



FRANKLIN PUBLIC SCHOOLS

INSPIRING PERSONAL SUCCESS

**Pupil NonDiscrimination Self Evaluation Report
To Meet Requirements of
S.118.13 - Wisconsin Statutes
PI 9 - Wisconsin Administrative Code**

Approved by the School Board on January 10, 2018

Table of Contents

I. Introduction to the Process.....1

II. District Overview.....2

III. Findings

 A. School Counseling.....4

 B. Scholarships and Awards.....5

 C. Athletics and Activities.....7

 D. Next Steps.....8

IV. Summary of Specific Legal Requirements.....9

I. Introduction to the Process:

In compliance with S.118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code, the Franklin Public School District conducted a self-evaluation of the status of pupil nondiscrimination and the equality of educational opportunity which includes a review of the following:

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
- School district efforts to achieve quality of education opportunity and nondiscrimination.

Eighteen (18) team members of the Franklin Public Schools’ community including the Director of Human Resources, School Psychologists, School Counselors, parents and the District Data Coordinator were responsible for the development, writing and/or review of this report.

II. District Overview:

The suburban Franklin Public School District encompasses 34.6 square miles in southwestern Milwaukee County, 10 miles south of downtown Milwaukee. The Franklin community has a population of 35,655. Franklin Public School District serves over 4,600 students between the ages of 3-21 across 8 school locations.

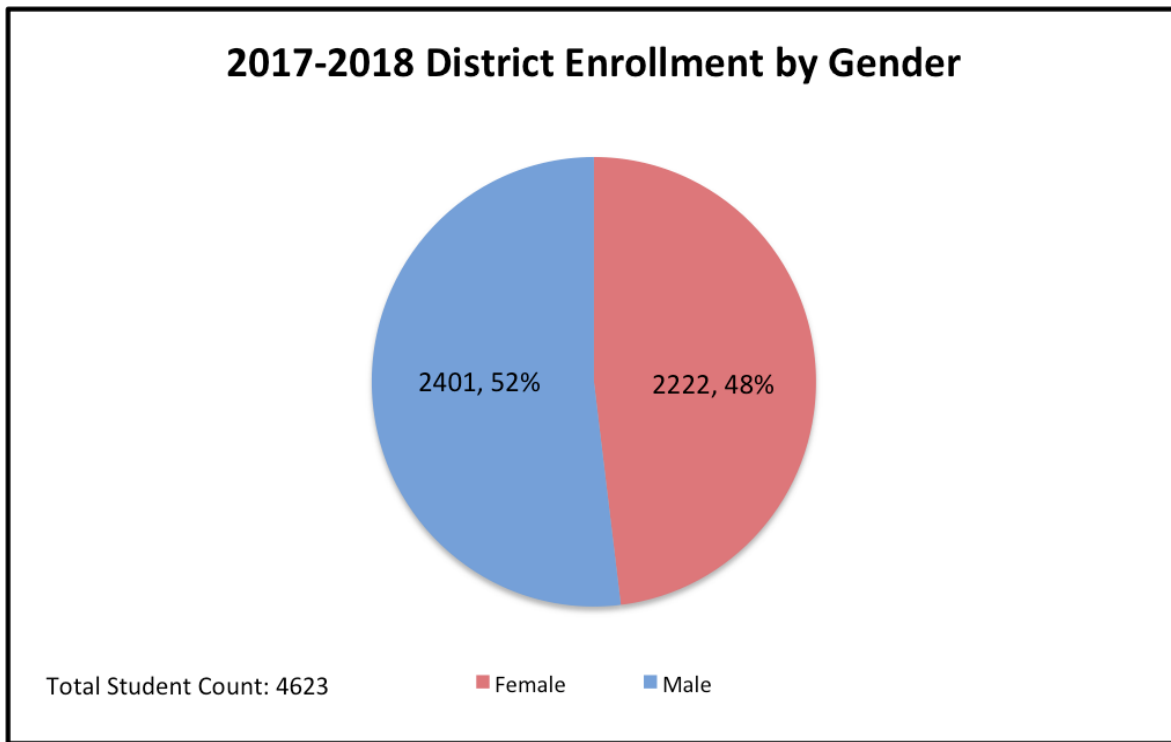
Our Mission:

Franklin Public Schools inspires personal success through learning experiences that focus on student needs and active partnerships with family and community.

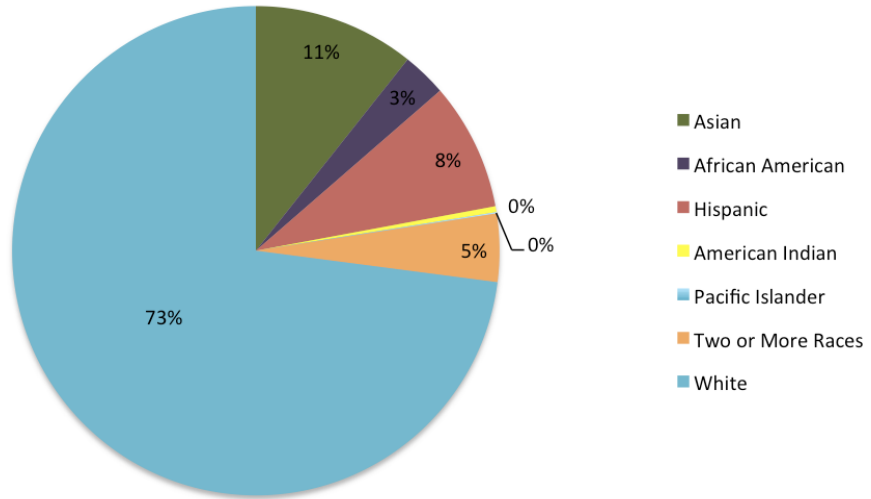
Our Vision:

Embracing the belief that all children will learn, Franklin Public Schools is committed to excellence in student achievement and continuous improvement.

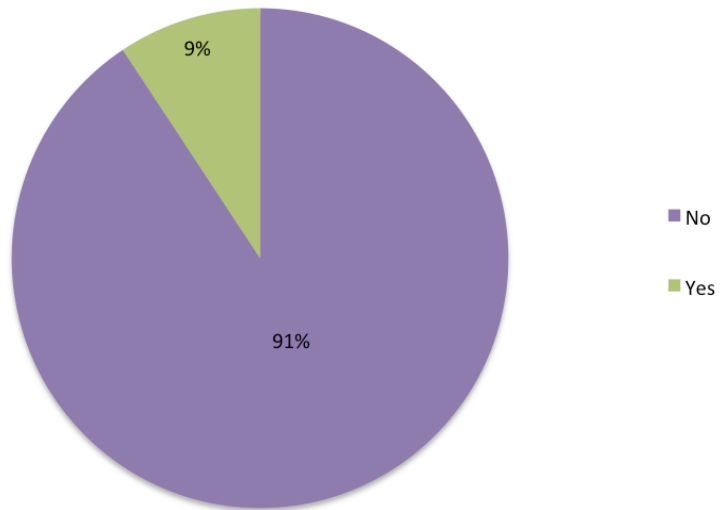
The following data represents the breakdown of our student population based on gender, ethnicity/race, and disability for the current school year. This data was utilized during the analysis within each of the three required areas during the study. This data was derived and disaggregated for our student database.



2017-2018 District Enrollment by Ethnicity



2017-2018 District Enrollment by Disability



Using the DPI guidelines for self-evaluation questions in each area, District team members evaluated current District practices that meet the expectations, areas of concern or suggestions for improvement. The findings from each group are shared in this report.

III. Findings:

A. School Counseling

The school counseling program was reviewed to evaluate the District's policies and practices regarding the training of counselors in multiple perspectives and the recognition of biases or stereotypes in our program. In addition, a review was conducted of the District's support in linguistically accessible and academic support services that are in place to close the achievement gap as part of the mainstream curriculum.

In order to ensure that the District's policies and practices represent multiple perspectives, the school counseling program reflects the vision, mission, policies and practices of the district by serving all students and meeting the individual needs of students so that all children will learn. The school counseling program reflects both School Board Policy 5010: Nondiscrimination for Pupils and Board Policy 5011: Nondiscrimination for Students on the Basis of Disability. The district has supported the implementation of a comprehensive K-12 school counseling program based on the ASCA National Model, which provides for services for all students. School counselors work with all students through a standards-based approach to provide universal learning as well as data-driven supports for diverse learners. School Board Non-Discrimination Policies 5010 and 5011 and district counseling materials reflect the positions held by the counseling staff that support the equal rights of all students to participate in our program. Course descriptions, counseling materials and counseling programming is inclusive of all students and individualized to meet the unique needs of each student.

Training for staff is a critical element in ensuring the programs are delivered free from bias and stereotyping and effectively improve the overall programming for students. Counselors operate on a "by all, for all" approach when working with students. All counselors have completed masters degree programs that include multicultural competency training. Professional development and training through events such as annual attendance at the WSCA conference, ensure that counselors are up-to-date on current information surrounding issues of diversity, inclusion and equity. Counselors ensure equity for students in course selection and placement decisions. Counselors advocate for student social-emotional wellbeing and equitable instructional practices and disciplinary responses, including the use of Restorative Practices. Graduate school programs require training in a wide range of counseling theories and multicultural counseling. Franklin counselors frequently attend annual state and national conferences including the Wisconsin School Counselor Association and American School Counselor Association, the UW System and Private Colleges workshops annually, where they engage in up-to-date learning designed to increase awareness of

bias, as well as opportunities for diverse students to access education in and beyond the K-12 environment. This training is essential to recognizing and responding to inequities and helping students to overcome bias in their lives. As a result, the counseling team has been involved in removing barriers to registering for higher level courses, advocating for scholarships & Equal Opportunity Programs for students with diverse needs who might otherwise not have access to higher education. Counselors create individualized accommodation plans for LGBTQ+ and non-binary students navigating issues of sexual identity in adolescence. The counseling program promotes bullying prevention through universal instruction, an online anonymous Bullying Report Form and responsive services. The district has invested in training for counselors, some teachers and administrators in the use of Restorative Practices in efforts to build positive relationships, give voice to all students, and to repair relationships in disciplinary situations.

In an effort to provide culturally and linguistically accessible support services to students and families, interpreters are accessible if needed for the school counseling program, and the information is available to be translated as needed. ELL services are available within the district for qualifying students, and families with English language needs are given information to connect them with community resources. Typical counseling resources are also available in Spanish for Spanish speaking parents/guardians. The district offers diverse extracurricular opportunities including Multicultural Club, Empowered Women, SAGE, Kindness Movement and American Sign Language Club.

Achievement of all students, and closing the gaps, is a priority for all students in Franklin. Through our counseling program, the Academic and Career Planning (ACP) initiative gives all students tools of planning and preparation toward future goals, including individual planning conferences during their junior year. All students are eligible and supported in receiving exposure to academic and career-related information and experiences. The school counseling core curriculum is provided to students of all ability levels. Instruction is universal and accommodations and modifications are made for students with disabilities. Translator services and/or translations may be provided as needed. "Closing the Gap" Data is evaluated and is used to establish annual program goals.

In order to achieve alignment of our counseling program with mainstream curriculum and assessment and our "by all, for all" programming, all students receive standards-based school counseling instruction based on the ASCA Mindsets & Behaviors in grades 5-12. Students at the high school participate in "Virtual Day" online Academic & Career Planning portfolio development. Teachers are trained in ACP monitoring and conferring and receive regular reminders and professional development in faculty meetings.

B. Scholarships and Awards

The District's scholarships and awards were reviewed to determine the extent to which the applications and scholarship awards reflect the overall composition of the student population by race, sex, national origin, or disability. In addition, the review of this area included an analysis of the criteria, process, data and distribution of scholarships and awards.

Scholarships and awards are handled by the Student Services Department at the high school. The Scholarship Committee Team oversees the application process and the awarding of all local scholarships controlled by the district. All scholarship opportunities received in Student Services are shared and promoted in universal locations and through universal means (Scholarship link on the website, all school announcements, Junior Conferences, all-class meetings). During the selection process, the Scholarship Committee Team takes into account students who have received other scholarships in order to increase the total number of students receiving scholarships.

A secretary in Student Services serves as the scholarship coordinator in collaboration with a School Counselor. Yearly records are kept of all scholarship applicants and recipients and copies of relevant paperwork are saved and filed. The procedures have been found to be thorough and effective. The data over the last three years is as follows:

Total Number of Applications 2014-2017: 787

Total Number of Awards 2014-2017: 296

With respect to gender, the District experiences a slightly higher percentage of female applications versus male applications when reviewed against the overall population of 48% female and 52% male. However, in distribution, the percentage of scholarships awarded are very close to the District averages for gender.

With respect to the racial/ethnic distribution of scholarships, the data represents the distribution that is a reflection of the overall composition of the student population within 1-2% points.

When reviewing the distribution of scholarships to students with disabilities, it should be noted that the district distributes a larger percentage of scholarships to students in this area than the overall student population, 28% distributed versus a 6.5% composition.

The scholarship committee uses the criteria set forth by the scholarship organization when criteria are provided. When criteria are not provided the committee evaluates student applications and transcripts holistically. The only limiting factor in some decisions is the result of "financial need" being a criteria set forth by the organization. In such cases, the committee uses self-reported data by the student/family.

Students are assisted by school officials in the following ways:

- Proofreading applications & essays.
- Letters of Recommendation.
- Personal encouragement to apply.
- Classroom announcements (if criteria is specific to an interest area (ex: Business).
- Meetings with Counselors / Student Services staff if students are known to meet criteria (such as a University-specific scholarship).
- Scholarship Seminars -- which are open to all students during the school day.

C. Athletics and Activities

The District's athletics and activities program participation data was reviewed by race, sex, national origin and/or disability to identify trends and patterns of potential underrepresentation. The following areas were reviewed for equity in opportunity, funding, and gender participation:

- Activities that meet the expressed interests of all groups
- Coaching and other staff salaries
- Provision of uniforms
- Equipment and supplies
- Scheduling games and practice times
- Provision of transportation
- Opportunity to receive experienced coaching, academic tutoring, medical or other types of services
- Access to locker rooms, practice and competitive facilities
- Publicity efforts
- Availability of pep band, cheerleaders, pompon, etc

In addition, the athletic and activities program was reviewed to identify any bias or stereotyping and to evaluate the training provided to coaches regarding hazing, harassment and nondiscrimination.

Student participation in athletics and activities is tracked in our student information system (PowerSchool). In addition, information regarding gender is collected on a per-season basis by the Wisconsin Interscholastic Athletic Association (WIAA). Overall, the male/female participation in athletics is consistent with the student population in the district as well as with WIAA expectations. Additionally, the athletic and activity participation rates at the high school generally reflect the composition of the student body.

With respect to gender, the male and female participation in athletics is consistent with the student population in the district as well as with WIAA expectations. There is a slightly higher percentage of females that participate in school activities.

With respect to ethnicity/race in athletics, the participants represent 78% white and 22% non-white, demonstrating a very comparable makeup as compared to the entire student population (74% white and 26% non-white). In activities, the ratio is again representative of the student population at 75% white and 25% nonwhite.

With respect to disability, students in this area are underrepresented in athletics at 2.8% versus the high school population of 7.2%. In activities, the percentage is higher at 4.2%, but still an underrepresentation. Students with disabilities are offered appropriate accommodations for participation.

The district does provide opportunities for males and females proportionately and in compliance with WIAA expectations. Salaries are equitably provided for each athletic opportunity based upon the same criteria whether male or female. Provisions for uniforms and equipment and supplies are on a rotational basis, provided an annual stipend and reviewed annually. All other services, transportation, access to facilities, publicity efforts, pep bands are equitably distributed among the sports. The locker rooms at Franklin High School currently do not provide equitable access for males and females.

Coaches do receive the mandatory topics training and handbook information annually, which includes all the respective district policies on harassment and nondiscrimination. Coaches adhere to the WIAA and State regulations and policies on hazing. Our school mascot is free from bias or stereotyping.

Students are made aware of activities through announcements, posters, activity walkthroughs, the website and freshmen preview nights. As a district, we have a process in place to where students can submit proposals to add different sports and/or activities. And this policy is also being updated and reviewed by the School Board.

D. Next Steps

Counseling Program

Within this area, our next steps or areas of improvement to ensure best practices and nondiscrimination include:

- Increase anti-harassment education for students and cultural responsiveness training for staff will support improvements in our climate.
- Proceed with our study of Social Emotional Learning to identify gaps in both stand-alone and embedded instruction K-12, as well as appropriate systemic supports for Social Emotional Learning in all buildings.

Scholarships and Awards

Within this area, our next steps or areas of improvement to ensure best practices and nondiscrimination include:

- Review data yearly to address any concerns related representative distribution.
- Create a blind or anonymous selection process in which the student

names or any identifiers have been removed.

- Develop a program that ensures 100% completion of post-secondary resumes and practice in scholarship writing for all students.
- Develop a survey to assess whether the promotion of scholarships is reaching all students.

Athletics and Activities

Within this area, our next steps or areas of improvement to ensure best practices and nondiscrimination include:

- Annually improve tracking and monitoring to better identify trends in participation data.
- Continue to support transportation for students to or from various practices/competitions who cannot/do not receive transportation to school.
- Continue to collaborate with coaches and advisors to encourage students of various ethnicities and students with disabilities to get involved with their programs.
- Determine the best way to advertise and promote the various offerings to all students and parents.

IV. Summary of Specific Legal Requirements:

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

1. PI 9.03 - Policies prohibiting discrimination against pupils
 - a. All policies related to pupil nondiscrimination are in place.
2. PI 9.04 - Complaint procedure
 - a. The district has a complaint procedure in place.
3. PI 9.05 - Class 1 legal notice and printed materials
 - a. The Class 1 legal notice is published annually
 - b. Printed materials including student handbooks, staff handbooks, student course planning guides, and other Franklin printed student material (ex. school calendar/recreation guide) contain the required nondiscrimination statement.
4. P 9.06 - Evaluation/review of report
 - a. This report covers the three designated areas of nondiscrimination required by the DPI - counseling, athletics and other activities, scholarships and awards.
 - b. A legal notice will be published after the school board approves the report indicating that anyone in the district may review the report.
 - c. A copy of PI 1198 will be sent to the DPI indicating the self-evaluation is complete.

The Franklin Public School District is committed to providing a quality education to all of our students. Through the support of our school board, community, parents, students and staff, we will continue to reflect on our practices, develop new opportunities, and implement systematic procedures so that all of our students have an equal opportunity to develop to their full potential.