

SCHOOL DISTRICT OF BAYFIELD

IMPACT AID

PUBLIC HEARING

November 10, 2014

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SCHOOL DISTRICT OF BAYFIELD
Notice of Board of Education Public Hearing
Impact Aid

Legendary Waters
Resort & Casino
Buffalo Bay Grand Ballroom

Monday, November 10, 2014

37600 Onigamiing Drive
Bayfield, Wisconsin

7:00 p.m.

AGENDA

1. Call to Order.
2. Roll call of school board members
3. Welcome – Board President
4. Introduction of Meeting Material - Principal
5. District Administrator Report
6. Public Input, Comments and Questions – Oral and Written
7. Adjournment.

SCHOOL DISTRICT OF BAYFIELD

Native American Parent Involvement

The School District of Bayfield, with the help of parents of Native American children, shall strive to provide all Native American children with the opportunity to participate in school programs on an equal basis with all other children educated by the District. The District shall:

1. Meet with parents/guardians of Native American children to provide input on ideas, needs and goals of the District's educational program and to identify modifications and corrective actions and procedures to promote the academic success of the Native American students.
2. Recognize the Red Cliff Johnson O'Malley Committee as the official committee of Native American parents/guardians of students and which has the ability to assist in the development, implementation and evaluation of programs developed by the District to specifically meet the academic needs of Native American students.
3. Encourage and solicit the Red Cliff Johnson O'Malley Committee and/or parents/guardians of Native American children to participate in the formulation and implementation of district policies, procedures and goals through involvement on district-wide committees, and attendance at Board meetings.
4. Disseminate applications, evaluations, program plans and other information related to the educational programs of the LEA in a timely manner. Allow the tribes and parents of Indian children an opportunity to review the materials, provide input on the needs of the Indian children, and recommend ways the school district can help Indian children benefit from the LEA's educational programs and activities.
5. Conduct a publically noticed annual Impact Aid hearing providing Tribal officials and parents of Indian children with the opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in District education programs and activities. The hearing also provides the Red Cliff Band and parents of Indian children the opportunity to assess the effectiveness of their input regarding development and implementation of District programs and activities. The District will provide information about educational programming and opportunities for Indian children to participate in an equal basis with non-Indian children in educational program in the School District of Bayfield as part of the hearing.
6. Delegate appropriate district personnel to attend monthly Red Cliff Johnson O'Malley Committee meetings for the purpose of creating collaboration, responsibility and ownership of the educational system in the School District of Bayfield.

7. The District Administrator shall maintain an “Open Door” policy and will be available to meet to discuss and explore the ideas, needs, goals and concerns of the Red Cliff Tribe, Red Cliff Johnson O’Malley Committee, parents of Native American children and students.

The School District of Bayfield shall assess the extent to which Native American children participate on an equal basis. Based on academic success and social-emotional success, the District will modify its educational program, if necessary, to provide educational services and opportunities that encourage Native American students to complete and/or excel in the education process.

The School Board shall annually review the School District’s policy and guidelines regarding Native American Parent Involvement. Guidelines provide direction for planning, development and modifications of goals and objectives of programs specifically designed to meet the educational needs of Native American children.

Specific guidelines for providing Red Cliff Johnson O’Malley Committee and parent involvement in decision making shall be established. This policy and accompanying procedures shall be reviewed annually at the Impact Aid Hearing.

LEGAL REF: Section 115.735, 118.13 Wis. Stats.
20 USC 7424

CROSS REF:	811 Rule	Guidelines for Native American Parent Involvement
	Title VIII	Impact Aid
	Title VII	Indian Education Formula Grant Program

APPROVED: October 8, 2007
 REVIEWED: December 8, 2008
 REVIEWED: November 9, 2009
 REVIEWED: November 8, 2010
 REVIEWED: November 14, 2011
 REVIEWED: November 12, 2012
 REVIEWED: November 11, 2013
 REVISED: September 8, 2014

SCHOOL DISTRICT OF BAYFIELD

Guidelines for Native American Parent Involvement

The following guidelines are established to implement the School District of Bayfield Board of Education's Native American Parent Involvement policy.

The District Administrator, Title VII Administrator, Title VIII Administrator, Director of Pupil Services, Academic Resource Coordinator, and Home School Coordinator will jointly schedule meetings to provide the Red Cliff Tribal Council, Red Cliff Johnson O'Malley Committee, and parents/guardians of Native American children the opportunity to comment, review, and make recommendations on the participation of Native American students on an equal basis in curriculum and instruction programs.

The District shall provide the following opportunities to assure district, parents/guardians, and Red Cliff Johnson O'Malley Committee participation and contribution to the content of educational programs designed to meet the academic needs of Native American children:

Conduct noticed public hearings annually on the education plan for the Title VII, Title VIII and Impact Aid funds. Hearings will be held at locations that support the attendance of Tribal officials and parents of Indian children. The hearings provide opportunities for Tribal personnel and parents of Indian children to provide input and to have involvement in the process of planning and developing District programs and activities

The annual Impact Aid hearing will provide Tribal officials and parents of Indian children with the opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in District education programs and activities. The hearing will also provide the Red Cliff Band and parents of Indian children the opportunity to assess the effectiveness of their input regarding development and implementation of District programs and activities. The District will provide information about educational programming and opportunities for Indian children to participate in an equal basis with non-Indian children in educational program in the School District of Bayfield as part of the hearing.

School District administrators will work collaboratively with the Red Cliff Education Division to gather information concerning Indian views including meeting content, frequency, location and time prior to the annual Impact Aid hearing as well as educational programming.

Actively consult with the Red Cliff Johnson O'Malley Committee and parents/guardians regularly at Red Cliff Johnson O'Malley Committee monthly meetings in the planning, development and modification of goals and objectives of programs specifically designed to meet the educational needs of Native American students.

Parent and Student Handbooks shall be made available to the Red Cliff Johnson O'Malley Committee for review and input.

A report from the Red Cliff Johnson O'Malley Committee will be posted on the monthly Board meeting agenda.

Staff development and training are an integral component to insure the professional ability to understand, work with and teach Native American children. The District will provide professional development opportunities to ensure teachers and school professionals are prepared to work with Native American children and that all school staff involved in the educational programs are properly trained.

The District shall:

Provide annual staff development for teachers, administrators, and appropriate support staff on cultural diversity, learning differences, racism/discrimination factors and/or other areas related to improving academic achievement and social-emotional growth of Native American children.

Support the Red Cliff Johnson O'Malley Committee, parent/guardian involvement, Red Cliff Tribal Council and District Native American staff in the celebration of Native American Week within the District and other activities which celebrate the contributions of the Native American population.

Support coordination with local universities' cultural diversity programs and departments to provide district-wide cultural education.

The District shall assess and modify the involvement of Native American students, success of programs and Red Cliff Johnson O'Malley Committee and parent/guardian input.

Delegate building Principals to confer with parents/guardians, teachers, and Native American staff on a regular basis as to equal opportunities and equal success rates of educational programs for Native American students.

Building Principals shall assess education programs and needs of Native American students with their staff at regular building meetings and at monthly meetings with all administrators.

Evaluate implementation of specific Native American Education programs annually for effectiveness, cost efficiency and outcomes of academic achievement of Native American students.

Administration will present a report to the Board of Education and the Red Cliff Johnson O'Malley Committee assessing Indian students' participation in the educational program and compare this participation to non-Indian students on an annual basis. The report will include, but not be limited to:

- Performance on State Assessments;
- Performance in Classroom (Grades);
- Attendance;
- Suspension and expulsion rates;
- Drop-out rates;
- Participation in Exceptional Education Needs programs;
- Participation in Gifted and Talented programs;
- Participation in Co-curricular Activities.

The Board of Education shall annually review the School District's policy and guidelines regarding Native American Parent Involvement. Guidelines provide direction for planning, development and modifications of goals and objectives of programs specifically designed to meet the educational needs of Native American children.

Modifications to educational programs, and policies and procedures will be a collaborative effort involving district personnel, Red Cliff Johnson O'Malley Committee, parents/guardians of Native American children, and others as appropriate.

In the event it is determined that Native American students are not offered equal opportunity for participation, Building Principals shall modify any program that does not allow participation on an equal basis or make recommendations for needed program and curriculum changes to the District Administrator and Board.

To ensure the dissemination of required information, the District shall:

Send home and make available to Native American parents/guardians, Red Cliff Tribal Council and Red Cliff Johnson O'Malley Committee information about the application for federal monies and School Board policy.

The District will use established public meeting notice procedures, direct communication with Red Cliff Tribal leaders and the Red Cliff Education Division as well as electronic communication media will be used to notify Indian parents of the annual Title VII, Title VIII and Impact Aid hearings.

Provide the Red Cliff Education Division with Impact Aid hearing materials related to the District's educational programming no later than one week prior to the annual Impact Aid hearing in order to facilitate dissemination to the Red Cliff community. This advanced dissemination of materials provides Red Cliff community members with an opportunity to view important information prior to the Impact Aid hearing.

Send home and share with the parents/guardians of Native American students information about evaluations of education programs assisted with federal funds.

APPROVED: October 8, 2007

REVIEWED: December 8, 2008

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**ESEA ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE VIII – IMPACT AID
FORMERLY PUBLIC LAW 81-874**

The Board of Education, in recognition of the requirements to insure tribal and parental involvement in the education of children residing on tribal lands, does hereby establish assurances, policy and procedure consistent with TITLE VIII, the Impact Aid Act.

It is further recognized that the funds received under Title VIII, the Impact Aid Act, are in lieu of the local property taxes and could be collected if the land was legally designated as tax base. The funds are designated by state accounting procedure to be included in the general operating budget of the school district. State Law does not prescribe these as special program funds.

Assurance 1: Indian children have the opportunity to participate in school programs on an equal basis with other children educated by the LEA.

Assurance 2: Application, evaluation and program plans in connection with ESEA Title VIII, Impact Aid Act will be disseminated to the Tribal Council. Applications, evaluations and program plans for other programs will be available upon request.

Assurance 3: Tribes and parents of children residing on Indian land have an opportunity to present their views regarding applications.

Assurance 4: Tribes and parents of children residing on Indian land have an opportunity to make recommendations concerning the needs of their children and the ways by which they can assist their children in realizing the benefits to be derived from the educational program of the LEA.

Assurance 5: Tribes and parents of children residing on Indian land are actively consulted and involved in the planning and development of the educational program of the LEA.

Assurance 6: Tribes and parents of children residing on Indian land are afforded the opportunity to present their views on the educational program and its operation, and degree of parental participation allowed.

The Board of Education, School District of Bayfield, consists of 7 members, elected by apportionment. This apportionment is as follows:

- 1 City of Bayfield
- 1 Town of Bayfield
- 1 Town of LaPointe
- 2 Red Cliff Community
- 1 Town of Russell
- 1 Member-at-large

The Red Cliff Community is defined as the boundaries of the Red Cliff Reservation. The Town of Russell is defined, as the balance of the Town of Russell not included in the reservation area.

The following are specifics relating to the assurances contained on the first page:

1. Each regular monthly school board meeting contains opportunity from the audience for oral and/or written communication.
2. Annually, at a regular monthly school board meeting the school board will place on the agenda the opportunity for Tribal Officials and parents of Indian children to comment on the participation of Indian children on an equal basis in the education program. It is also noted items may be placed in the agenda of the school board merely by request by anyone at any time.

3. The local education agency will review school data and written comments from Tribal Officials and parents to assess the extent of Indian children's participation in the educational programs on an equal basis. Modifications to the educational program will be made, if necessary. This will be function of the Academic Resource Coordinator.

4. The local education agency will provide a copy for parents and/or Tribal Officials of the following, when requested and available:

- A. ESEA Title VIII, Impact Aid Act
- B. Evaluation of education programs
- C. Program plans for education programs the local education agency plans to initiate/eliminate.

5. The Board of Education will place by request on it's monthly agenda specific items to address the following:

A. An opportunity for Tribal Officials and parents to make recommendations concerning the needs of their children and their ability to assist their children's education, and present their views regarding the needs of their children, the local education agencies educational program and the parental participation allowed.

B. The Board of Education will establish, upon request, a task force or ad hoc committee to review Indian input and opportunity for input and the local education agencies response to the Indian comments recommending changes in the local education agencies policies and procedures, and recommend modification of the policies and procedures, if necessary, to respond to the Indian input. Further, the Board of Education will provide for a school board meeting to modify the policies and procedures, if necessary.

C. As provided in number 1, Tribal Officials and parents may make recommendations concerning the needs of their children and their ability to assist their children's education, and present their views regarding the needs of their children, the local education agencies educational program and the parental participation allowed. Official meetings of the Board of Education require legal posting, which includes the location and time of the meeting.

D. Discussion regarding ESEA Title VIII, Impact Aid application, evaluation of educational program, and/or program plans for education programs the local education agency plans to initiate/eliminate.

Adopted by motion of the Board of Education, School District of Bayfield, Wisconsin, meeting in regular session on Monday, July 11, 1988.

Second sentence added in item 3, page 2, at school board meeting of August 8, 1988.

Reviewed by School Board with informational items at regular monthly meeting, May 10, 1993. No other changes made by School Board.

First sentence added in item 4, page 2, revised at school board meeting, May 9, 1994.

Title changes made replacing reference to Impact Aid (Public Law 81-874) with ESEA (Elementary and Secondary Education Act) Title VIII, Impact Aid as of October 1994.

Wording changes for clarity made on January 14, 2003. Approval of those changes happened at School Board Meeting, January 18, 2003.

BAYFIELD K-12 IMPACT AID REPORT

November 10, 2014

Scott Stralka

K-12 Principal

School District of Bayfield

Staff Development and training.PBIS:

Elementary, Middle and High School were recognized by WI DPI as “Schools of Merit” for our PBIS process. For the 2013/2014 school year we continued to initiate our “*Strive for Five*” school-wide behavior expectations as a K-12 process. Expected student behaviors are taught directly by our staff in class, homeroom and with administration at the beginning of the year. This school-wide system of positive behavior support focuses on taking a team-based approach for teaching and reinforcing appropriate behavior to all students in our school. Trainings staff attended include: PBIS Tier 1, PBIS Coaches Training, Classroom Organization and Management Program, PBIS Tier 2, and PBIS Leadership Conference. Our Staff will continue to utilize information and training as we move forward and coordinate our PBIS initiative.

The “*Strive for Five*” expectations include the following:

Respect---Treat people, places, and things the way you would like to be treated.

Responsibility---Follow through and take control of your success.

Honesty---Be truthful

Kindness---Treat everyone with politeness

Cooperation---Work together in a peaceful way.

Response to Intervention (RTI):

Response to Intervention (RTI) is a process used to determine if a student is responding to classroom instruction and progressing as expected. Data is analyzed using universal assessments and other tools to monitor our student’s progress. During this process, a student who is struggling receives additional instructional support provided by matching instruction to a student’s individual needs through a multi-tier instructional process. Each level also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas. RTI focuses on the early intervention of academic difficulty, particularly in the areas reading and math. Math and English Language Arts instructional teams attended Universal Instruction for reading and math training from the Wisconsin RTI center. RTI training continues for our staff as we move forward developing our RTI multi-level system of support for our students.

Universal Screening

Universal screening is a process in which data from multiple measures is analyzed to determine whether each student is likely to meet, exceed or fall below benchmarks. It can be constructed for both academic and behavioral purposes. We utilize STAR Enterprise as our universal Screener. This is a computer based program that is timed. We assess our students in Math and Reading three times a year. Data from the universal screening process is used to make informed decisions about interventions, additional challenges and to determine if a change in universal curriculum and instruction is needed.

Progress Monitoring

Progress monitoring is a process used to periodically measure, assess and/or evaluate one or more of the following:

- A student's academic and behavioral performance
- A student's improvement or responsiveness to instruction
- The effectiveness of instruction
- A student's response to specific interventions or additional challenges

Progress monitoring can be formal and can be implemented with individual students or an entire class. Rate of progress should be determined from the progress monitoring assessments. The frequency of progress monitoring will increase with the intensity of an intervention or additional challenge. STAR Enterprise is set up to serve as a progress monitoring tool.

Act 31 Training:

Ten of our staff members attended the Wisconsin Act 31 training on March 20-21, 2014. This training was sponsored by the Native American and Indigenous Culture Center of Northland College. The provisions of Wisconsin Senate Bill 31 (also known as Act 31) in developing a curriculum for grades four through twelve on Chippewa treaty rights were explained along with the history of how Act 31 was developed. The training also provided an understanding of the history, culture, and sovereignty of the American Indian Nations in the state of Wisconsin.

18th Annual Wisconsin American Indian Studies Summer Institute:

Bayfield team attended the Annual WI American Indian Studies Summer Institute on July 28 – August 1, 2014. This was a week-long workshop designed to increase an understanding of issues related to the history, culture, and tribal sovereignty of the eleven federally recognized American Indian tribes and bands in Wisconsin. Topics included: American Indian Studies and Act 31, WI American Indian history, culture, and tribal sovereignty, History and Culture of the Lac du Flambeau Band of Lake Superior Chippewa, Stereotypes, Biases, and Prejudice, Community partnerships, and culturally responsive curriculum.

Teacher Daily Collaboration: Staff now has the opportunity to collaborate on a daily basis from 7:45 a.m. – 8:20 a.m. This is an exciting opportunity for our staff to increase communication and analyze student data that will guide instruction to meet the needs of all our students

Troller Time: This year also marks an important opportunity for our secondary students and staff. We have built into our schedule "Troller Time." This is from 1:31 – 2:03 p.m. that runs on a daily basis. During this time, RTI interventions and student engagement opportunities are provided that will increase communication and consistent interventions for our secondary students.

Native American culture concepts/activities incorporated into the classroom curriculum.

ELEMENTARY EDUCATION

Kindergarten:

- Incorporate Ojibwe language commands (greetings, directions and requests) in the classroom. Saying hello, goodbye, please, thank you, sit down, come here, listen please, and line up among others. These words are also visible on a word wall
- Ojibwe language word wall with commands and color words
- Number line with the Ojibwe number words
- Read stories about Native American Culture
- Listen to Native flute and drum music at rest time

First Grade:

- Continue adding new Ojibwe word into the classroom word wall.
- Incorporate Ojibwe commands in the classroom.
Aaniin – Hello, Ambe omaa - come here, Bizaani-ayaa - be quiet, daga – please, miigwech - thank you, mino – good, namadabidaa - sit down, ozhigaabawik - line up doodooshaboo – milk, wewiib – hurry
- Visible ABC train in the classroom with all Ojibwe words

Second Grade:

- Use Ojibwe animal and plant names for Science
- Use numbers in Ojibwe for Math
- Incorporate Native plants and how they are grown for Health
- Utilize Birchbark House books about Ojibwe History frequently stopping during the read aloud to discuss the Ojibwe traditions.
- New Ojibwe words taught weekly and student write them in their journals by themselves or in sentences
- Ojibwe words are incorporated in seasonal art/class projects
- Ojibwe flute music is often played in the classroom during quiet work times
- Ojibwe art, words, and posters are visible in both second grade classrooms

Third Grade:

- Celebrations / family traditions unique to Native American Culture
- Family Trees / Parents invited into room to talk about their Heritage
- Stories that incorporate Native American characters / people
- Thanksgiving celebration noting traditional and Native American perspective
- Columbus Day with the perspective of Native Americans
- Customs / culture of various Native American groups in different regions of the United States
- Native American posters illustrating positive Study Native American Tribes of Wisconsin

Fourth Grade:

- Read the Birch Bark House a series of three books that take place on Madeline Island while paying attention to the Ojibwe vocabulary words
- Read The Trouble at Fort LaPointe
- Read, discuss, and answer questions relative to tribal history in Wisconsin
- Visit the Madeline Island Historical Museum to learn more about the Native Americans and fur traders
- Incorporate Ojibwe words into the mornings objectives
- Post Ojibwe words around the classroom

- Incorporate Native American culture and language through stories, books, art projects, websites, and classroom activities

Fifth Grade:

- Math: Mean, Median, Mode: Students learn to count in Ojibwe 1-25. Learn 6 colors in Ojibwe (Red, Yellow, Green, Blue, Brown, and Orange). Students recorded this information in a book for a resource. All numbers and colors are in Ojibwe and English. Students estimate the number of M&M's in an individual bag. Calculate the Mean, Median, and Mode of their estimates and record them in Ojibwe and English. This is repeated for calculating the actual numbers of M&M's for Mean, Median, and Mode in Ojibwe and English. Students make a bar graph of their data, actual number of each color and record this in Ojibwe and English. Collect the classroom set of data of the actual numbers of each color and identify the class Mean, Median, and Mode. All the data was given in Ojibwe and the students spoke the language.
- Social Studies: Unit Explorers: Students demonstrate their understanding of the Native American civilization that existed before the explorers arrived. Unit: Pioneers Era Expansion and Reform (1801-1861) Standard 1: US territorial expansions between 1801-1861 and how it affected relations with external powers and Native Americans. Strand 6: Examine conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- Unit Colonization and Settlement (1585-1763): Students demonstrate their understanding of the changes Native American civilizations faced when interacting with the early American colonies.
- Ojibwe words are incorporated in the language of the classroom. Words of greetings, commands, directions, compliments, numbers, colors, etc. Nametags on the tables are in Ojibwe. Seasonal Activities of the Ojibwe are discussed and shared in classes. Classroom sets of the newspaper Mazina'igan published by the Great Lakes Indian Fish & Wildlife Commission are delivered and shared with students to include the Supplements with Tommy Sky. Copies of *Ganawenimaa nimamainan aki: A kid's environmental activity booklet: Ajijaak: Respect our Mother Earth* and *Following the Pathway to Health and Medicine*, A 4-6 grade Activity Book from the Center of American Indian and Minority Health are also given to each student.

La Pointe School Activities that Highlight Anishinabeg Culture

- Literature Units on The Birch Bark House
- Read Aloud sequels by Louise Erdrich
- 4th graders are investigating the origins of many of the names of place, rivers and lakes in our state and the relationship to Ojibewa language
- Gardening activities/seed saving/ planting and harvesting traditional foods
- Viewing powwow video and video illustrating building a birch bark canoe (Earl's Canoe) Discussion

SECONDARY EDUCATION

MIDDLE SCHOOL:

Middle School Social Studies:

- 6th Grade Geography – Study First Nations of Canada, culture and geography, (how geography shapes culture) – Research history, culture, resources, sovereignty, and other issues concerning First Nation tribes. Use various texts, videos and internet research.
- 7th Grade U.S. History – Study history of North American Indigenous people from early prehistory to end of the Civil War. Focus on Native American Cultural Regions and specific tribes and history and cultures therein. Study local Ojibwe history in larger context of U.S. History. Use local tribal members and resources, along with various texts, videos and internet research. “History of the Ojibwe – William Whipple Warren, “Through Indian Eyes: The Untold Story of Native American Peoples.”, “Red Cliff,

Wisconsin: A History of an Ojibwe Community” – Howard Paap. Visit Madeline Island Historical Museum and local tribal agencies.

- 8th Grade Civics – Study Tribal Sovereignty and Treaty Rights in larger context of U.S. Government. Research current issues concerning native tribes. Evolution of Federal Indian policies. Visit GLIFWC with Charlie Rassmussen, Ann McCammon-Soltis, and local tribal agencies.

English Language Arts:

- Daily compare/contrast literature readings and characters to everyday life here in Northern Wisconsin, including students who live on the Red Cliff reservation. They are able to see similarities and differences in our world compared to other cultures.
- Comparing spoken language rules to the written English language; we compare grammar rules with the openness of the spoken Ojibwe language (and not so many rigid rules)
- 6th Grade ELA: Debwewin = honesty. In the book Sixth Grade Secrets, by Louis Sacharr, the main character, Laura Sibbie, says that she always tells the truth, and never lies. Laura has a tendency of "stretching" the truth though. Our class discussed the value of debwewin, or honesty, and the difference between being honest and stretching the truth. We discussed the fact that a person can stretch the truth and still be dishonest.

Native American Activities - Technology and Engineering Education

Construction - researching Indigenous people's structures and building a model of one. Poster developed for building a shed which included the Ojibwe word [ataasoowigamig](#) ni a structure for storage: a storage lodge, a shed

- 6th Grade is building Bat Houses - Ojibwe word learning "apikwaanaanji" – Bat
- 7th Grade is building an aquaculture system to grow perch and greens - Ojibwe word learning "asaawe" yellow perch and "Ogaa." Class discussion on spearing as a cultural activity
- 8th grade - research native American words and router the words into a sign

MS Alt Ed:

- Native American perspective on Columbus day and Thanksgiving
- Indian Wars of the 1870's and 80's and the settlement of the west
- Study the history of the reservation system and Indian boarding schools
- Study great Chiefs/leaders (Buffalo, Crazy Horse, Sitting Bull, Joseph, Geronimo)
- Controversy over the use of Native American mascots
- Read the book "Diary of a Part-time Indian" in class

HIGH SCHOOL:

Family and Consumer Ed:

- Students interview parents and elders as to which foods were Native to their families and their culture as it relates to Native American Families. Field trips to local area farm and fish markets run by Native American families. Students go Wild Ricing and prepare foods that are Native American. Study Native recipes and research foods consumed by Native Americans throughout history
- Incorporate the Native American "Hills of Life Cycle", comparing and contrasting with the Family Life Cycle that is identified in our text book. The students also research the different Native American marriage traditions and ceremonies. Along with traditionally what occurs when a child entered puberty. Information has been provided by Diane Defoe and interviews with elders from the Red Cliff community

Business Class:

- Utilize the Financial skills curriculum for Native Communities. Focus is on learning financial skills that will help each person make informed decisions for themselves, their family, and their community

HS Alt Ed:

- Sugarbush project: 6 weeks in duration. Incorporates the practice of making maple syrup and sugar from maple sap. Incorporates Ojibwe language and history.
- Partnership with Red Cliff Fish Hatchery biologists. Currently working on pine marten monitoring project involving trail cameras.
- Regular discussion of treaty rights and issues related to treaty rights. Currently discussing the Gurnoe case using articles in Mazina'igan published by Great Lakes Indian Fish & Wildlife Commission.

Spanish:

- Compare Native American culture to Latin and Spanish speaking culture celebrations

Art:

- Communication: Students are encouraged throughout the art curriculum to refer to the culture that surrounds them.
- Doing: Students are exposed to the language of art through Ojibwe language and Ojibwe posters (written)
- Understanding: Students identify with their culture and how it makes us brave and kind. Students demonstrate an understanding and appreciation of the purposes, history, and forms of the American Indian art
- Knowing: Students learn and are exposed to art works of Native American artists from around the world
- Thinking: Students identify different tribes through their traditional art works and writings
- Doing: Students identify the elements of drawing media, technique and aesthetics as represented in drawing by Ojibwe artist and understand the cultural components reflected in the drawing
- Creating: Students understand that contemporary American Indian art makes use of the natural environment as well as the other elements of modern society. Understand that certain works of contemporary American Indian art represent the same values as traditional American Indian art of the past. Define Native American architecture in the broadest sense. List materials, shapes, styles, traditions of historic American homes and settlements. Explain symbols, patterns and traditions involved in Anishinabe home building
- Community projects each year the art department works with the community to do a special project this year we worked with the Hall to make signs (paintings) on the 7 teachings.

Library:

- Grade 5/ Subject: Math and Library Skills: Combination of Math curriculum and Library Skills to learn Ojibwe numbers 1-20, and colors. Students research the various spellings of the Ojibwe numbers and make a study guide of information needed to complete Math lesson (probability and averages)
- Teacher Resource K-12
- Creation of a Google Doc. that contains a variety of Native American Resources for student and staff use.
- Native American Heritage Month, Grades K-5: Display of book by Native Authors. Display case outside of LRC displays books on various Native cultures. K-12 Collection Development
- Collaboration with Director of ECC for list of suggestive Native Titles to add to the library collection.
- Grade 5/ Subject: Native American Studies and Library Skills: Combination of Native Studies curriculum and Library Skills to learn Ojibwe numbers 1-25, colors, and Northern Wisconsin animals. Students use N/A class time to research how various animals are depicted in Native myths and legends. Students use Library time to research Northern Wisconsin animals. Grades K-5/ Subject: Library Skills: Various materials including myths, legends, and picture books are used with Library curriculum. Activities attached to each book are related back to library skills.

Summary of the Native American History and Culture Curriculum / Activities that were completed in my classroom between September 2 2014- The Present.

Instructor-Jeffrey Kriner

- Course-World History-36 students, 1 adult. Range of study-3,700,000 BC-AD 1328. Areas studied- Pre-Humans, Human evolution, Ancient Egypt, Sumer, Phoenicia, Lydia, India & China. *The possibility of humans evolving in both the Western & Eastern Hemispheres was discussed.* Ancient Greece. Ancient Rome, Ancient Africa, Ancient America, The Byzantine Empire & Russia, The Islamic World, East Asia, The Middle Ages in Europe. *A strong*

focus was placed on Native American civilizations 1800 BC- AD 1500. Developments of major and minor Native civilizations during this time period were discussed. Constant comparisons and contrasts to ancient native customs & ways of life are made on an almost daily basis.

- Course-US History-29 students, 1 adult. Range of study-Post Reconstruction through The Progressive era-1870-Through WW II. *Thorough reading & discussion of conflict over traditional native lands & way of life vs. white settlers moving west. Thorough reading & discussion of conflict over US Government policies that harmed Native's way of life in the name of expansion & control, including Sitting Bull, The Massacre at Sand Creek, The Battle of The Hundred Slain, The Treaty of Fort Laramie, Red River War, Custer's Last Stand, The Massacre at Wounded Knee, The Dawes Act, Destruction of the Buffalo, The Nez Perce in Oregon, Homestead Act, Chief Satanta's speech at The Medicine Creek Lodge Council, impact of railroads, impact of growing numbers of immigrants on native way of life, irony of the rise of "nativism," Activity-Euro-Native Land Debate. Comparisons of US expansion in Latin America & the Pacific to US expansion into Native American lands were made. Impact of the Great Depression on Native Americans was discussed. Contributions of Native Americans in the Great Depression were discussed. Discussion of The Indian Reorganization Act of 1934 and growing Native autonomy occurred. The contributions of Native men who fought in WW II were discussed. Constant comparisons and contrasts to native customs & ways of life of the peoples in the eras we are studying are made on an almost daily basis.*
- Course-Human Behavior-8 students, 1 adult. Range of Study-Psychology -. *Just bringing up current events for class discussion about issues that pertain to Natives like Columbus Day. Native Mascots, The Penokee Mine, etc.*
- Course-Government- 8 students, 1 adult. Range of study-Fundamental Freedoms, Protecting Individual Rights, Protecting Civil Rights, Public Opinion. *Constant comparisons and contrasts to native customs & the concepts we are studying are made on a regular basis.*
- In addition to the above information, a typical class of mine starts with a five to ten minute update of local, state & national current events. Sometimes we get to have in-depth discussions that tie into Native Culture. A good example from this quarter would be the move by WI state legislators to change our current mining standards to make it easier for an iron mine to be placed up river of the Bad River Reservation. A through discussion of treaty rights took place in all of my classes related to this important issue.

Academic Resource Coordinator:

Kindergarten:

- The students have been learning the Ojibwe words for the following colors: black, red, white and yellow. In classroom activities include using the hand drum to help the children remember colors and commands, such as walk, hurry, and listen.

1st Grade:

- The children are also working on colors. In the classroom the days of the week and numbers have been added. Gave a hand out to each teacher about the concepts of numbers in the culture and how each extended number is added, understanding ashi in the Anishinabe culture.

2nd Grade

- These classrooms keep the colors and numbers going while building on introduction in Ojibwe language. The children use games to remember the words and phrases.

3rd Grade:

- Colors are continued and numbers are included, by adding. The classroom was working on understanding their body so the teachers were supplied with the translation of body parts in Ojibwe. The classroom is working on the seven teachings, respect, humility, love, courage, honesty, wisdom and truth, and what these teachings provide.

4th Grade:

- Working with the season, the children each adopted a tree in their respective class. I worked with the teachers and adapted the names of these trees into Ojibwe and leaves. The classrooms then walked outdoors with their new understanding of Anishanbe culture about the environment surrounding them.

5th Grade:

- These classrooms have worked in the seven teachings, understanding the fall harvest, manoomin, taken field trips to see the cultural aspect of where manoomin grows and how to harvest. Currently working on animals, colors, and numbers in Ojibwe, collaborating with classroom teachers along with Ms. Bodin in LRC time. The object is to put together a book about a selected animal, research it, put numbers and colors together with it and understand the importance animals provide the Anishanbe culture. Goal is to translate their story into Ojibwe.

Native American Language, History and Culture:

Wisconsin Indian History (HS)

- Students have completed the pre-history of Wisconsin Indian Tribes Unit. Currently they are studying Madeline Island history at it relates to Ojibwe History.

Indian Arts and Crafts (HS)

- Students have completed two Indian Art projects. 1. A beginning beading projects. Swirl necklace with 5 complex rows of beads. 2. Currently finishing up on a peyote stitch beaded key chain. 3. Some students are beginning beaded buckskin moccasins (makisinan) and contemporary dream catchers.

Ojibwe Language Bezhig (HS)

- Students Have completed basic understanding of Ojibwemowin and activities to begin using and reading Ojibwemowin...we are on a wild ricing unit at present
Their lessons go by seasons and many supplement activities to use the Ojibwe Language.

Ojibwe Language Niizh (HS)

- These students are 2nd year Ojibwe language and their assignments are more complex in nature...Many supplemental activities are also included in lesson plans to assist students with language necessities.

NAS Explorator 7A

- Students are graded by an Art project (loom beaded work). Madeline Island History of Ojibwe, Chief Buffalo History, Culture Unit on Respect and Elders, and Ojibwe Language activities

Kindergartens

(Approx 40 minutes once a week)

- Students are learning colors, seasons and phrases in the Ojibwe Language through the use of many contemporary and traditional activities. Students complete activities with relevance to their daily lives. I send many parent/child activities home with students so that there can be a continuity of exposure to the Ojibwe Language. My hopes is that parents will interact with parents thru the use of language games and projects.

Troller Time Daily

- As incentive for High School Students to complete homework, I am offering bead work projects that they may work on when they are caught up on their assignments for other classes.

MS I.E.

- Students bring up their homework to have study hall time as they have band and need to catch up on work from time to time from other classes.

HS I.E.

- Students are encouraged to bring homework or reading materials to help with their academic growth.

Diane DeFoe

NAS

Family / Community Engagement Activities 13/14:

- K-5 Open House
- Parent Advisory Committee Meetings
- Parent Breakfast
- Halloween Parade
- Parent / Teacher Conferences
- K-3 Pow Wow
- District Pow Wow (Spring)
- Family Nights: K-5 Family Night and Title I, Future KG Family Pizza Night
- Elementary Classroom Plays
- Elementary, Middle and High School Band and Choir Concerts
- Middle and High School Athletic events
- Upper Elementary / Middle School History Day presentations
- Superintendent Coffee Chats (Fall and Spring)



Bayfield El | Bayfield

School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	56.4/100		66.8/100	
Reading Achievement	22.0/50		28.8/50	
Mathematics Achievement	34.4/50		38.1/50	
Student Growth	49.1/100		67.8/100	
Reading Growth	29.3/50		34.2/50	
Mathematics Growth	19.8/50		33.6/50	
Closing Gaps	74.4/100		66.9/100	
Reading Achievement Gaps	34.0/50		34.0/50	
Mathematics Achievement Gaps	40.4/50		32.9/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	78.5/100		87.0/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	68.9/80		75.5/80	
3rd Grade Reading Achievement	9.6/20		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

Total Deductions: -5

Goal met: no deduction
Goal not met: -5
Goal met: no deduction

School Information

Grades	PK-5
School Type	Elementary School
Enrollment	166

Race/Ethnicity

American Indian or Alaska Native	79.5%
Asian or Pacific Islander	1.2%
Black not Hispanic	1.8%
Hispanic	3.6%
White not Hispanic	13.9%

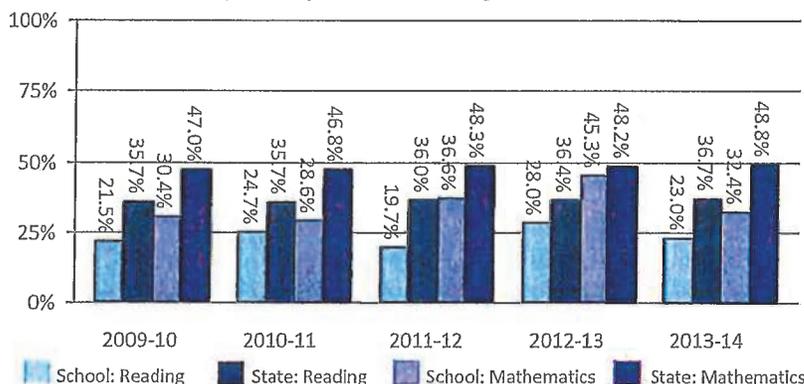
Student Groups

Students with Disabilities	26.5%
Economically Disadvantaged	75.9%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



La Pointe El | Bayfield

School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Alternate Rating -- Satisfactory Progress

This school participates in the Alternate Accountability Process: <http://oea.dpi.wi.gov/acct/alternateaccountability>

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	NA/NA		66.8/100	
Reading Achievement	NA/NA		28.8/50	
Mathematics Achievement	NA/NA		38.1/50	
Student Growth	NA/NA		67.8/100	
Reading Growth	NA/NA		34.2/50	
Mathematics Growth	NA/NA		33.6/50	
Closing Gaps	NA/NA		66.9/100	
Reading Achievement Gaps	NA/NA		34.0/50	
Mathematics Achievement Gaps	NA/NA		32.9/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	NA/NA		87.0/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	NA/NA		75.5/80	
3rd Grade Reading Achievement	NA/NA		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: NA
Test Participation Lowest Group Rate (goal ≥95%)	NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

School Information

Grades: PK-6
 School Type: Elementary School
 Enrollment: 8

Race/Ethnicity

American Indian or Alaska Native	0.0%
Asian or Pacific Islander	0.0%
Black not Hispanic	25.0%
Hispanic	0.0%
White not Hispanic	75.0%

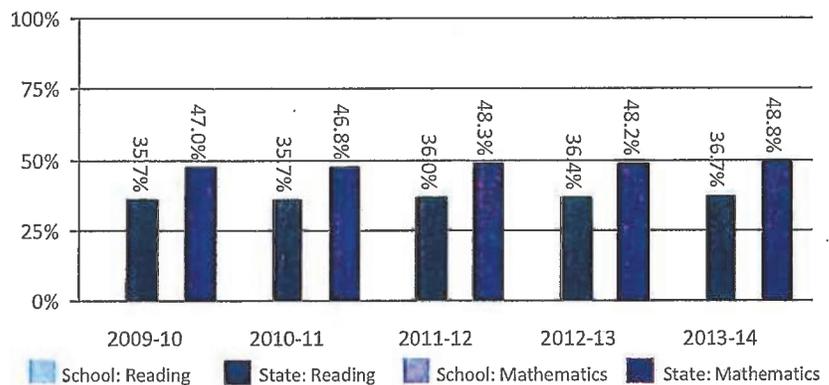
Student Groups

Students with Disabilities	12.5%
Economically Disadvantaged	50.0%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Bayfield Mid | Bayfield

School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	46.3/100		67.3/100	
Reading Achievement	22.6/50		30.5/50	
Mathematics Achievement	23.7/50		36.8/50	
Student Growth	52.0/100		55.7/100	
Reading Growth	30.7/50		28.0/50	
Mathematics Growth	21.3/50		27.7/50	
Closing Gaps	66.6/100		66.5/100	
Reading Achievement Gaps	36.5/50		34.0/50	
Mathematics Achievement Gaps	30.1/50		32.5/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	80.0/100		89.3/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	71.0/80		74.9/80	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	9.0/20		14.4/20	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal ≤6%)	Goal met: no deduction

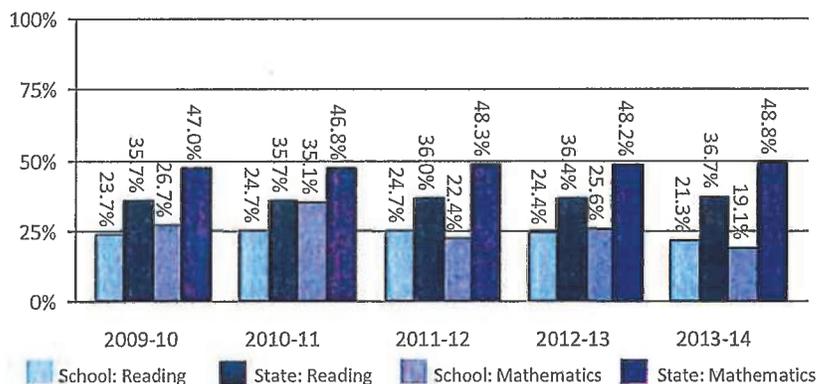
School Information

Grades	6-8
School Type	Middle School
Enrollment	100
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	73.0%
Asian or Pacific Islander	2.0%
Black not Hispanic	1.0%
Hispanic	3.0%
White not Hispanic	21.0%
<i>Student Groups</i>	
Students with Disabilities	27.0%
Economically Disadvantaged	75.0%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Bayfield Hi | Bayfield

School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Max Score	9-12 State Score	9-12 Max
Student Achievement	53.1/100	69.1/100	
Reading Achievement	26.9/50	33.3/50	
Mathematics Achievement	26.3/50	35.8/50	
Student Growth	NA/NA	NA/NA	
Reading Growth	NA/NA	NA/NA	
Mathematics Growth	NA/NA	NA/NA	
Closing Gaps	57.4/100	67.4/100	
Reading Achievement Gaps	NA/NA	17.5/25	
Mathematics Achievement Gaps	NA/NA	17.0/25	
Graduation Rate Gaps	57.4/100	32.9/50	
On-Track and Postsecondary Readiness	76.8/100	83.5/100	
Graduation Rate (when available)	66.3/80	71.9/80	
Attendance Rate (when graduation not available)	NA/NA	NA/NA	
3rd Grade Reading Achievement	NA/NA	NA/NA	
8th Grade Mathematics Achievement	NA/NA	NA/NA	
ACT Participation and Performance	10.5/20	11.6/20	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

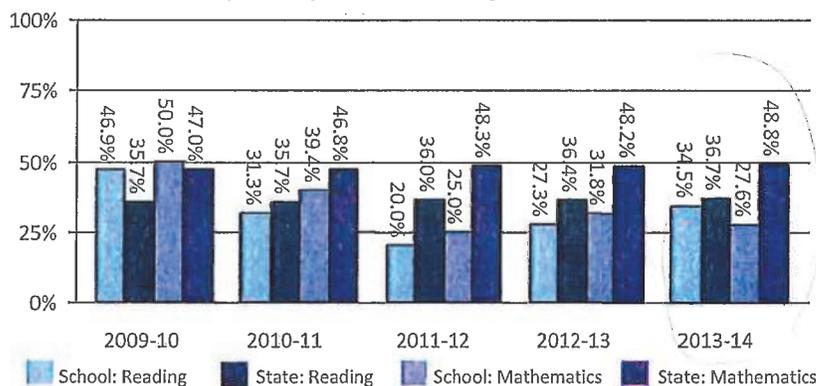
School Information

Grades	9-12
School Type	Public High School
Enrollment	122
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	74.6%
Asian or Pacific Islander	0.0%
Black not Hispanic	0.8%
Hispanic	2.5%
White not Hispanic	22.1%
<i>Student Groups</i>	
Students with Disabilities	23.0%
Economically Disadvantaged	67.2%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Bayfield

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

	District Score	Max Score	State Score	Max Score
Student Achievement	51.3/100	100	66.4/100	100
Reading Achievement	23.0/50	50	29.8/50	50
Mathematics Achievement	28.4/50	50	36.7/50	50

Student Growth	49.0/100	100	62.4/100	100
Reading Growth	29.5/50	50	31.5/50	50
Mathematics Growth	19.5/50	50	30.9/50	50

Closing Gaps	65.4/100	100	66.2/100	100
Reading Achievement Gaps	18.6/25	25	17.0/25	25
Mathematics Achievement Gaps	18.1/25	25	16.3/25	25
Graduation Rate Gaps	28.7/50	50	32.9/50	50

On-Track and Postsecondary Readiness	77.9/100	100	85.3/100	100
Graduation Rate	33.2/40	40	36.0/40	40
Attendance Rate	34.8/40	40	37.2/40	40
3rd Grade Reading Achievement	2.3/5	5	2.8/5	5
8th Grade Mathematics Achievement	2.3/5	5	3.5/5	5
ACT Participation and Performance	5.3/10	10	5.8/10	10

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

Total Deductions: -5

Goal met: no deduction
Goal not met: -5
Goal met: no deduction

District Information

Grades	PK-12
Locale	Rural
Enrollment	396

Race/Ethnicity

American Indian or Alaska Native	74.7%
Asian or Pacific Islander	1.0%
Black not Hispanic	1.8%
Hispanic	3.0%
White not Hispanic	19.4%

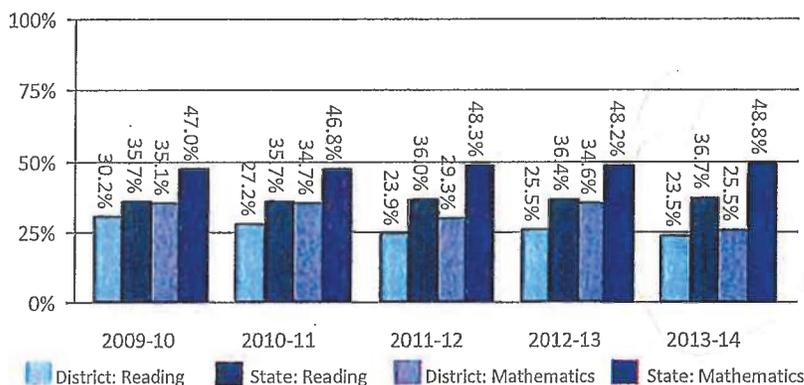
Student Groups

Students with Disabilities	25.3%
Economically Disadvantaged	72.5%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

Impact Aid Hearing

Sandra J. Raspotnik

Director of Pupil Services/Special Education

October 29, 2014

Special Education Population

September 1, 2013	106 students
Initial Referrals Placed	11
Initial Referrals Not Placed	2
3 Yr Reevaluations	10
3 Yr Reevaluations not Tested	24
Transferred In	8
Transferred Out	4
Dismissed	4
Graduated	13
Drop Outs	1
June 2014	103 students

Area of Disability as of October 29, 2014			
	Native American	White	Other
Other Health Impaired	84%	16%	
Learning Disability	80%	15%	5%
Emotional Behavior Disability	86%	10%	4%
Significant Developmental Delay	100%		
Speech and Language Disorder	91%	9%	
Autistic	90%	10%	
Orthopedic Impairment	100%		
Cognitive Disorder	100%		
Traumatic Brain Injury			100%
Total for all Disability Areas	87%	10%	3%

IEP Meetings

There were a total of 175 (147--IEP, 13--504, 15--At-Risk) meetings held during the 2013-2014 school year. Of those meetings 159 were for Native American students. This accounts for 91% of the meetings.

Up to 10-28-2014, in the 2014-2015 school-year, there have been 48 IEP/504 meetings and one (1) At-Risk meeting. Of these meetings 41 were for Native American Students.

Staff Training

Staff has been involved with training in a number of areas to work with students with Special needs.

Doug Jardine, Anne Sullivan, Nancy Larson, Tracy Basina, Lorie Erickson, and I attended the annual Disproportionality conference in Green Bay last spring. Attached please find the copy of our Disproportionality Plan.

Doug Jardine, School Psychologist, held a refresher course for Crisis Prevention Intervention (CPI) for many of our staff at the beginning of the school year. He also provided the full training for some new staff and some who did not have the training. We have 27 staff members strained in CPI.

As a part of the Safe and Supportive School grant, three members of our staff received the COMP training, which is a classroom management class. Two of our staff received a full week of training this summer to be trainers for the COMP program.

During the summer six staff members attended the Walking the Four Directions training at CESA 12. This was an excellent training and is being offered again in December. We will have other staff members attending that training.

The Red Cliff Early Childhood Center invited the Bayfield staff to attend some trainings we had six staff members attend either the Handwriting without Tears or the Sign Language class. We are very appreciative of having the opportunity to participate in these trainings.

Collaboration

A collaborative working experience has been developed with the Red Cliff Early Childhood Center. Teachers from the center meet on a quarterly basis with the Specialists, from the School District, who provide services to the students. During the spring there are additional meetings as we plan to prepare the transition from ECC to Kindergarten in the fall. We have planned for a parent pizza night, an opportunity for the Head Start students to have breakfast at the Bayfield School and a day for exploring the

school and enrolling the children. Each of the activities has staff from the ECC and the school working together to develop a smooth transition.

Pupil Service Team

The Pupil Service Team meets on a weekly basis. The Elementary Team consists of Karen Grieve, Tracey Basina, Anne Sullivan, Angela Botka, Scott Stralka and I. We meet twice a month on Friday mornings to discuss students of concern and develop strategies to assist with their successful school experience. If a teacher has a concern with a student they fill out a referral and they are asked to attend the meeting as well. The Middle School/High School Pupil Service Team also meets twice per month. This team consists of Karen Grieve, Nancy Larson, Anne Sullivan, Tracey Basina, Scott Stralka, Jeff Gordon and I. We discuss students who are of concern and those who are at risk of not graduating.

2013-2014 District ADIP Report Bayfield District

Identification Year: **2013-14**Action Plan Developed: **April - June 2014**Implementation Year: **2014-15**Action Plan Evaluation: **April 2015**

1. Areas of Disproportionality

- **Indicator 4A** (*Suspensions and Expulsions*):
- **Indicator 4B** (*Discrepancy in Discipline*):
- **Indicator 9** (*Disproportionate SwD*): American Indian Students in Special Education and related services
- **Indicator 10** (*Specific Disability Categories*): EBD and SLD
- Significant Disproportionality - **Disability**:
- Significant Disproportionality - **Discipline**:

2. District Professional Learning Community Team Members

Team Member	Title	Role on Planning Team	Primary Team Member	Extended Team Member
Sandra Raspotnik	Director of Special Education		✓	
Anne Sullivan	Home School Coordinator		✓	
Marianne Szot	Abilities Coordinator Red Cliff ECC		✓	
Lorie Erickson	Early Childhood SPED Teacher		✓	
Doug Jardine	School Psychologist		✓	
Tracy Basina	Academic Resource Teacher		✓	

3. Standards and Focus Areas and Evaluation Ratings

CORE FUNCTIONS Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds. Focus Areas - "The District ..."	INSTRUCTIONAL SERVICE Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners. Focus Areas - "The District ..."	INDIVIDUALIZED INSTRUCTION Children with disabilities are ensured access to, participation in, and progress in the general curriculum. Focus Areas - "The District ..."	ACCOUNTABILITY Student performance on state and district assessment is analyzed and used to guide instruction and school improvement. Focus Areas - "The District ..."	EVALUATION RATINGS Following Activity Year 0 - 4
1. Conducts a comprehensive needs assessment for the ADIP that addresses the unique needs of diverse students.	8. Has curriculum that is aligned with state content standards and benchmarks, as well as research-based and comprehensive, so that it meets the needs of diverse learners.	16. Has procedures for location, referral and identification are transparent, equitable, and multidisciplinary.	22. Has methods and strategies to identify and rectify achievement discrepancies .	0 = Not Implemented This activity was not started as anticipated.
2. Evaluates alignment with federal and state requirements in relation to achievement, educational environment, discipline, and school completion issues for diverse students.	9. Ensures that all school personnel understand ways in which communication patterns can influence engagement in learning and achievement for students who are culturally or linguistically diverse.	17. Regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	23. Ensures that methods and strategies used by staff to help students from diverse, racial, ethnic and cultural backgrounds meet state standards and mandated requirements .	1 = Little Progress This activity did not progress as anticipated or planned.
3. Has a policy that ensures that monetary, physical and other resources are	10. Ensures that school policies and rules consider cultural and linguistic	18. Evaluates the progress of students receiving special education services		2 = Some Progress This activity has been started but is not yet complete.

distributed to schools according to need and that all schools have comparable physical facilities in terms of safety and optimal learning environments.	characteristics of its students.	including methods and types of measures as a part of its continuous improvement processes.		
4. Has a process for continuous improvement of student results based on the use of accurate, in-time student outcome data to examine access, participation and success in the standards based curriculum.	11. Identifies and accesses community resources to address the needs of culturally and linguistically diverse students.	19. Ensures that all students are educated in the Least Restrictive Environment (LRE).		3 = Significant Progress Extensive work has been done on this activity, but it is not yet fully completed.
5. Identifies and utilizes multiple approaches to supporting student engagement and academic success.	12. Ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.	20. Ensures that educational and behavioral interventions are planned and implemented in a culturally appropriate manner.		4 = Goal Met The evidence shows this activity has been met.
6. Utilizes multiple, culturally responsive methods and strategies to reduce risk factors associated with dropping out of school.	13. Provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	21. Promotes collaboration among general and special educators at the prevention and intervention levels.		
7. Engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.	14. Provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.			
	15. Provides on-going information and training to educate families about individual learning needs, grade level standards, achievement, and learning support processes, including special education.			

4. Focus Area Priorities the District Identified as High Priority for the Upcoming School Year

No focus areas selected as high priority

5. Standards Goals

5a. CORE FUNCTIONS (Equitable educational policies/practices)

The School District of Bayfield will use strategic planning and data collection to develop a plan to train staff in the use of culturally relevant methods and strategies which will increase student engagement, academic success and graduation rates.

5b. INSTRUCTIONAL SERVICES (Equitable learning environment/curriculum)

The School District of Bayfield will develop a plan to ensure that school staff will understand ways in which communication patterns can influence engagement in learning and achievement for students who are culturally or linguistically diverse.

5c. INDIVIDUALIZED EDUCATION (Referrals/interventions/placements)

The School District of Bayfield will schedule collaboration time among general and special educators to ensure that students receive interventions and instruction to meet their academic and behavioral needs.

5d. ACCOUNTABILITY (Performance analysis)

6. Planned Activities

2013-2014 Planned Activities for 2014-2015			June 2015 Evaluation of 2014-2015		
Activities List activities in which the district will participate to address disproportionality. Include an "Action" word for the activity, e.g. "implement...", "continue", "develop" and the project/resource title if applicable.	Focus Areas(s) Reference the auto-filled High Priority Focus Areas listed in Step 4 above. You can identify other Focus Areas that this goal supports, but make sure each of your identified High Priority Focus Areas have a goal somewhere in the plan.	Measurements For each activity, describe: 1. How does this activity relate to other district activities, goals, planning or indicators? 2. How will progress be measured?	Eval. Rating (Record 0-4 from Chart in Item 3 for each activity)	Artifacts - Document: 1. Key data or progress towards implementing activity. 2. Accomplishments - What has been implemented? What led to success of activity? 3. Challenges - Why was the activity not implemented as planned? 4. List the demonstrated student benefit as a result of activities.	Next Steps Planning: List the next goals and activities in which the district will engage based key data and areas of continuing disproportionality.
1. Learn how to appropriately determine eligibility	Focus area 17	Bayfield will no longer be considered disproportionate	0		

7. Describe the **internal supports** (e.g. administrative support, funding, time) the district needs to make progress implementing the identified activities

Review and identify culturally relevant assessment materials

Collaboration with staff to review eligibility criteria set forth by the state

8. Describe the **external supports** (e.g. technical assistance, professional development, planning tools, funding,) the district needs to make progress implementing the identified activities

Collaboration time with Early Childhood Center at Red Cliff

Technical assistance from DP

9. Other District Considerations or Activities Implemented to Address Disproportionality

Bayfield has reviewed the policies and procedures of special education referrals. There have been discussions on the students receiving services and whether they are students who continue to need support. It has been the opinion of both regular education teachers and special education teachers that if anything we are under identifying students.

We will continue to review the referral process and include a meeting with the staff who would be involved with the evaluation process to review existing data so that the appropriate staff are included in the evaluation process.

10. Research Articles / Resources used by the District Professional Learning Community

Title of Resource or Event	Author/Source/Organization (if known)	Type of Resource (electronic/on-line, book-single author, book-multiple authors, website, conference, curriculum, etc.)	Comment (how it was used; usefulness)

11. Please answer the following questions if your district has participated in the project for more than one year

- How has disproportionality in your district improved since 2008?

Our statistics have not changed significantly since the start of the Disproportionality Technical Assistance Network project. We have reviewed and evaluated our assessment system and improved our process. We are now more able to provide interventions for students prior to or instead of referral to special education. We have significantly increased the amount of cultural resources and activities in the district. The halls and rooms are imbedded with Ojibwe words and pictures. The relationship between the school and the Early Childhood Center has improved and we are providing a number of transition activities.

- What has been done to address the needs of cultural responsive education among staff?

We have provided professional development to staff in regards to ACT 31. There has been training in math instruction, working through a grant by the UW-Oshkosh Closing the Math Gap for Native Americans. We are providing staff with training on cultural awareness. The Native American staff have provided inservice for others on the cultural needs. Staff have been sent to the Wisconsin Indian Education Association (WIEA) conference. The Bayfield School provides a variety of Alternative Education programs and project based strategies.

- What types of student benefit has the district observed, and how is student improvement being measured?

Through work on the Safe and Supportive Schools grant we have been measuring student engagement and sense of belonging in the school through the use of the OYRBS. There have been gains in many areas. We continue to work on increasing student engagement. The academic performance has increase as shown by the number of D's and F's that students have on their report cards. Using the STAR test there has been a significant increase in Reading and Math scores. There has been a reduction in out-of-school suspensions.

- What types of community changes and improved parental relations have been observed?

Our communication line to parents have become more open and frequent. This has improved our ability to provide services for our students. We now have a District Parent Engagement Liaison providing services for the District. At each IEP meeting parents receive the "Communication Options for Families". The principal hold a Parent Advisory Council regularly. The superintendent holds community coffee chats. Parent participation in IEP meetings have increased. The District and the Tribal Council have a working relationship that has resulted in a written MOU. The two entities meet twice a year to review the MOU as well as looking at new issues.

12. Please list anything you would like the DPI or project coordinators to know about, supports needed; district work; needed follow-up; etc.

The team attending the Summit for Disproportionality feels that the District has been incorrectly identified as disproportionate. The students that are identified have been correctly identified. The district is willing to review the policies and procedures for identifying students. It may be necessary to have DPI support to address this issue.

13. Professional Development Activities Selected by the District for the Upcoming School Year

2014-15 Professional Development/Academy Selections	Date Added
1. Culturally Responsive Classroom Practices	2014-4-23
3. Culturally Responsive Early Childhood Project	2014-4-23
4. Network for Native American Student Achievement	2014-4-23
5. Network Training & Supports	2014-4-23

14. Evaluations of 2012-13 ADIP Focus Area Activities

Focus #1 - The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students.

Activity: committee formed and organized.

Describe what was accomplished by our activity(ies): A committee will be formed and organized to begin the process on how to gather and analyze data.

Last revised: Tuesday, 31st May, 2011 09:22:30 am

What were the positive outcomes of this activity(ies)? process began.

Last revised: Tuesday, 31st May, 2011 09:22:49 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? staff and assistance through CESA 12.

Last revised: Tuesday, 31st May, 2011 09:23:08 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? CESA 12.

Last revised: Tuesday, 31st May, 2011 09:23:19 am

What are our next steps? maintain committe to continue data review.

Last revised: Tuesday, 31st May, 2011 09:23:47 am

Considering the above information, to what extent were the intended results accomplished? accomplished completely.

Last revised: Tuesday, 31st May, 2011 09:24:16 am

Rate the outcome of the activity: Activity Goal Met

Status last revised: Friday, 1st June, 2012 11:25:18 am

Focus #1 - The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students.

Activity:

Describe what was accomplished by our activity(ies): Participate in the development of a district school improvement plan.

Last revised:

What were the positive outcomes of this activity(ies)?

Last revised:

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges?

Last revised:

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges?

Last revised:

What are our next steps? NO DATA ENTERED AT THIS TIME

Last revised:

Considering the above information, to what extent were the intended results accomplished?

Last revised:

Rate the outcome of the activity: Activity Goal Met

Status last revised: Friday, 1st June, 2012 11:25:30 am

Focus #1 - The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students.

Activity: Data on WKCE, school climate survey, online youth risk behavior survey, and special education.

Describe what was accomplished by our activity(ies): The committee will gather information to be assessed.

Last revised: Tuesday, 31st May, 2011 09:26:26 am

What were the positive outcomes of this activity(ies)? materials gathered.

Last revised: Tuesday, 31st May, 2011 09:26:37 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? staff, computers, students.

Last revised: Tuesday, 31st May, 2011 09:27:02 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? online YRBS, online school climate survey, CESA 12.

Last revised: Tuesday, 31st May, 2011 09:27:39 am

What are our next steps? continue to gather data.

Last revised: Tuesday, 31st May, 2011 09:27:53 am

Considering the above information, to what extent were the intended results accomplished? completely

accomplished.

Last revised: Tuesday, 31st May, 2011 09:28:16 am

Rate the outcome of the activity: **Activity Goal Met**

Status last revised: Tuesday, 31st May, 2011 09:28:15 am

Focus #1 - The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students.

Activity: data retreat meetings were held.

Describe what was accomplished by our activity(ies): The committee will analyze the data gathered.

Last revised: Tuesday, 31st May, 2011 09:29:00 am

What were the positive outcomes of this activity(ies)? data was analyzed and concerns were prioritized.

Last revised: Tuesday, 31st May, 2011 09:29:42 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? staff and meals.

Last revised: Tuesday, 31st May, 2011 09:30:21 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? CESA 12.

Last revised: Tuesday, 31st May, 2011 09:30:27 am

What are our next steps? continue to analyze data and prioritize concerns.

Last revised: Tuesday, 31st May, 2011 09:30:58 am

Considering the above information, to what extent were the intended results accomplished? completely accomplished.

Last revised: Tuesday, 31st May, 2011 09:31:07 am

Rate the outcome of the activity: **Activity Goal Met**

Status last revised: Tuesday, 31st May, 2011 09:31:06 am

Focus #1 - The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse students.

Activity: information dispersed to staff.

Describe what was accomplished by our activity(ies): The committee will disperse the information to staff, school board, and community.

Last revised: Tuesday, 31st May, 2011 09:32:35 am

What were the positive outcomes of this activity(ies)? better understanding by staff.

Last revised: Tuesday, 31st May, 2011 09:32:49 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? staff and administration, and powerpoint, paper.

Last revised: Tuesday, 31st May, 2011 09:33:13 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? none.

Last revised: Tuesday, 31st May, 2011 09:33:23 am

What are our next steps? develop plans to work on concerns.

Last revised: Tuesday, 31st May, 2011 09:33:41 am

Considering the above information, to what extent were the intended results accomplished? done.

Last revised: Tuesday, 31st May, 2011 09:33:47 am

Rate the outcome of the activity: Nearly Completed

Status last revised: Tuesday, 31st May, 2011 09:33:55 am

Focus #5 - The District identifies and utilizes multiple approaches to support student engagement and academic success.

Activity: completed survey of staff and students.

Describe what was accomplished by our activity(ies): Complete a survey of staff, students, and community about school climate.

Last revised: Tuesday, 31st May, 2011 09:35:30 am

What were the positive outcomes of this activity(ies)? gathered data, better understanding.

Last revised: Tuesday, 31st May, 2011 09:35:58 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? staff, computers.

Last revised: Tuesday, 31st May, 2011 09:36:08 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? online school climate survey (DPI).

Last revised: Tuesday, 31st May, 2011 09:36:34 am

What are our next steps? continue to analyze data.

Last revised: Tuesday, 31st May, 2011 09:36:50 am

Considering the above information, to what extent were the intended results accomplished?

Last revised:

Rate the outcome of the activity: Nearly Completed

Status last revised: Tuesday, 31st May, 2011 09:37:18 am

Focus #5 - The District identifies and utilizes multiple approaches to support student engagement and academic success.

Activity: training was provided to the staff after school. additional training was provided to elementary staff during computer literacy infusion.

Describe what was accomplished by our activity(ies): Provide training to the staff on the Ojibwe language.

Last revised: Tuesday, 31st May, 2011 09:39:27 am

What were the positive outcomes of this activity(ies)? increases awareness of the Ojibwe Language.

Last revised: Tuesday, 31st May, 2011 09:40:18 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? Ojibwe Language teacher and school staff.

Last revised: Tuesday, 31st May, 2011 09:40:35 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? outside community resources were made available to staff.

Last revised: Tuesday, 31st May, 2011 09:41:21 am

What are our next steps? uncertain at this time.

Last revised: Tuesday, 31st May, 2011 09:41:48 am

Considering the above information, to what extent were the intended results accomplished? training has begun and further training will be considered.

Last revised: Tuesday, 31st May, 2011 09:42:56 am

Rate the outcome of the activity: Activity Goal Met

Status last revised: Tuesday, 31st May, 2011 09:42:59 am

Focus #5 - The District Identifies and utilizes multiple approaches to support student engagement and academic success.

Activity: progress was made toward the development of curriculum to provide staff and student instruction.

Describe what was accomplished by our activity(ies): Develop curriculum for Ojibwe study for district.

Last revised: Tuesday, 31st May, 2011 09:47:42 am

What were the positive outcomes of this activity(ies)? curriculum will be available for further use.

Last revised: Tuesday, 31st May, 2011 09:44:20 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? cultural consultant utilized, staff, students.

Last revised: Tuesday, 31st May, 2011 09:48:18 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges?

Last revised:

What are our next steps? collect data to determine effectiveness of instruction.

Last revised: Tuesday, 31st May, 2011 09:49:27 am

Considering the above information, to what extent were the intended results accomplished? some progress made.

Last revised: Tuesday, 31st May, 2011 09:49:36 am

Rate the outcome of the activity:

Status last revised:

Focus #7 - The District engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.

Activity:

Describe what was accomplished by our activity(ies): The pupil service team will initiate use of regular education student achievement plans(SAP).

Last revised:

What were the positive outcomes of this activity(ies)?

Last revised:

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges?

Last revised:

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges?

Last revised:

What are our next steps? NO DATA ENTERED AT THIS TIME

Last revised:

Considering the above information, to what extent were the intended results accomplished?

Last revised:

Rate the outcome of the activity: **Little Progress**

Status last revised: Monday, 14th June, 2010 12:08:07 pm

Focus #7 - The District engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.

Activity: training was attended by 5 staff members.

Describe what was accomplished by our activity(ies): Attend Beyond Diversity training

Last revised: Tuesday, 31st May, 2011 09:51:10 am

What were the positive outcomes of this activity(ies)? increased knowledge of systemic racism.

Last revised: Tuesday, 31st May, 2011 09:51:56 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? 5 staff members, funding for travel and lodging.

Last revised: Tuesday, 31st May, 2011 09:52:20 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? training through CREATE Wisconsin.

Last revised: Tuesday, 31st May, 2011 09:53:12 am

What are our next steps? consider increased courageous conversations.

Last revised: Tuesday, 31st May, 2011 09:53:40 am

Considering the above information, to what extent were the intended results accomplished? accomplished.

Last revised: Tuesday, 31st May, 2011 09:54:06 am

Rate the outcome of the activity: **Activity Goal Met**

Status last revised: Tuesday, 31st May, 2011 09:54:05 am

Focus #7 - The District engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.

Activity: attendance at the WIEA (Wis. Indian education association), by 2 staff members.

Describe what was accomplished by our activity(ies): Participate in AISAN (American Indian Student Achievement Network) programming

Last revised: Tuesday, 31st May, 2011 09:55:35 am

What were the positive outcomes of this activity(ies)? increased knowledge and networking. increased communication between Tribal Education Committee (Johnson O'Malley Committee) and the school.

Last revised: Tuesday, 31st May, 2011 09:58:28 am

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? 2 staff members, funding.

Last revised: Tuesday, 31st May, 2011 09:56:29 am

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? training developed and provided by WIEA.

Last revised: Tuesday, 31st May, 2011 09:56:45 am

What are our next steps? continue communication with related parties.

Last revised: Tuesday, 31st May, 2011 09:59:16 am

Considering the above information, to what extent were the intended results accomplished? accomplished.

Last revised: Tuesday, 31st May, 2011 09:59:30 am

Rate the outcome of the activity: Activity Goal Met

Status last revised: Tuesday, 31st May, 2011 09:59:29 am

Focus #7 - The District engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.

Activity: K-5 staff learned basic Ojibwe phrases to use in the classroom to crete relationships with Native American students, parents, and community. Red Cliff history, culture and government operations were also presented.

Describe what was accomplished by our activity(ies): Participate in Language Immersion Camp at Raspberry Campground.

Last revised: Tuesday, 31st May, 2011 02:02:49 pm

What were the positive outcomes of this activity(ies)? Staff labeled items in classrooms using the Ojibwe words, hung posters, taught students new words and phrases.

Last revised: Tuesday, 31st May, 2011 02:03:36 pm

Internal Resources/Assets: What resources or assets were provided by the district that lead to our success, and/or what resources were lacking that lead to continued challenges? Bayfield staff was used to teach Native American Culture and Ojibwe.

Last revised: Tuesday, 31st May, 2011 02:04:24 pm

External Resources/Assets: What resources or assets were provided through professional development opportunities or the project that lead to our success, and/or what resources were lacking that lead to continued challenges? Dr. Wendy Makoons Geniusz, Director of american Indian Studies, University of Wisconsin-Eau Claire was hired to facilitate the language camp.

Last revised: Tuesday, 31st May, 2011 02:05:27 pm

What are our next steps? A language/culture consultant will be hired to provide additional training to staff and students.

Last revised: Tuesday, 31st May, 2011 02:06:15 pm

Considering the above information, to what extent were the intended results accomplished? There was considerable progress made in the goal.

Last revised: Tuesday, 31st May, 2011 02:07:00 pm

Rate the outcome of the activity:

Status last revised:

Comparable Discipline Data for 11/12, 12/13 and 13/14 school year:

Discipline Summary for 2011/2012 School Year:

<u>Middle School</u>	<u>I.S.S # Days</u>	<u>#Students</u>	<u>O.S.S # Days</u>	<u># Students</u>
6 th Grade	15	8	6	5
7 th Grade	14	7	19	4
8 th Grade	55	14	36	9

<u>High School</u>	<u>I.S.S # Days</u>	<u>#Students</u>	<u>O.S.S # Days</u>	<u># Students</u>
9 th Grade	41	13	49	12
10 th Grade	42	11	31	11
11 th Grade	53	14	34	9
12 th Grade	17	10	3	1

Discipline Summary for 2012/2013 School Year:

<u>Middle School</u>	<u>I.S.S # Days</u>	<u>#Students</u>	<u>O.S.S # Days</u>	<u># Students</u>
6 th Grade	4	2	7	4
7 th Grade	13	6	14	7
8 th Grade	6	4	9	5

<u>High School</u>	<u>I.S.S # Days</u>	<u>#Students</u>	<u>O.S.S # Days</u>	<u># Students</u>
9 th Grade	0	0	6	4
10 th Grade	1	1	7	5
11 th Grade	0	0	3	2
12 th Grade	3	3	1	1

Discipline Summary for 2013/2014 School Year:

<u>Middle School</u>	<u>I.S.S # Days</u>	<u>#Students</u>	<u>O.S.S # Days</u>	<u># Students</u>
6 th Grade	0	0	0	0
7 th Grade	0	0	0	0
8 th Grade	0	0	9.5	4

<u>High School</u>	<u>I.S.S # Days</u>	<u>#Students</u>	<u>O.S.S # Days</u>	<u># Students</u>
9 th Grade	4	4	3	2
10 th Grade	0	0	8	2
11 th Grade	0	0	16	5
12 th Grade	0	0	14	4

1st QUARTER 13/14 Grades 4-12

(9/3/13 - 11/4/13)

	#	A	B	C	D	# of Students	F	# of students	P/I
4 th grade NA	23	89	53	13	3	3	0	0	14
5 th grade NA	18	65	54	20	3	3	0	0	0
6 th grade NA	24	95	59	37	7	6	1	1	0
7 th grade NA	21	88	39	39	12	9	2	1	0
8 th grade NA	31	106	60	46	16	14	5	4	2
Total	117	443	265	155	41	35	8	6	16
4 th grade NON NA	4	12	13	6	1	1	0	0	0
5 th grade NON NA	6	39	9	0	0	0	0	0	0
6 th grade NON NA	10	45	34	5	1	1	0	0	0
7 th grade NON NA	5	24	14	8	0	0	0	0	0
8 th grade NON NA	8	38	10	5	5	2	1	1	0
Total	33	158	80	24	7	4	1	1	0

(Percentage of grades relative to A,B,C,D,F & P/I's issued)

	A	B	C	D	F	P/I
NA	117 78%	443 74%	265 77%	155 87%	41 85%	8 89%
NON NA	33 22%	158 26%	80 23%	24 13%	7 15%	1 11%
Total	150	601	345	179	48	9

(Percentage of grades relative to total possible issued)

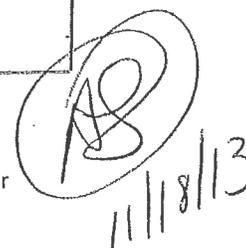
	A	B	C	D	F	P/I	
NA	48%	29%	17%	4%	1%	1%	928 NA grades issued
NON NA	59%	29%	9%	3%	0%	0%	270 NON NA grades issued
Total	50%	29%	15%	4%	1%	1%	1198 Total grades issued

NATIVE AMERICAN						NON NATIVE AMERICAN							
GRADES	#	ABSENT	%	PRESENT	%	TOTAL	GRADES	#	ABSENT	%	PRESENT	%	TOTAL
K	27	67.5	6%	1064.5	94%	1132	K	3	9	9%	93	91%	102
1	26	90.5	9%	973.5	91%	1064	1	10	9	2%	411	98%	420
2	21	68	8%	747	92%	815	2	2	.5	1%	83.5	99%	84
3	25	78	8%	936	92%	1014	3	6	6.5	3%	244.5	97%	251
4	23	89	9%	877	91%	966	4	3	30.5	24%	95.5	76%	126
5	18	55	7%	701	93%	756	5	6	6	2%	246	98%	252
6	24	66.5	7%	941.5	93%	1008	6	10	13.5	3%	406.5	97%	420
7	21	109.5	12%	772.5	88%	882	7	5	14.5	7%	195.5	93%	210
8	31	110	8%	1192	92%	1302	8	9	9.5	3%	349.5	97%	359
K-8	216	734	8%	8205	92%	8939	K-8	54	99	4%	2125	96%	2224

Combined K-8 attendance:

734	+	99	=	833	(Absent Days 7%)
8,205	+	2,125	=	10,330	(Present Days 93%)
8,939	+	2,224	=	11,163	(Total Days)

COMPILED BY: Anne Sullivan
Home School Coordinator



11/18/13

1st QTR

p 4-8

13/14

39

4TH GRADE

5TH GRADE

6TH GRADE

7TH GRADE

8TH GRADE

D's

F's

D's

F's

D's

F's

D's

F's

D's

F's

Phy Ed

3

0

1

0

-

-

-

-

1

0

Soc Studies

1

0

-

-

3

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6F's

2nd QUARTER 13/14

(11/4/13 – 1/24/14)

Grades K-8

		A	B	C	D	# of Students	F	# of Students	P/I
4 th grade NA	22	99	42	15	1	1	0	0	13
5 th grade NA	18	68	50	21	1	1	0	0	0
6 th grade NA	24	111	68	34	12	8	0	0	0
7 th grade NA	21	97	48	34	11	8	3	3	0
8 th grade NA	31	115	79	52	12	7	8	6	0
Total	116	490	287	156	37	25	11	9	13
4 th grade NON NA	4	10	11	10	1	1	0	0	0
5 th grade NON NA	6	42	5	1	0	0	0	0	0
6 th grade NON NA	10	66	23	6	0	0	0	0	0
7 th grade NON NA	5	22	14	10	1	1	0	0	0
8 th grade NON NA	8	44	9	6	5	4	3	1	0
Total	33	184	62	33	7	6	3	1	0

(Percentage of grades relative to # A,B,C,D,F & P/I's issued)

		A	B	C	D	F	P/I
NA	116 78%	490 73%	287 82%	156 83%	37 84%	11 79%	13 100%
NON NA	33 22%	184 27%	62 18%	33 17%	7 16%	3 21%	0 0%
Total	149	674	349	189	44	14	13

(Percentage of grades relative to total possible issued)

	A	B	C	D	F	P/I	
NA	49%	29%	16%	4%	1%	1%	994 NA grades issued
NON NA	64%	21%	12%	2%	1%	0%	289 NON NA grades issued
Total	53%	27%	15%	3%	1%	1%	1283 Total grades issued

Native American

ATTENDANCE

Non-Native American

GRADE	#	ABSENT	%	PRESENT	%	TOTAL	GRADE	#	ABSENT	%	PRESENT	%	TOTAL
K	26	107	9%	1025	91%	1132	K	3	5	4%	127	96%	132
1	24	149.5	14%	894.5	86%	1044	1	10	36	8%	404	92%	440
2	19	84.5	10%	751.5	90%	836	2	2	1.5	2%	86.5	98%	88
3	22	130	13%	838	87%	968	3	7	8.5	3%	299.5	97%	308
4	22	101.5	10%	866.5	90%	968	4	4	32.5	18%	143.5	82%	176
5	18	49.5	6%	742.5	94%	792	5	6	9.5	4%	254.5	96%	264
6	25	86.5	8%	996.5	92%	1083	6	11	13	3%	439	97%	452
7	21	100	11%	824	89%	924	7	6	19.5	8%	231.5	92%	251
8	31	143	10%	1221	90%	1364	8	8	24.5	7%	327.5	93%	352
K-8	208	951.5	10%	8159.5	90%	9111	K-8	57	150	6%	2313	94%	2463

COMBINED K-8 ATTENDANCE:

951.5	+	150	=	1,101.5	(Absent Days 10%)
8,159.5	+	2,313	=	10,472.5	(Present Days 90%)
9,111	+	2,463	=	11,574	(Total Days)

COMPILED BY:

Anne Sullivan
Home School Coordinator

(Signature)
2/13/14

2nd QTR 13/14 grades 4-8	4TH GRADE		5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE	
	D's	F's	D's	F's	D's	F's	D's	F's	D's	F's
Physical Ed	1	0	1	0						1
Music	1	0								
Science					5		1		2	
Lang Arts					1		6		3	2
Spanish					2				2	5
Tech Ed					2		2			
Soc Studies					1			1		
Info Tech					1					
Math							3	1	2	
Band								1		
Health									2	2
Business									1	1
Native Am Studies									3	
Civics									1	
TOTAL	2 D's	0 F's	1 D	0 F's	12 D's	0 F's	12 D's	3 F's	17 D's	11 F's

QUARTER 3 13/14 (1/27/14-4/4/14) Grades 4-8

		A	B	C	D	# of Students	F	# of students	P/I
4 th grade NA	22	87	56	11	3	3	0	0	14
5 th grade NA	18	76	39	23	3	2	0	0	0
6 th grade NA	24	91	83	23	3	3	1	1	0
7 th grade NA	21	65	61	29	10	5	4	3	0
8 th grade NA	32	109	60	50	18	12	6	3	0
Total	117	428	299	136	37	25	11	7	14
4 th grade Non NA	4	11	10	8	3	1	0	0	0
5 th grade Non NA	6	43	4	1	0	0	0	0	0
6 th grade Non NA	11	73	20	0	0	0	0	0	0
7 th grade Non NA	5	25	13	7	0	0	0	0	0
8 th grade Non NA	7	38	12	3	0	0	0	0	0
Total	33	190	59	19	3	1	0	0	0

(Percentage of grades relative to A,B,C,D,F & P/I's issued)

	A	B	C	D	F	P/I
NA 117 78%	428 69%	299 84%	136 88%	37 93%	11 100%	14 100%
NON NA 33 22%	190 31%	59 16%	19 12%	3 7%	0 0%	0 0%
150	618	358	155	40	11	14

(Percentage of grades relative to total possible issued)

NA	46%	32%	15%	4%	1%	2%	925 NA grades issued
NON NA	70%	22%	7%	1%	0%	0%	271 NON NA grades issued
Total	52%	30%	13%	3%	1%	1%	1196 Total grades issued

NATIVE AMERICAN						NON NATIVE AMERICAN							
GRADE	#	ABSENT	%	PRESENT	%	TOTAL	GRADE	#	ABSENT	%	PRESENT	%	TOTAL
K	25	104	10%	896	90%	1000	K	5	12	8%	148	92%	160
1	23	130	14%	790	86%	920	1	11	26.5	6%	394.5	94%	421
2	19	79	10%	681	90%	760	2	3	7.5	8%	91.5	92%	99
3	23	102	11%	818	89%	920	3	7	21.5	8%	258.5	92%	280
4	22	106.5	12%	773.5	88%	880	4	4	27.5	17%	132.5	83%	160
5	18	79.5	11%	640.5	89%	720	5	6	15	6%	225	94%	240
6	24	80	8%	880	92%	960	6	11	23	5%	417	95%	440
7	21	112.5	13%	727.5	87%	840	7	5	23	12%	177	88%	200
8	32	144	11%	1136	89%	1280	8	7	17.5	6%	262.5	94%	280
K-8	207	937.5	11%	7342.5	89%	8280	K-8	59	173.5	8%	2106.5	92%	2280

K-8 COMBINED ATTENDANCE:

937.5	+	173.5	=	1,111 (Absent Days - 11%)
7,342.5	+	2,106.5	=	9,449 (Present Days - 89%)
8,280	+	2,280	=	10,560 (Total Days)

COMPILED BY:

Anne Sullivan
Home School Coordinator

[Handwritten Signature]
5/5/14

3rd QTR 13/14	4th GRADE		5th GRADE		6th GRADE		7th GRADE		8th GRADE	
	D's	F's	D's	F's	D's	F's	D's	F's	D's	F's
PE	2	0	1	0	-	-	1	0	1	2
Music	2	0	-	-	-	-	-	-	-	-
Math	1	0	-	-	1	0	0	1	3	0
Soc. Studies	1	0	-	-	-	-	1	0	-	-
Lang Arts	-	-	1	0	-	-	4	2	10	1
Reading	-	-	1	0	-	-	-	-	-	-
English	-	-	-	-	2	1	-	-	-	-
Science	-	-	-	-	-	-	2	0	2	1
Tech Ed	-	-	-	-	-	-	2	0	-	-
Health	-	-	-	-	-	-	0	1	0	2
Civics	-	-	-	-	-	-	-	-	2	0
TOTAL	6 D's	0 F's	3 D's	0 F's	3 D's	1 F	10 D's	4 F's	18 D's	6 F's

4th QUARTER 13/14 grades 4 – 8

		A	B	C	D	# of students	F	# of students	P/I
4 th grade NA	22	99	35	18	5	3	0	0	13
5 th grade NA	18	85	38	13	6	2	0	0	0
6 th grade NA	24	125	64	23	12	8	1	1	0
7 th grade NA	22	79	66	36	19	9	3	3	0
8 th grade NA	32	124	75	34	23	17	14	4	0
Total	118	512	278	124	65	39	18	8	13
4 th grade NON NA	4	14	9	6	3	1	0	0	0
5 th grade NON NA	6	42	6	0	0	0	0	0	0
6 th grade NON NA	11	82	19	4	0	0	0	0	0
7 th grade NON NA	5	30	18	3	0	0	0	0	0
8 th grade NON NA	7	50	6	3	0	0	0	0	0
Total	33	218	58	16	3	1	0	0	0

(Percentage of grades relative to # of A,B,C,D,F, & P/I's issued)							
		A	B	C	D	F	P/I
NA	118 78%	512 70%	278 83%	124 89%	65 96%	18 100%	13 100%
NON NA	33 22%	218 30%	58 17%	16 11%	3 4%	0 0%	0 0%
Total	151	730	336	140	68	18	13

(Percentage of grades relative to total possible issued)						
	A	B	C	D	F	P/I
NA	51%	28%	12%	6%	2%	1%
NON NA	74%	20%	5%	1%	0%	0%
Total	56%	26%	11%	5%	1%	1%

1010 NA grades issued
295 NON NA grades issued
1305 Total grades issued

NATIVE AMERICAN						ATTENDANCE – YEAR						NON- NATIVE AMERICAN					
GRADE	#	ABSENT	%	PRESENT	%	TOTAL	GRADE	#	ABSENT	%	PRESENT	%	TOTAL				
K	26	402	9%	3995	91%	4397	K	6	40.5	6%	630.5	94%	671				
1	27	465.5	11%	3675.5	89%	4141	1	11	97	5%	1701	95%	1798				
2	22	351.5	10%	2996.5	90%	3348	2	3	14.5	4%	397.5	96%	412				
3	25	445.5	11%	3712.5	89%	4158	3	6	49.5	5%	988.5	95%	1038				
4	22	417.5	11%	3388.5	89%	3806	4	4	115.5	17%	576.5	83%	692				
5	18	248.5	8%	2865.5	92%	3114	5	6	53	5%	985	95%	1038				
6	25	328.5	8%	3850.5	92%	4179	6	11	57.5	3%	1771.5	97%	1829				
7	22	435	12%	3230	88%	3665	7	6	64	7%	832	93%	896				
8	29	511	10%	4506	90%	5017	8	5	23	3%	842	97%	865				
K-8	216	3605	10%	32220	90%	35825	K-8	58	514.5	6%	8724.5	94%	9239				

K-8 COMBINED ATTENDANCE:			
3,605	+	514.4	= 4,119.5 (Absent Days 9%)
32,220	+	8,724.5	= 40,944.5 (Present Days 91%)
35,825	+	9,239	= 45,064 (Total Days)

(Signature)
7/10/14

QTR 4 13/14	4TH GRADE		5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE	
	D's	F's	D's	F's	D's	F's	D's	F's	D's	F's
Reading	1	0	1	0	-	-	-	-	-	-
Social Studies	2	0	1	0	2	0	4	0	-	-
Math	1	0	1	0	1	1	1	1	4	2
Physical Ed	2	0	-	-	-	-	2	0	2	1
Music	2	0	-	-	-	-	-	-	-	-
Lang Arts	-	-	1	0	2	0	4	1	7	3
Science	-	-	1	0	-	-	0	1	2	0
Health	-	-	1	0	-	-	2	0	0	2
NAS	-	-	-	-	5	0	-	-	-	-
English	-	-	-	-	2	0	-	-	1	0
Tech Ed	-	-	-	-	-	-	4	0	5	1
Spanish	-	-	-	-	-	-	2	0	-	-
Civics	-	-	-	-	-	-	-	-	2	3
FACE	-	-	-	-	-	-	-	-	0	2
TOTAL	8 D's	0 F's	6 D's	0 F's	12 D's	1 F	19 D's	3 F's	23 D's	14 F's

High School 1st Quarter 13/14 (9/3/13 – 11/4/13)

	#	A	B	C	D	# of students	F	# of students	P/I
9 th grade	20	29	39	28	19	12	18	8	0
10 th grade	27	54	39	45	20	12	28	9	0
11 th grade	21	44	33	22	15	8	22	7	5
12 th grade	23	42	44	28	7	6	6	5	3
Total	91	169	155	123	61	38	74	29	8

9 th grade	9	29	16	13	1	1	2	1	2
10 th grade	4	5	5	11	5	3	2	1	0
11 th grade	6	21	7	10	2	2	1	1	1
12 th grade	8	26	12	9	2	2	1	1	3
Total	27	81	40	43	10	8	6	4	6

(Percentage of grades relative to A,B,C,D,F & P/I's issued)

		A	B	C	D	F	P/I
NA	91 77%	169 68%	155 79%	123 74%	61 86%	74 93%	8 57%
NON NA	<u>27</u> 23%	<u>81</u> 32%	<u>40</u> 21%	<u>43</u> 26%	<u>10</u> 14%	<u>6</u> 7%	<u>6</u> 43%
Total	118	250	195	166	71	80	14

(Percentage of grades relative to total possible issued)

	A	B	C	D	F	P/I	
NA	29%	26%	21%	10%	13%	1%	590 NA grades issued
NON NA	<u>44%</u>	<u>22%</u>	<u>23%</u>	<u>5%</u>	<u>3%</u>	<u>3%</u>	<u>186</u> NON NA grades issued
Total	32%	25%	21%	9%	11%	2%	776 Total grades issued

NATIVE AMERICAN							ATTENDANCE						NON NATIVE AMERICAN					
GRADE	#	ABSENT	%	PRESENT	%	TOTAL	GRADE	#	ABSENT	%	PRESENT	%	TOTAL					
9	20	87.5	10%	752.5	90%	840	9	9	19.5	5%	358.5	95%	378					
10	28	108.5	9%	1062.5	91%	1171	10	4	19.5	12%	148.5	88%	168					
11	21	143.5	16%	738.5	84%	882	11	6	19.5	8%	232.5	92%	252					
12	27	136	12%	953	88%	1089	12	8	41.5	12%	294.5	88%	336					
9-12	96	475.5	12%	3506.5	88%	3982	9-12	27	100	9%	1034	91%	1134					

Combined 9 – 12 attendance:

475.5	+	100	=	575.5 (Absent Days 11%)
3,506.5	+	1,034	=	4,540.5 (Present Days 89%)
3,982	+	1,134	=	5,116 (Total Days)

COMPILED BY: Anne Sullivan
Home School Coordinator

AS
11/18/13

High School
 ATR 1
 13/14

9TH GRADE

10TH GRADE

11TH GRADE

12TH GRADE

D's

F's

D's

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TE-Construction

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20 D's

20 F's

25 D's

30 F's

17 D's

23 F's

9 D's

7 F's

Semester I - 13/14 (9/3/13 - 1/24/14) High School

		A	B	C	D	# of Students	F	# of Students	P/I
9 th grade NA	21	26	38	36	25	13	15	7	1
10 th grade NA	26	50	31	50	24	14	22	8	0
11 th grade NA	20	36	35	29	19	9	13	5	5
12 th grade NA	23	30	46	37	9	8	7	6	3
Total	90	142	150	152	77	44	57	22	9
9 th grade NON NA	9	25	16	14	3	2	3	1	0
10 th grade NON NA	3	5	6	9	1	1	0	0	0
11 th grade NON NA	5	14	11	4	6	3	0	0	0
12 th grade NON NA	8	27	14	10	2	1	0	0	3
Total	25	71	47	37	12	7	3	1	3

(Percentage of grades relative to # A,B,C,D,F & P/I's issued)

		A	B	C	D	F	P/I
NA	90 78%	142 67%	150 76%	152 80%	77 87%	57 95%	9 75%
NON NA	25 22%	71 33%	47 24%	37 20%	12 13%	3 5%	3 25%
Total	115	213	197	189	89	60	12

(Percentage of grades relative to total possible issued)

	A	B	C	D	F	P/I	
NA	24%	26%	26%	13%	10%	1%	587 NA grades issued
NON NA	41%	27%	21%	7%	2%	2%	173 NON NA grades issued
Total	28%	26%	25%	12%	8%	1%	760 Total grades issued

Native American						ATTENDANCE						Non - Native American					
GRADE	#	ABSENT	%	PRESENT	%	TOTAL	GRADE	#	ABSENT	%	PRESENT	%	TOTAL				
9	21	113	13%	779	87%	892	9	9	30.5	8%	365.5	92%	396				
10	27	156.5	13%	1004.5	87%	1161	10	4	21.5	15%	126.5	85%	148				
11	23	134	15%	786	85%	920	11	6	20.5	8%	230.5	92%	251				
12	25	183.5	17%	906.5	83%	1090	12	8	56	16%	296	84%	352				
9-12	96	587	14%	3476	86%	4063	9-12	27	128.5	11%	1018.5	89%	1147				

COMBINED ATTENDANCE 9-12:

587	+	128.5	=	715.5 (Absent Days 14%)
3,476	+	1,018.5	=	4,494.5 (Present Days 86%)
4,063	+	1,147	=	5,210 (Total Days)

COMPILED BY: Anne Sullivan
Home School Coordinator

AS
2/13/14

Term I
13/14 H.S.

	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
	D's	F's	D's	F's	D's	F's	D's	F's
FOODS	2	0						
PHYSICAL SCIENCE	8	4	1	0				
TE-Construction	1	0			2	0		
ENGLISH 9	8	1						
Physical Ed	1	1	1	1	0	1		
School Connect	2	3						
PRE-ALGEBRA	2	4	0	1				
ALGEBRA I	2	0						
WORLD HISTORY	2	5						
ALGEBRA II			1	2	0	2		
BIOLOGY I			9	3	1	0		
US HISTORY			3	3				
ALGEBRA			2	1				
ENGLISH 10			2	7	1	0		
SPANISH			2	0	1	0		
Health			3	1	1	0		
QIBWA LANG			1	0	2	0		
Human Growth/Dev			0	1	0	2		
GEOMETRY			0	1	1	0		
WI Virtual School			0	1				
BIOLOGY II					1	0	0	1
ENGLISH II					7	3		
FORESTRY					3	0	1	3
Arts/Crafts					2	0		
Government					1	0		
Pre-Calculus					2	0		
Geography					0	1	1	0
Parent/Child					0	1		
Personal Finance					0	1		
Basic Comp App					0	1		
Human Behavior					0	1	1	0
Adv. Food Servis							1	0
Grammar							3	0
TE-Electronics							2	0
Youth Options							0	1
College Prep							2	2
TOTAL	28 D's	18 F's	25 D's	22 F's	25 D's	13 F's	11 D's	7 F's

		A	B	C	D	# of students	F	# of students	P/I
9 th grade NA	21	31	34	35	23	12	21	11	0
10 th grade NA	27	47	39	41	27	14	32	12	1
11 th grade NA	21	37	33	28	19	7	18	7	4
12 th grade NA	20	38	32	31	4	4	16	7	6
Total	89	153	138	135	73	37	87	37	11
9 th grade NON NA	9	25	17	14	4	2	0	0	0
10 th grade NON NA	3	9	6	3	1	1	0	0	0
11 th grade NON NA	6	15	10	5	5	3	5	3	1
12 th grade NON NA	7	32	3	5	0	0	0	0	0
Total	25	81	36	27	10	6	5	3	1

(Percentage of grades relative to A,B,C,D,F & P/I's issued)

		A	B	C	D	F	P/I
NA	89 78%	153 65%	138 79%	135 83%	73 88%	87 95%	11 92%
NON NA	25 22%	81 35%	36 21%	27 17%	10 12%	5 5%	1 8%
	114	234	174	162	83	92	12

(Percentage of grades relative to total possible issued)

	A	B	C	D	F	P/I	
NA	26%	23%	23%	12%	14%	2%	597 NA grades issued
NON NA	51%	23%	17%	6%	3%	0%	160 NON NA grades issued
Total	31%	23%	21%	11%	12%	2%	757 Total grades issued

NATIVE AMERICAN							ATTENDANCE			NON NATIVE AMERICAN				
GRADE	#	ABSENT	%	PRESENT	%	TOTAL	GRADE	#	ABSENT	%	PRESENT	%	TOTAL	
9	21	138.5	16%	701.5	84%	840	9	9	41	11%	319	89%	360	
10	27	143	13%	934	87%	1077	10	4	9	7%	115	93%	124	
11	22	122.5	14%	757.5	86%	880	11	6	17	7%	210	93%	227	
12	25	134.5	13%	865.5	87%	1000	12	8	21	7%	299	93%	320	
9-12	95	538.5	14%	3258.5	86%	3797	9-12	27	88	9%	943	91%	1031	

Grades 9 - 12 COMBINED ATTENDANCE:

538.5	+	88	=	626.5 (Absent Days - 13%)
3,258.5	+	943	=	4,201.5 (Present Days - 87%)
3,797	+	1,031	=	4,828 (Total Days)

COMPILED BY: Anne Sullivan
Home School Coordinator

(Signature)
5/5/14

3rd QTR 13/14	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
	D's	F's	D's	F's	D's	F's	D's	F's
PHYSICAL SCIENCE	2	3	1	1				
WORLD HISTORY	4	2	-	-				
ENGLISH 9	8	3	2	0				
PHYSICAL ED	1	4	3	0			1	0
2D ART	0	1	-	-				
PRE ALGEBRA	1	3	1	0				
TE-REPAIR	1	0	-	-	2	0		
ALGEBRA I	4	1	1	1				
SCHOOL CONNECT	1	0	-	-				
OSJWALANG	0	2	-	-	1	1	0	1
MYTHS/LEGENDS	0	2	0	1				
ALGEBRA II			1	4	1	2		
BAND			0	1				
ENGLISH 10			3	9				
FASHION DESIGN			0	1			0	1
BUSINESS MGT			0	1	0	1	0	1
BIOLOGY I			0	5	1	1		
Indiana of Am			0	2	1	1		
GEOMETRY			0	1	0	1		
ALGEBRA			0	2	1	0		
SPANISH			1	0	1	1		
US HISTORY			2	3				
READING					1	0		
SERVICE LEARNING					1	0		
Soc Studies					1	0		
ENGLISH 11					6	6		
FOODS					1	2	0	3
COMMUNICATIONS					0	1	2	4
PRE-CALCULUS					0	1		
GOVERNMENT					4	2		
ELECTRATHON					2	0		
Cont Lit					0	2	1	3
AIDE					0	1	0	1
GEOGRAPHY							0	1
Independent living							0	1
TOTAL	27 D's	21 F's	28 D's	32 F's	24 D's	23 F's	4 D's	16 F's

SEMESTER II 13/14 High School

		A	B	C	D	# of students	F	# of students	P/I
9 th grade NA	22	26	36	43	28	14	16	7	1
10 th grade NA	27	45	36	43	34	15	27	9	0
11 th grade NA	21	37	31	25	23	8	16	5	4
12 th grade NA	20	32	42	27	20	12	7	4	6
Total	90	140	145	138	105	49	66	25	11
9 th grade NON NA	9	27	14	17	4	1	0	0	0
10 th grade NON NA	3	6	8	7	0	0	0	0	0
11 th grade NON NA	6	13	12	4	8	3	4	2	1
12 th grade NON NA	8	32	7	7	0	0	4	1	0
Total	26	78	41	35	12	4	8	3	1

(Percentage of grades relative to # of A,B,C,D,F, & P/I's issued)

		A	B	C	D	F	P/I
NA	90 78%	140 64%	145 78%	138 80%	105 90%	66 89%	11 92%
NON NA	<u>26</u> 22%	<u>78</u> 36%	<u>41</u> 22%	<u>35</u> 20%	<u>12</u> 10%	<u>8</u> 11%	<u>1</u> 8%
Total	116	218	186	173	117	74	12

(Percentage of grades relative to total possible issued)

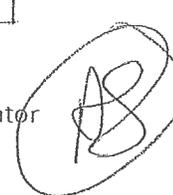
	A	B	C	D	F	P/I	
NA	23%	24%	23%	17%	11%	2%	605 NA grades issued
NON NA	<u>45%</u>	<u>23%</u>	<u>20%</u>	<u>7%</u>	<u>5%</u>	<u>0%</u>	<u>175</u> NON NA grades issued
Total	28%	24%	22%	15%	9%	2%	780 Total grades issued

NATIVE AMERICAN		ATTENDANCE – YEAR					NON NATIVE AMERICAN						
GRADE	#	ABSENT	%	PRESENT	%	TOTAL	GRADE	#	ABSENT	%	PRESENT	%	TOTAL
9	22	535.5	15%	3055.5	85%	3591	9	9	114.5	7%	1442.5	93%	1557
10	29	615	13%	4121	87%	4736	10	3	34.5	7%	484.5	93%	519
11	23	613.5	17%	3102.5	83%	3716	11	7	81.5	8%	930.5	92%	1012
12	28	609.5	15%	3487.5	85%	4097	12	9	175.5	13%	1210.5	87%	1386
9-12	102	2373.5	15%	13766.5	85%	16140	9-12	28	406	9%	4068	91%	4474

Grades 9-12 combined attendance:

2,373.5	+	406	=	2,779.5	(Absent Days 13%)
13,766.5	+	4,068	=	17,834.5	(Present Days 87%)
16,140	+	4,474	=	20,614	(Total Days)

COMPILED BY: Anne Sullivan
Home School Coordinator

 7/10/14

Sem II 14115	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
	D's	F's	D's	F's	D's	F's	D's	F's
PHYSICAL SCIENCE	8	3	2	1	-	-	-	-
PHYSICAL ED	5	2	2	2	1	0	1	0
WORLD HISTORY	6	1	-	-	-	-	-	-
ENGLISH 9	5	2	2	0	1	0	0	1
PRE-ALGEBRA	2	3	0	1	-	-	0	1
2-D ART	0	1	-	-	-	-	-	-
TE-REPAIR	0	1	-	-	-	-	-	-
ALGEBRA I	0	3	0	1	-	-	-	-
ORIGINA LANG	2	1	-	-	2	0	0	1
MYTHS	2	1	1	0	-	-	-	-
BIOLOGY I	0	1	8	5	1	0	-	-
ENGLISH 10	-	-	10	6	1	2	0	1
FASHION DESIGN	-	-	0	1	-	-	1	0
ALGEBRA II	-	-	2	3	1	2	-	-
BAND	-	-	0	1	-	-	-	-
U.S HISTORY	-	-	4	1	-	-	-	-
BUSINESS MGT	-	-	0	1	0	2	0	2
ALGEBRA	-	-	3	1	1	0	-	-
IND OF AM	-	-	0	2	-	1	-	-
SPANISH	-	-	0	1	1	1	-	-
HEALTH	-	-	-	-	-	-	0	1
SERVICE LEARNING	-	-	-	-	1	0	-	-
ENGLISH 11	-	-	-	-	7	5	-	-
TE-ELECT	-	-	-	-	1	0	-	-
AIDE	-	-	-	-	0	2	0	1
GOVERNMENT	-	-	-	-	4	3	-	-
SOCIAL STUDIES	-	-	-	-	1	0	-	-
SCIENCE	-	-	-	-	1	0	-	-
Adv. Comp App	-	-	-	-	1	0	-	-
GEOMETRY	-	-	-	-	1	0	-	-
FOODS	-	-	-	-	1	1	1	1
Communications	-	-	-	-	1	0	8	0
PRE-CALCULUS	-	-	-	-	1	0	-	-
CONT LIT	-	-	-	-	1	0	4	0
GEOGRAPHY	-	-	-	-	-	-	1	1
IND. LIVING	-	-	-	-	-	-	1	0
YOUTH OPTIONS	-	-	-	-	0	1	3	1
TOTAL	32 D's	16 F's	34 D's	27 F's	31 D's	20 F's	20 D's	11 F's