

Sparta Area School District
Sparta, Wisconsin 54656

Pupil Nondiscrimination Self-Evaluation Report
to Meet Requirements of
S.118.13, Wis. Stats., & PI9, Wisconsin Administrative Code

2023-2024

The Sparta Area School District is an equal opportunity employer and does not discriminate on any basis prohibited under state or federal law.

Section 1: Elevation of Board of Education approved policies and procedures (9.06(1)(a))

During the 2022-23 school year, the Sparta Area School District (SASD) went through a policy transition to Neola templates for all policies; so policies have been recently reviewed and vetted for the most recent legal updates. For this report, these policies include, but not limited to:

[2266 – NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES \(revised 8/31/23\)](#)

[1422 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY \(adopted 7/29/21\)](#)

[3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY \(adopted 11/28/22\)](#)

[2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY \(adopted 12/19/22\)](#)

[1662 - EMPLOYEE ANTI-HARASSMENT \(adapted 7/29/21\)](#)

[3362 - EMPLOYEE ANTI-HARASSMENT \(adopted 11/28/22\)](#)

Our procedure with adaptation of Board policies is a three step process: Board workshop (open to the public for input, collaboration, etc.), Board Committee of the Whole, and then finally a full Board of Education meeting.

[Student and family handbooks](#) are reviewed annually and approved by the Board of Education through the Committee and then full Board meeting process.

In addition to our [Annual Notices](#) we share with students and families, we do publish the [class 1 legal notice](#) in our local newspaper, distributed to families, staff, and students.

Section 2: Evaluation of enrollment trends and patterns in classes and programs ((9.06(1)(b))

[District Demographics](#) (first tab)

[Enrollment trends in honor and AP courses.](#)

Our District has our honor and AP classes as open access; prerequisites are recommended, but no one is excluded based on the discriminatory classes (open access to all classes). Academic, social, and emotional support

Course handbooks are reviewed annually, and new courses are approved by the Board of Education. Course guides are guided by policy [2230 - COURSE GUIDES](#). Our teams review these to make sure that content, resources, etc. are free of bias, discrimination, etc.

Section 3: Evaluation of methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing ((9.06(1)(c))

All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one's group identities.

[Standards of ethics for School Counselors](#)
[SASD Comprehensive School Counseling Program](#)

For pupil instruction, assessment and testing, when able, teams work together on common assessments and are guided by policy [5421 - GRADING](#).

Section 4: Evaluation of trends and patterns in discipline actions, including suspensions, expulsions, and handling of pupil harassment ((9.06(1)(d))

[District Data](#) (4th tab)

We reviewed with the last 2 years all anti-harassment policies, which include, but not limited to:

[5200 - ATTENDANCE](#)

[5610 - SUSPENSION AND EXPULSION](#)

[5500 - STUDENT CODE OF CLASSROOM CONDUCT](#)

[5517 - STUDENT ANTI-HARASSMENT](#)

[5517.01 - BULLYING](#)

Section 5: Evaluation of trends and patterns and school district support of athletics, extracurricular activities, and recreational activities ((9.06(1)(e))

[District Data](#) (2nd tab)

New co-curricular activities are approved by the Board of Education per policy [5730 - EQUAL ACCESS FOR NONDISTRICT-SPONSORED STUDENT CLUBS AND ACTIVITIES](#) and [2430 - DISTRICT-SPONSORED CLUBS AND ACTIVITIES](#).

[List of SHS and MV Activities](#)

Section 6: Evaluation of trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district ((9.06(1)(f))

[SHS Document](#)

[MV Document](#)

Section 7: Evaluation of district efforts to achieve equality of educational opportunity and nondiscrimination ((9.06(1)(g))

Parents, and students are provided with non-discrimination and equal educational opportunity policies and procedures. The District provides opportunities for parents to express their ideas, comments, etc. to the District for continuous improvement. Staff members are informed as part of our beginning of the year inservice, along with input on continuous improvement. Our Student Services team works with individual students

Financial assistance is in place for students demonstrating need for academic fees, co-curricular fees, field trip fees, and a loan program for one-to-one computing devices.

Sparta High School has an orientation presentation that is held for all interested grade 8 students and parents.

Sparta High School sponsors a freshman transition day for the first day at Sparta High.

Several efforts are in place to ensure equal opportunity for students and staff:

- Staff training on suicide prevention.
- Staff training on non-violent crisis intervention.
- Staff training on anxiety and trauma sensitivity.
- Staff and student training on the use of technology resources, personal devices, and social media.

Necessary accommodations made for any student to participate in all school related activities. Emphasis is placed on inclusion for all students as much as deemed possible.

Section 8: School district technology, including electronic communications by school staff ((9.06(1)(h))

The Sparta Area School District provides 1:1 devices for students in grades K-12. This ensures equity in regards to having learning resources at all students' fingertips. In addition, the ipads have many accessibility features which help students such as text to speech for students who struggle with reading and translation tools for our English Learners. Adaptive technology is provided for students whose IEPs have indicated a need. Many of our technology platforms and on-line textbook resources have the ability to select both English and Spanish for the language. Finally, during the pandemic, hotspots were provided by the district for families who were unable to pay for internet in their homes.

The Communications Department has evaluated a small portion of our equality of educational needs and nondiscrimination and has determined the following practices that are in place:

- We have included a link at the top of our website to translate our website into more than 100 different languages.
- Family messages are all translated and sent in the same email.
- We provide an ADA Notice on legal postings reminding constituents that need additional services to review our postings may contact the Superintendent's Office.
- SASD employs a full time district interpreter that assists families with any help they need.
- We provide a specific ELL registration day every year before school starts.

[7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY](#)

SUMMARY NARRATIVE:

- The Sparta Area School District is making strides on closing achievement gaps. Our staff has been working on creating a Guaranteed and Viable Curriculum in order to provide students access to a comprehensive, equitable, rigorous, and standards-based education. Through this process, our teachers are determining which standards are essential, creating proficiency scales for each essential standard, assessing these standards, and planning for reteaching and extending the learning. Our staff examines the standards through a process of vertical alignment to ensure that students have mastered prerequisite skills and that student expectations increase over time. In addition, we use high quality instructional materials and provide professional learning and coaching support as we implement new resources.
- Instructional coaches across the district provide professional learning sessions at each school. They support the use of best instructional practices through coaching cycles.
- CESA 4 supports us by providing professional development for both teachers and principals. We also contract with their specialists to provide consultations specifically in the areas of special education and English Language Learners. They observe our staff, provide suggestions, and help us improve our systems of support.
- Demographic information is not asked in scholarship essays, however financial need is asked and students share why.
- Our athletic teams have more males than females, but our non-athletic activities have more females than males.
- Students with Special needs are supported appropriately and have a high percentage in co-curriculars; and an additional coach hired to support a student-athlete with special needs for track.
- Our district has offered alternate learning opportunities rather than going through expulsions.
- Our District has a goal of Social Emotional Learning with a universal curriculum K-12, and our health classes promote and educate on healthy decisions and decision making.
- Our District promotes the StopIt App in grades 5-12 (anonymous reporting).
- ELL students do have a good percentage in high school honor/AP courses, but we could look to increase students with special needs.
- As our School Counselors and teachers work with students and families, they encourage all students to stretch themselves as much as they can, and work with them on their career goals to match the proper courses to that path.
- Our methods and materials are evaluated, along with how we instruct or counsel students. We have not had a student or parent file a formal complaint in this area. Materials appear to be free of bias and discrimination.
- Our District involves the Professional Learning Community process, and staff members collaborate in regard to the curriculum and expectations across grade levels, common courses, and departments.
- Our District will continue to promote learning at high levels for all, and give access to our programs (curricular and co-curricular) for any student.