

School Board Policies and Administrative Procedures

The Stanley-Boyd School district currently has five policies relating to pupil nondiscrimination and equal educational opportunities. The policies apply to all areas of school operations, including school-sponsored programs and activities. These policies explain the procedure and timelines for filing, investigating and resolving complaints including written responses and appeals. Information regarding these policies is published on our school district website, in our back-to-school newsletter delivered to every household annually and in our student handbooks.

In June 2023, the Board of Education approved the use of Neola Policy Services. We are in the process of migrating our existing policies into the Neola framework. We expect this migration to be complete by the end of the 2024 fiscal year. This change will ensure we remain current with legislative changes in regards to pupil nondiscrimination and equal education opportunities.

In the process of migrating to the Neola framework, we discovered only a female compliance officer was designated. This occurred due to a termination of employment. A second, male compliance officer has been designated.

Conclusion

The adoption of Neola policy service will assist us in keeping our policies up to date. A male compliance officer, in addition to our female compliance officer, has been designated to provide flexibility should any complaints arise. We will continue to publish our policies on our website, in our newsletter and in student handbooks.

Enrollment Trends in Classes and Programs

Transcripted Credits: In the 2022-23 school year, there were 147 transcripted credits earned by high school students. The previous year had 102 and 76 respectively. The amount of students saving money by taking transcripted classes has doubled over the past few years, saving both time and money for our students.

High School Academies: Stanley-Boyd students have the opportunity to attend High School Academies through CVTC. This program allows SBHS students to leave high school with technical diplomas or certifications giving them a step in the right direction for their career goals. The 2022-2023 school year had 7 students take advantage of this opportunity with 71% of those students being female and the other 29% being male. On average, 7% of our students are students of color. The 2022-23 school year had 17% of

students attending a High School Academy be a student of color. No other year had students of color to report.

Stanley-Boyd School District is working on getting more transcribed credit courses offered at school to allow students opportunities to get ahead when entering college and the workforce. This will help decrease the financial burden of getting a higher education in the future for all students. Currently, we have over 39 total college credits for students, including AP courses, saving students around \$15,000 if they took all dual credit and AP classes that we offer and get a passing grade.

Enrollment in CTE Courses: The following data comes from the 2020-23 school years. Agriculture classes saw a 2:1 male-to-female ratio, Tech Ed saw an over 4:1 ratio, Business/Computer Ed was 2:1 and Family Consumer Science classes saw a 1:1 ratio.

Enrollment in AP/Advanced courses: Advanced/AP classes during the 2020-23 school year saw a .5:1 male-to-female ratio. This is showing that females are taking AP/Advanced classes at over double the rate that males are. When looking at our advanced classes related to Science and Mathematics, males are also behind with a .5:1 male-to-female ratio showing that our females are taking advantage of the science and math courses offered at school.

Barriers to Course Enrollment: One barrier that students face when getting into classes is the course schedule. We change it up every year which does not allow students to plan far into the future about when to register for classes. If they do not get in prerequisites early on, they have an issue getting into the higher level later on. There is only one course that would have a financial barrier behind it, and that is our Advanced Bio course, which is a 4 college credit course through the University of Wisconsin-Oshkosh. The normal cost is \$420 or \$210 for those who qualify for free/reduced lunch. All other classes do not have any fees associated with them.

Increasing enrollment of non-traditional students into courses: One way that teachers have been helping students get into classes is by noticing their skills and pushing them to try something new. Teachers will have conversations with students about their capabilities and encourage them to take classes that will challenge them as well as help them with their post-high school goals. Though small, showing images of all different types of people in careers helps show students that they can become that in the future. Showing these images helps create a sense of belonging within the school as well. Juniors and Seniors receive one-on-one meetings with the High School Counselor to discuss future goals, this is another opportunity to encourage students to take those classes that will help them reach their final goal.

Methods, Practices, Curriculum, and Materials Used In Instruction, Counseling, and Pupil Assessment and Testing

Stanley-Boyd Area School District has multiple district policies to support students. The guidance and counseling program policy lists the multiple perspectives addressed including emotional, educational, career, civic, and social development.

- Social, Emotional, and Behavioral Perspective: School staff utilize a multi-tiered system of support to screen, identify, intervene, and monitor progress for students. School staff refer families to outside mental health providers and community supports.
- Educational, Career, and Civic Perspective: School staff utilizes multi-disciplinary approaches to identify student strengths and interests for academic and career planning.

The school counseling program is proactive and preventative in its focus. The school counseling program enhances academics, encourages wellness, supports interpersonal communication skills, develops college and career readiness, and creates life skills for all students.

Counselors at the Stanley-Boyd Area School District are trained to recognize bias or stereotypes.

- Unique training programs for school counselors include graduate-level courses and training in multicultural education, gender equity, and discrimination/harassment. Each building is assigned a professional school counselor who has completed these courses.
- National organizations for school counselors ensure professionals are trained in and understand awareness of bias or stereotypes such as the American School Counselor Association (ASCA) and the Wisconsin School Counselor Association (WSCA). Counselors are provided membership to these professional organizations for continued training.
- The school district has utilized training in various topics including positive behavioral interventions and supports, trauma-sensitive schools, non-violent crisis training, culturally responsive practices, social equity, and social justice. These trainings include opportunities to recognize bias or stereotypes.

Counselors at the Stanley-Boyd Area School District are trained to recognize bias or stereotypes.

- The school counselors utilize an annual action plan to ensure techniques and materials are reviewed.
- School counselors regularly attend pupil service department meetings to review staff behaviors, student incidents, and parent concerns to ensure the counseling practices are absent of bias and stereotyping.
- School counselors collaborate and consult with other professionals from CESA 10 and DPI departments to ensure techniques and materials are reviewed.

The District utilizes multiple strategies to provide accessible supports and services to students and families in a way that matches their cultural preference and linguistic needs.

- Interpretive services are provided by school staff and also contracted out to support different language/communication needs.
- District assessment instruments and comprehensive diagnostic assessments are reviewed to determine the appropriateness for assessing student abilities and needs.
- District Home Language Surveys are completed when students enroll to identify students who may need screening for English language proficiency and supports.
- Culturally relevant and bilingual resources are purchased as needed. District forms are translated to various languages as needed.
- The district partners with families and invites family engagement with literacy/math nights, family surveys and feedback, and parent/teacher conferences to set goals.

The district utilizes academic planning and support services to assist students in closing achievement gaps.

- The district utilizes a multi-tiered system of support for academic skills (reading) where students' skills are assessed, students are identified for targeted intervention, and their progress is monitored to examine the effects of targeted interventions.
- The district sets aside time in the master schedule for specific targeted interventions with teachers and reading specialists (Title).
- Counselors and supportive teachers utilize Xello in grades 3 through 12 to assist students in building their career plans.
- Student Assistant Team (SAT) meetings are used to problem solve with school, family, and others familiar with the student. The team identifies any academic gaps and discusses options for closing the gaps.
- Administrators and counselors complete academic check-ins with students who may be receiving Ds or Fs in their classes. Academic check-ins ensure students are completing academic tasks towards earning credits or course completion.
- Orioles Achieve is an after-school student tutoring program that pairs younger students with older students as they complete academic activities and games that target skills that need mastering.
- Early release time each week allows students who are in the building opportunities to practice and refine their academic skills under the supervision of a high school or adult tutor.

The district's counseling curriculum aligns with the standards and best practices identified by multiple organizations (CASEL, ASCA, WSCA, etc). The alignment of the guidance curriculum is monitored by the administration. Counselors engage in professional learning communities to monitor the effectiveness of counseling curricula similar to teachers.

The district assesses student skills and needs through social, emotional, and behavioral data. Similar to academic benchmark assessments, the district completes social-emotional screenings throughout the year. Teachers rate their students' skills and students who are below the cut-off are identified as in need of additional services and support. Teams also review behavior data throughout the year by reviewing minors and majors. Students who accumulate a specific number of minors and majors are recommended for additional services and support.

The counselors and support staff are trained in implementing the school-wide curriculum for Leader In Me, a leadership and citizenship-building program.

Trends and Patterns of Disciplinary Actions, including Suspensions, Expulsions, and Handling of Pupil Harassment

Only one student with a disability has been expelled in the past five years. Out-of-school suspensions do occur disproportionately for students with disabilities. We anticipate this as behavior is often a manifestation of the disability. We have a strong Behavior Intervention Program and incorporate alternatives to suspension whenever possible. We also incorporate a multi-tiered system of support and use the Leader In Me program to maximize student achievement.

In the past 18 months, we have worked with CESA 10; Collaborative Organizational Revitalization for Equity (CORE) in hopes of better recognizing and addressing pupil harassment. They provided staff training with a focus on systems and equity means. In addition, all Middle School students participated in classroom discussions regarding discriminatory language and how to get help when needed.

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

Participation data at Stanley-Boyd High School extracurricular programs and activities were reviewed for the past three years by race, gender, and disability. The minority group was not disaggregated due to the low number of students. To do so would potentially identify individual students. This data was compared to school-wide averages to determine if any trends or patterns of participation existed. Any disparity greater than 5% is considered significant. The data from High School enrollment year 2023-2024 is a typical breakdown representing similar data over the past three years. The High School population is 93% white and 7% minority students. The student body is further identified as 46% female and 54% male. 16% of the student population has been identified with a disability of some kind.

Analysis of the participation data reveals that minority students are represented in extracurricular activities proportionate to or greater than their representation in the general student population. Students with disabilities are underrepresented in extracurricular activities and clubs at the High School level.

Since the last survey, we have added several clubs with the intention of increasing involvement with students that are not members of our existing sports teams and clubs. We have added Gay-Straight Alliance, Fellowship of Christian Athletes, Tabletop Roleplaying Club, Esports, and Clay Target Shooting as non-school sponsored activities. We also found a coach for our archery program and it will have its first year of activity this year. We also approved the addition of Girls Wrestling as an offered high school sport.

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

Demographic Overview

From 2021-23 Stanley-Boyd Area School District's high school students received 294 scholarships totaling \$398,315. Of the 65 total students who received scholarships, 46 (70.7%) identified as female and 19 (29.3%) identified as male. During this time frame, 16 (24.6%) of the scholarship recipients were considered economically disadvantaged.

Information about award opportunities is accessible to all parents and students. Progress is being made toward increasing the distribution of scholarship to underrepresented groups.

Every high school student has an individual Academic and Career Planning (ACP) meeting with the high school counselor in 11th grade and 12th grade. During the 12th grade meeting each student is walked through the process of locating and applying for scholarships available in the area. Students are shown the school website, Xello, and the Scholarship Google Calendar that has information about applications and due dates.

Additionally, all students have access to the scholarship board located outside the counseling office which displays upcoming scholarships available to students. This board is updated by the high school counselor when scholarships applications are received to provide students with current information. We also display due dates on a running TV screen reminding students of due dates.

Finally, it is communicated during the ACP meeting that they can email or contact the high school counselor to set up additional meetings if they need further assistance with scholarships. This process is designed to give all students the same information so that no student can be discriminated against for any reason. By giving all students the same

information we ensure no student gets preferential treatment or additional information that is not provided to every other student. Every Thursday during the Junior/Senior Seminar time, the high school counselor has time set aside for students to come in and get help with scholarship applications and other post-high school plans. Parents also have access to the same information that is provided for our students at SBHS. All 12th grade parents are mailed information about accessing the school website for scholarship information in August. This again gives consistent information to all parents to ensure that it's done in a non-discriminating manner.

All scholarships and other forms of recognition are awarded in a way that does not discriminate.

Stanley-Boyd High School gives out only a few scholarships directly each school year. Most scholarships are awarded by outside groups and organizations. Stanley-Boyd Schools does not have an active role in how those awards are determined. For those scholarships that Stanley-Boyd Schools directly awards, a set procedure is followed to select a winner. First, the high school counselor forms a committee to select a scholarship winner. When possible, staff members without a direct connection to student applicants are chosen. This means that middle and elementary staff members are often included to remove any possibility of bias in the scholarship selection process.

The high school counselor makes applications “anonymous” by removing names, addresses, and other information that would reveal the identity of the student applicant. This ensures that scholarship recipients are being selected based on merit rather than name or connection to any staff member.

The largest scholarship that Stanley-Boyd Schools directly awards is the Tobola Educational Fund which has given out roughly \$70,000 to SBHS students over the last three years. That scholarship is open to all students who have a 2.0 GPA or higher (which is roughly 95% of our students.) This allows a very wide range of students to be included in our largest scholarship and avoids any discrimination.

Identifying discrepancies and implementing strategies.

Previous data collected for the 2014-16 school year showed that only 13.3% of scholarships were awarded to students who were considered economically disadvantaged. This shows an 11% increase in students being awarded scholarships that are considered economically disadvantaged. This indicates that there have been improvements in getting students who are economically disadvantaged to apply for scholarships. Continuing the implementation of ACP meetings, and times set aside to help students with scholarships and other applications has been helpful and should continue.

Conclusion

Overall, scholarship awards are fairly representative of our population. We do a good job of distributing the same information to every student so that all students have equal access to scholarship opportunities. It is important that we continue to have an “anonymous” scholarship selection process so that students are receiving awards based on merit. Going forward we need to monitor how our supports for economically disadvantaged students are helping make sure that they are applying with the same frequency as other students. Overall, a good framework is in place.

School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination

Stanley-Boyd routinely evaluates ways to expand and enhance the opportunities available to our students. In 2021-2022 the district added a Jobs for American Graduates (JAG) program in the high school. JAG works with at-risk youth who are faced with 5 or more barriers in their life. Barriers are things like mental health, receiving state assistance, credit deficiencies, broken homes, guardians who didn't receive their high school diploma, living in foster care, etcetera. JAG provides many opportunities in classroom and outside of the classroom to help develop their employability skills, career awareness, and life skills. Instruction is provided through project-based learning and outside exploration through guest speakers, campus tours and business tours. Finances are never a barrier to these experiences as all JAG events are cost free to the student

In 2023, we subscribed to a new service offered by CESA 10; Collaborative Organizational Revitalization for Equity (CORE). “CORE supports organizations in the examination of their systems; including structures, policies, practices, and beliefs that may perpetuate systemic racism and result in unequal outcomes. Mission: Facilitate systems change to ensure access, representation, and opportunities for all. Vision: Systems grounded in fairness and justice that prioritize equal outcomes for all.” Stanley-Boyd anticipates this service will help identify our successful strategies as well as provide suggestions for the areas in which we could improve.

School District Technology, including Electronic Communications by School District Staff

Skyward's Message Center allows the district to communicate with parents and students. Information can be emailed or posted to Skyward Family Access. Families without email addresses on file can log into Skyward Family Access and view posted

information. Skyward is accessible with any device by downloading the app. The app is available free of charge in the app store.

Our district has one-to-one computing in grades KG - 12. Public wifi is available in our buildings after the school day ends (3:30 pm).