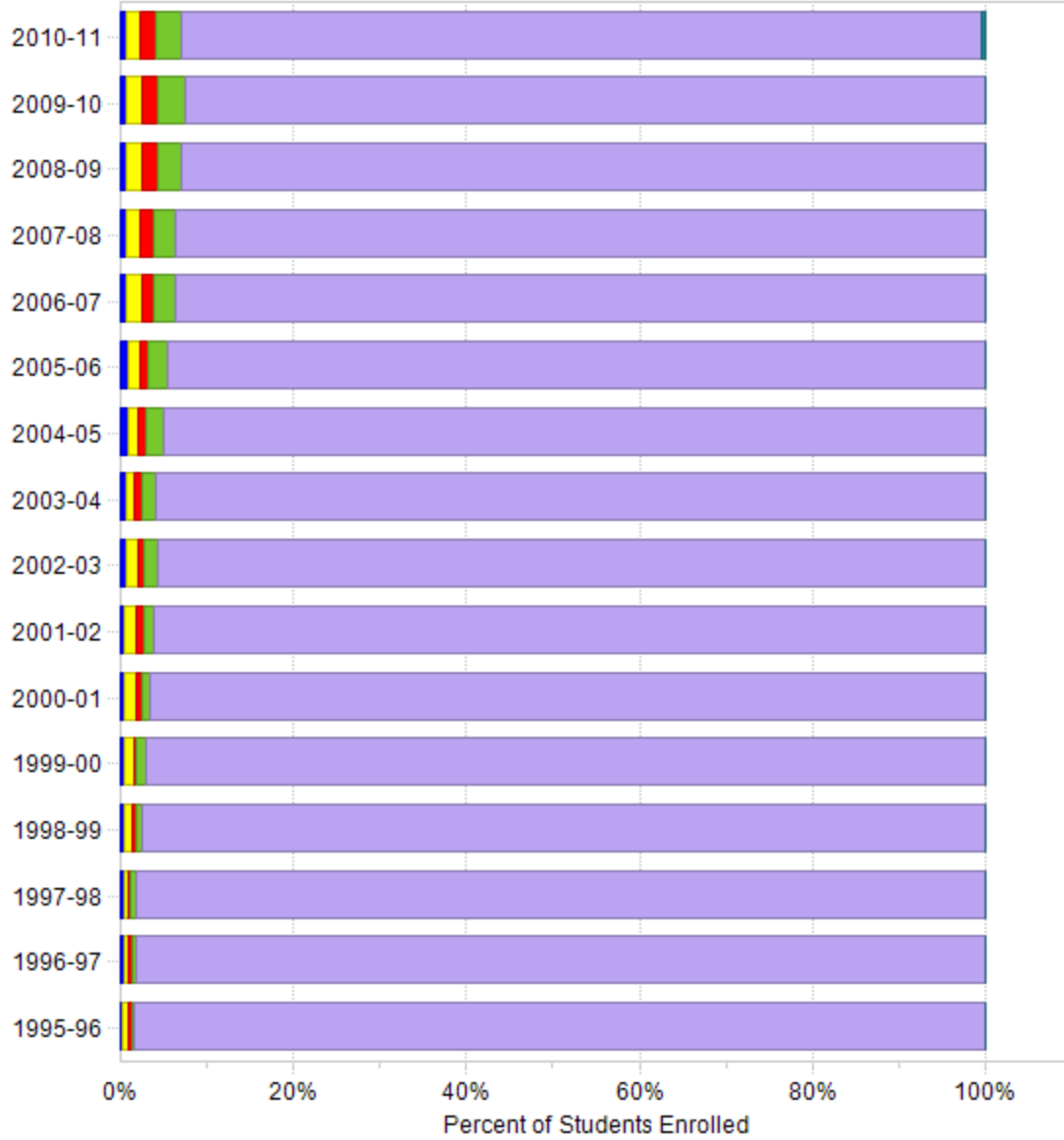
# Appendix:

## District Demographics





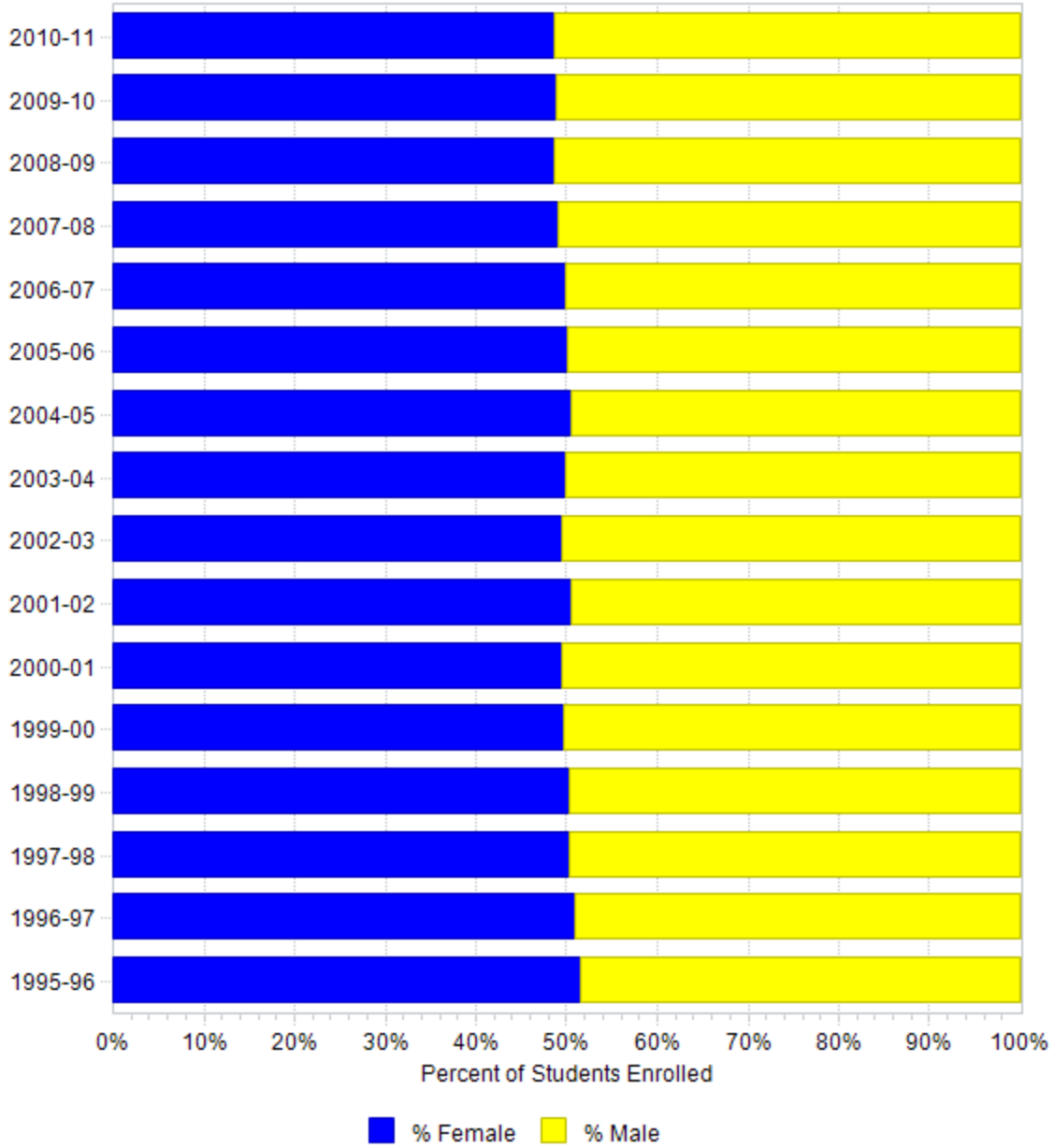
Enrollment by Race/Ethnicity  
New Richmond  
2010-11 Compared to Prior Years  
Summary - All School Types Combined



- % Amer Indian
- % Asian
- % Black
- % Hispanic
- % Pacific Isle
- % White
- % Two or More

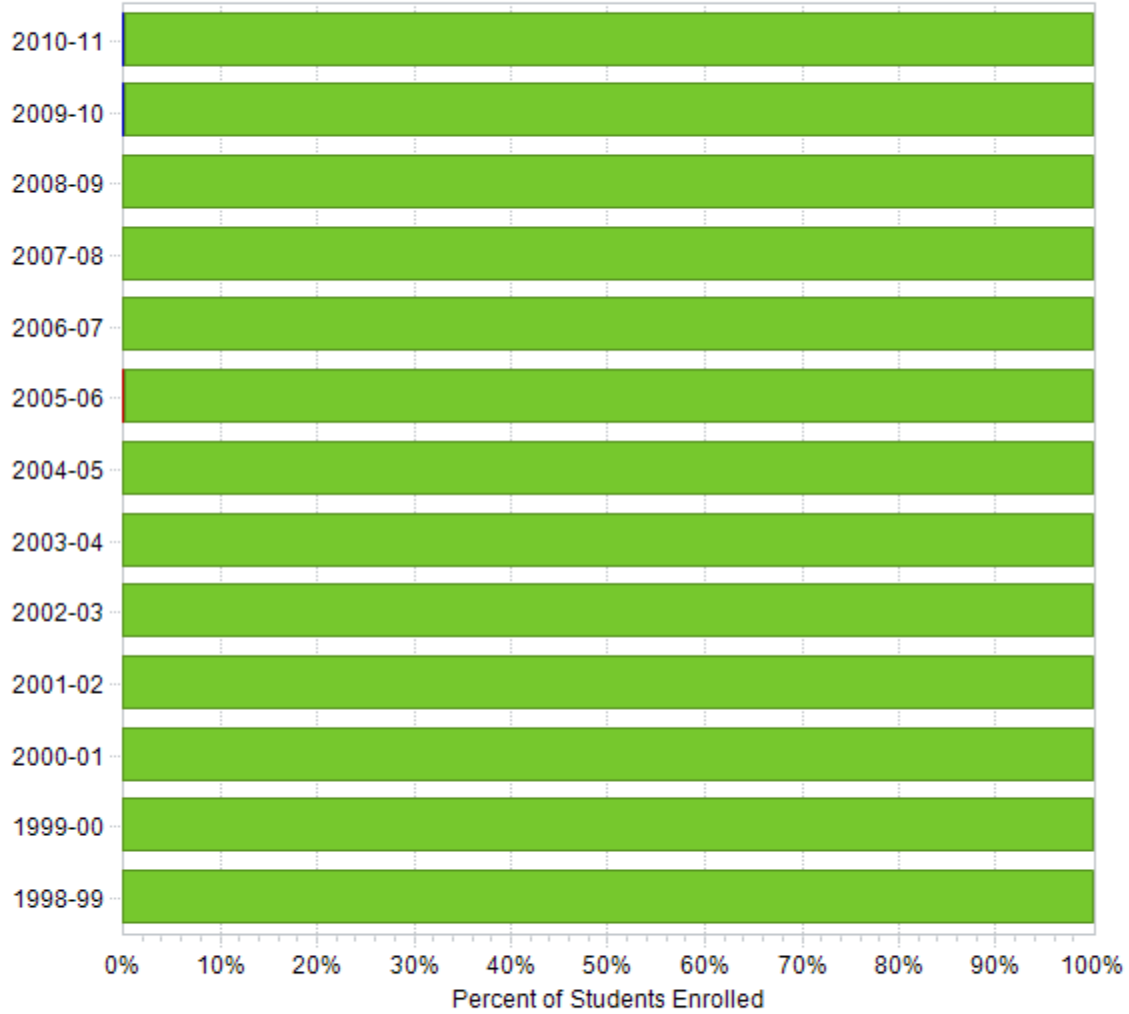


Enrollment by Gender  
New Richmond  
2010-11 Compared to Prior Years  
Summary - All School Types Combined





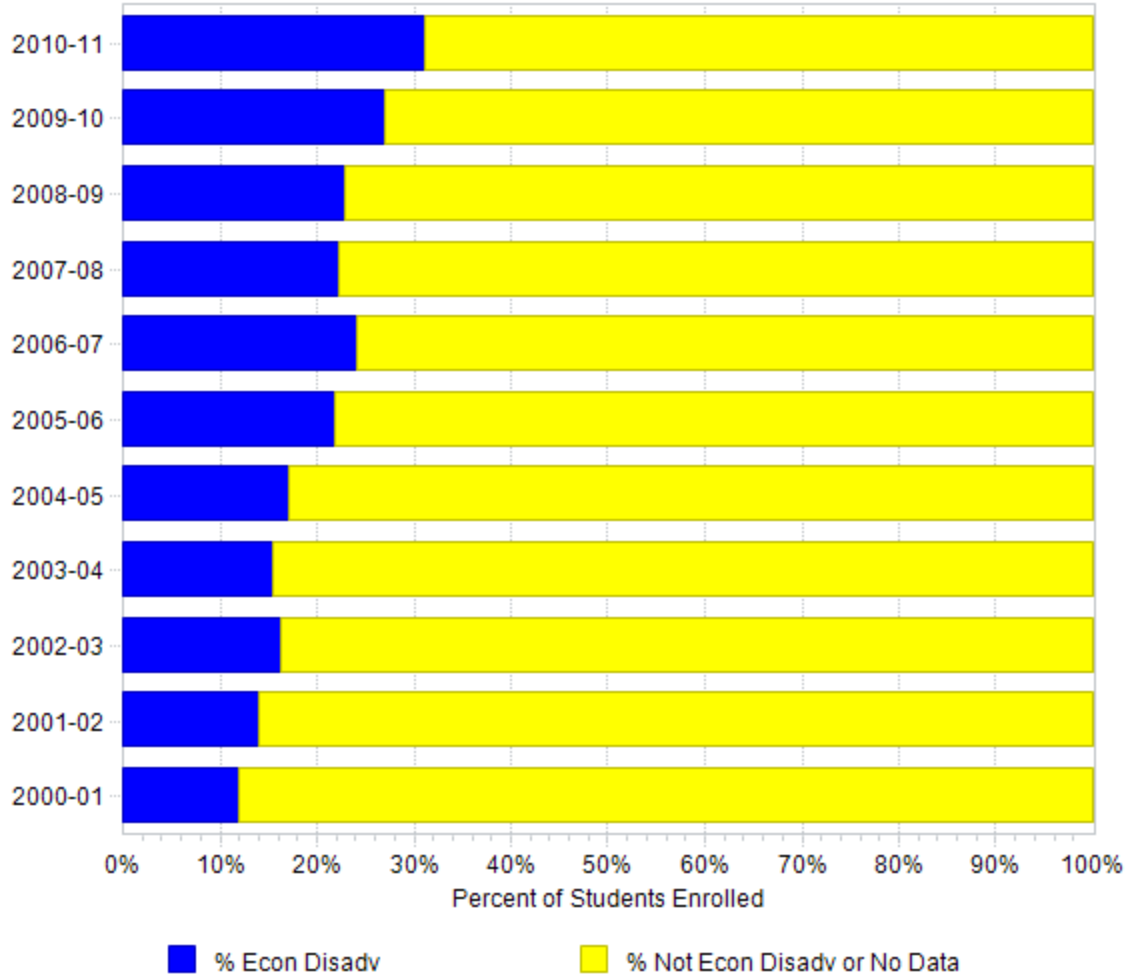
Enrollment by English Proficiency  
New Richmond  
2010-11 Compared to Prior Years  
Summary - All School Types Combined



- % LEP Spanish
- % LEP Hmong
- % LEP Other
- % English Proficient

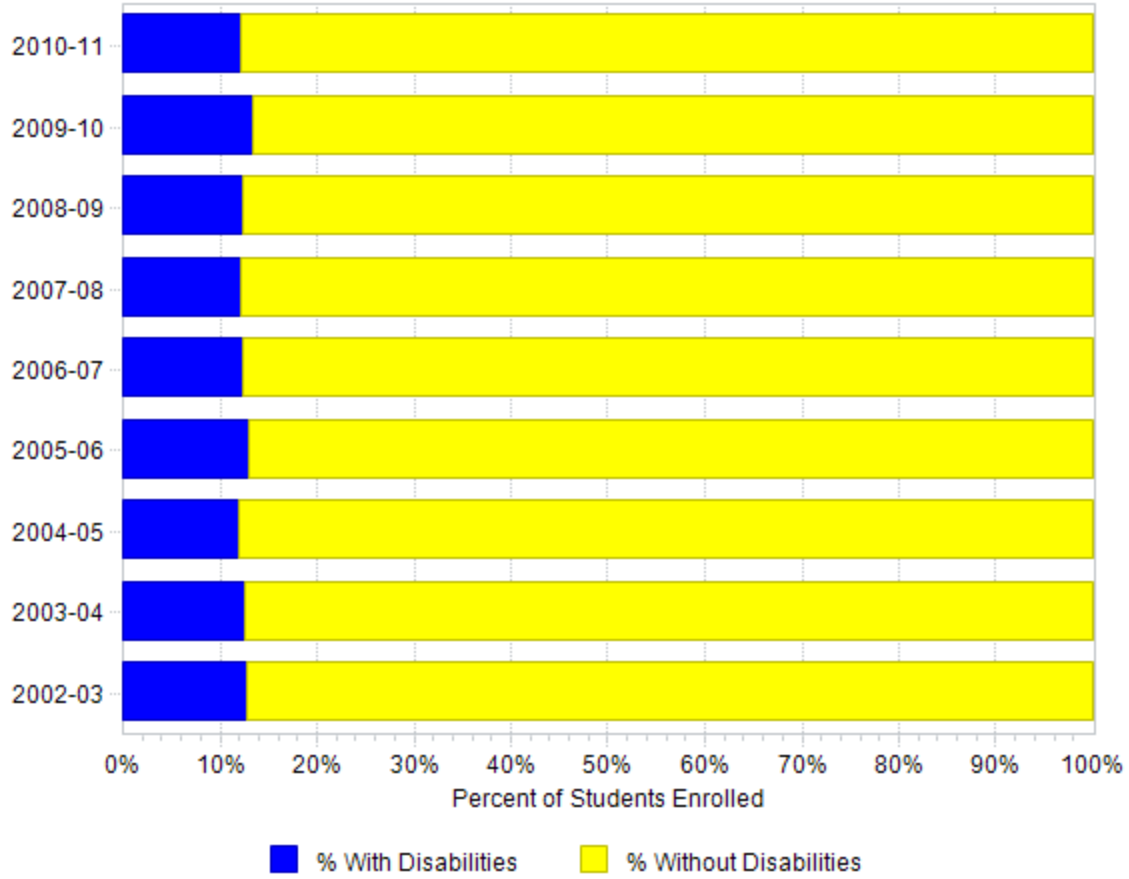


Enrollment by Economic Status  
New Richmond  
2010-11 Compared to Prior Years  
Summary - All School Types Combined





Enrollment by Disability  
New Richmond  
2010-11 Compared to Prior Years  
Summary - All School Types Combined



## Enrollment in High School Courses 2011-2012

AP Courses			
Course	Total	Females	Males
*AP Language	41	31	10
*AP Psychology	74	49	25
*AP Calculus	110	60	50
*AP Comp. Science	5	0	5
*AP Biology	37	21	16
*AP Chemistry	62	24	38
*AP Literature	74	54	20
*AP Statistics	69	31	38
*AP US History	67	44	23
AP Microeconomics	83	43	40
AP Macroeconomics	50	26	24
<b>Total</b>	<b>672</b>	<b>383</b>	<b>289</b>

\*Indicates year long course

Family and Consumer Education			
Course	Total	Females	Males
Clothing and Fashion	33	33	0
Freshman FCSE	76	61	15
Family Living	26	23	3
Parents & Children	79	75	4

Foods I	301	142	159
Foods II	191	86	105
International Foods	101	42	59
Housing & Interior Design	32	31	1
Child Care Services	30	30	0
<b>Total</b>	<b>869</b>	<b>523</b>	<b>346</b>

<b>Tech Ed</b>			
<b>Course</b>	<b>Total</b>	<b>Females</b>	<b>Males</b>
*Building Construction	28	1	27
Cabinet & Furniture	40	1	39
Small Engines	90	14	76
*Basic Auto	208	26	182
*Auto Mechanics	60	4	56
*Intro to Engineering & Design	60	14	46
*Principles of Engineering	20	3	17
*Digital Electronics	26	1	25
Manufacturing Design	84	3	81
Machine Tool 1	33	2	31
Machine Tool 2	10	0	10
Machine Tool 3	5	0	5
Wood Techniques	72	2	70
Video Production	101	44	57
Graphic Design & Imaging	66	25	41
Welding & Fabrication	49	4	45
<b>Total</b>	<b>952</b>	<b>144</b>	<b>808</b>

<b>Agriscience</b>			
<b>Course</b>	<b>Total</b>	<b>Females</b>	<b>Males</b>
Landscaping	37	9	28
Greenhouse Management	23	11	12

Plants/Animals/You	81	46	35
Environmental Science	4	3	1
Horse Care & Management	15	12	3
Small Animal Science	130	76	54
Ag Business & Marketing	4	0	4
Large Animal Science	63	28	35
Conservation Natural Resources	30	4	26
Advanced Fish & Wildlife	16	2	14
Wildlife Management	97	16	81
Food Science	40	25	15
Leadership & You	30	21	9
Veterinary Science	29	22	7
<b>Total</b>	<b>599</b>	<b>275</b>	<b>324</b>

**2007-2008 to 2010-2011 NRHS Scholarship Summaries:**

**NRHS SCHOLARSHIP SUMMARY  
2007-2008**

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\*\*\* TOTAL SCHOLARSHIP \$\$\$ AWARDED: \$731,981 \*\*\*

- 191 scholarships awarded
  - ~ Females: 131 scholarships (68%)
  - ~ Males: 60 scholarships (32%)
- \$124,781 in non-university scholarships
- Local Scholarship Applications – 132/224 (59%)
  - ~ Females: 83 (63%)
  - ~ Males: 49 (37%)

**SPECIFICALLY:**

**INDIVIDUALLY APPLIED FOR SCHOLARSHIPS: \$30,806**

- Females: \$23,456
- Males: \$7350
- 53 scholarships (38F:15M)

**EDUCATION FOUNDATION SCHOLARSHIPS: \$27,900**

- Females: \$19,800
- Males: \$8100
- 49 scholarships (35F:14M)

**OTHER LOCAL SCHOLARSHIPS: \$39,075**

- Females: \$29,200
- Males: \$9875

- 60 scholarships (37F:23M)

**UNIVERSITY-SPONSORED SCHOLARSHIPS: \$607,200**

- Females: \$414,700
- Males: \$192,500
- 25 scholarships (17F:8M)

**STATE/NATIONAL AWARDS: \$27,000**

- Females: \$27,000
- Males: 0
- 4 scholarships (4F:0M)

**2008-2009**

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**\*\*\* TOTAL SCHOLARSHIP \$\$\$ AWARDED: \$685,145 \*\*\***

- 185 scholarships awarded
  - ~ Females: 96 scholarships (52%)
  - ~ Males: 89 scholarships (48%)
- \$112,245 in non-university scholarships
- Local Scholarship Applications – 137/222 (62%)
  - ~ Females: 74 (54%)
  - ~ Males: 63 (46%)

**SPECIFICALLY:**

**INDIVIDUALLY APPLIED FOR SCHOLARSHIPS: \$32,660**

- Females: \$19,700
- Males: \$12,960
- 55 scholarships (28F:27M)

**EDUCATION FOUNDATION SCHOLARSHIPS: \$21,750**

- Females: \$13,700
- Males: \$8050
- 37 scholarships (23F:14M)

**OTHER LOCAL SCHOLARSHIPS: \$39,835**

- Females: \$20,135
- Males: \$19,700
- 61 scholarships (29F:32M)

**UNIVERSITY-SPONSORED SCHOLARSHIPS: \$572,900**

- Females: \$287,000
- Males: \$285,900
- 30 scholarships (16F:14M)

**STATE/NATIONAL AWARDS: \$18,000**

- Females: \$0
- Males: \$18,000
- 2 scholarships (0F:2M)

**2009-2010**

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\*\*\* TOTAL SCHOLARSHIP \$\$\$ AWARDED: \$564,490 \*\*\*

- 175 scholarships awarded
  - ~ Females: 113 scholarships (65%)
  - ~ Males: 62 scholarships (35%)
- \$96,790 in non-university scholarships
- Local Scholarship Applications – 131/214 (61%)
  - ~ Females: 73 (56%)
  - ~ Males: 58 (44%)

**SPECIFICALLY:**

**INDIVIDUALLY APPLIED FOR SCHOLARSHIPS: \$30,390**

- 56 scholarships (39F:18M)

**EDUCATION FOUNDATION SCHOLARSHIPS: \$26,900**

- 46 scholarships (26F:18M)

**OTHER LOCAL SCHOLARSHIPS: \$30,500**

- 52 scholarships (32F:21M)

**UNIVERSITY-SPONSORED SCHOLARSHIPS: \$467,700**

- 18 scholarships (14F:4M)

**STATE/NATIONAL AWARDS: \$19,000**

- 3 scholarships (2F:1M)

**2010-2011**

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\*\*\* TOTAL SCHOLARSHIP \$\$\$ AWARDED: \$1,341,325 \*\*\*

- 191 scholarships awarded
  - ~ Females: 132 scholarships (69%)
  - ~ Males: 59 scholarships (31%)
- \$133,075 in non-university scholarships
- Local Scholarship Applications – 125/208 (60%)
  - ~ Females: 77 (62%)
  - ~ Males: 48 (38%)

**SPECIFICALLY:**

**INDIVIDUALLY APPLIED FOR SCHOLARSHIPS: \$26,700**

- 49 scholarships (37F:12M)

**EDUCATION FOUNDATION SCHOLARSHIPS: \$28,400**

- 53 scholarships (32F:21M)

**OTHER LOCAL SCHOLARSHIPS: \$25,975**

- 48 scholarships (34F:14M)

**UNIVERSITY-SPONSORED SCHOLARSHIPS: \$1,004,250**

- 36 scholarships (26F:10M)

**ATHLETIC SCHOLARSHIPS: \$34,000**

- > 2 scholarships (2M)

**STATE/NATIONAL AWARDS: \$222,000**

- 3 scholarships (3F)

**SCHOOL DISTRICT OF NEW RICHMOND  
NON-DISCRIMINATION POLICY**

It shall be the policy of the School District of New Richmond that no person may be denied admission to any school in the district or be denied participation in, be denied the benefit of or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity on the basis of sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap.

The district encourages informal resolution of complaints under this policy. However, a formal complaint resolution procedure is available to address allegations of violations of this policy.

Any questions concerning this policy should be directed to:

District Administrator  
701 E Eleventh St  
New Richmond WI 54017  
715.243.7411

Complaints regarding the interpretation or application of this policy should be directed to:

Director of Pupil Services  
701 E Eleventh St  
New Richmond WI 54017  
715.243.7411

1. Bottom copy of form is given to the student at time of incident.
2. Staff member issuing the detention takes one copy.
3. Top copy to office, which will be kept on file.

### **Detention Procedure**

*In-classroom detentions* will be arranged and served with the teacher issuing the detention. This includes Encore and Special Services staff.

*Out of classroom detentions* will be served on a pre-determined day each week.

Detentions will be served as scheduled by the team.

### **Suspensions**

Suspension is a temporary denial by school administration of the right to attend class or school. Suspension can be either in or out of school. If the suspension is in-school, the student will be assigned to the suspension room for the period of suspension. Schoolwork will be brought to the student. Lunch will be brought to the student. If suspension is out-of-school, the student will not appear in school during the time he/she is suspended; the parents/guardians are responsible for the activities of the student during this time. If the suspension (out or in) occurs on the day of any extra-curricular activities sponsored by the school district, the student shall not be allowed to attend such activities. A record of the suspension is placed in the student's cumulative folder, sent to the parents/guardians and sent to the superintendent.

Suspensions may range from one to five days depending on the seriousness of the infraction. Only the Assistant Principal, Principal or Superintendent can suspend a student from school. (S.S. 120.13)

### **Use of Alcohol and Drugs**

Under the Drug-Free Schools and Communities Act Amendments of 1989, New Richmond School District students may not possess, sell, use, distribute or be under the influence of alcohol or other drugs while on school property or while involved in school related activities. The student shall be referred (taken if possible) to the building principal in accordance with the Behavior/ Discipline Procedure. Chaperones of a school-sponsored event identifying students in violation of this rule shall contact the student's parent/guardian of the incident and report this to the building principal the next working day.

### **Use of Tobacco**

Students are not permitted to smoke, possess, or chew tobacco at any time in the building or on school grounds and school vehicles. Violations of these regulations will be subject to disciplinary actions or beyond of the student conduct procedure, and local police authorities may be notified.

### **Harassment**

The School District of New Richmond shall maintain a learning and working environment that is free from unlawful harassment. No individuals shall harass any student, employee, or other individuals through conduct or communications that is harassing in nature. Such behavior includes inappropriate remarks about or conduct related to a person's race, religion, national origin, sex, marital status, disability, age, sexual orientation, or any other protected classification.

- ❖ See- Anti-Harassment, Board Policy 5517

1. A student who repeatedly refuses or neglects to obey school rules or regulations
2. A student who engages in conduct while at or not at school or while under or not under the supervision of a school authority which endangers the property, health or safety of others at school or under the supervision of a school authority
3. A student who knowingly conveys any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.

Expulsion procedures outlined in state law shall be followed.

### **Nondiscrimination (Board Policy 2260)**

The Board of Education does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability in any of its student programs and activities.

**Complaint Procedures:** If any person believes that the School District of New Richmond or any part of the school organization has failed to follow state and federal nondiscrimination laws or in some way discriminates on the basis of sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental emotional or learning disability or handicap, he/she may bring or send a complaint to the administration office at the following address:

Morrie Veilleux  
701 East Eleventh Street  
New Richmond, WI 54017  
Telephone (715) 243-7411

#### **DISCLAIMER**

School rules published in this handbook are subject to such changes as may be needed to insure continued compliance with federal, state, or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior can be written and inserted in a handbook; however, we expect students to follow reasonable rules and not violate the rights of others.