

School Counseling – Methods, Practices, Curriculum & Materials

Explain how equity and diversity are integrated into all aspects of counseling to ensure nondiscrimination.

Counselors provide both reactive and preventative counseling services to our student body (4k – 12). For reactive services, a student or a group of students receive assistance based on the difficulty of the circumstance that they are going through (not based on a demographic). Students who receive preventative counseling are identified through teacher recommendation, circumstances that the student is going through, behavioral history, and academic performance.

All students receive career counseling through a grade 9 and a grade 11 one-on-one conference. This is in addition to the career counseling services the student receives through the Career Pathways required course in grade 10.

Assure that no forms of bias or stereotyping are present in counseling strategies.

No student receives (or does not receive) counseling services from school personnel due to race, ethnicity, gender, sexual orientation, etc. Career counseling is provided to all students.

Explain how counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.

Using the 16 career clusters as well as tools such as WisCareers, counselors use inventory tools to assess interest areas and explain all the options available based on the student's personal results.

Our district takes the above statement one step further. We bring in groups like "Alcance" who are college age students who are Latino. The purpose of this group is to encourage Latino families and students that they can go to college and delineate the steps to do so. We also take our students with disabilities to UW-Whitewater and to Waukesha Technical College so they know what resources are available to them and delineate steps to apply.

Explain how counselors demonstrate high expectations for all students.

Our focus on the WI Comprehensive Counseling Model has paid off dividends in helping us determine what our expectations are for all students related to careers and responsive services. This also has encouraged us to review how we can achieve greater parental involvement – which will lead to high expectations for all students. All students explore post-graduate options with their counselor and are encouraged to pursue post-secondary education or training based on his or her strengths and/or interest areas.

Fort Atkinson High School

Athletics Participation Summary – 2010/2011 Data

Gender	Total School Enrollment		Males		Females	
	#	%	#	%	#	%
FAHS School wide	932	100%	455	49%	477	51%
Athletes	460	49%	256	57%	204	43%

Ethnicity	Asian		Black		Hispanic		Indian		White	
	#	%	#	%	#	%	#	%	#	%
FAHS School wide	10	1.1%	13	1.4%	65	7%	7	0.8%	837	90%
Athletes	5	1.1%	8	1.7%	26	5.7%	1	0.2%	420	91%

Disability	Disabled		Non-Disabled	
	#	%	#	%
FAHS School wide	104	11%	828	88%
Athletes	29	6.3%	431	94%

GENERAL CONCLUSIONS

(Comparing overall population to athletic participation)

Gender: A higher percentage of males participate in athletics than females even though there are an equivalent number of athletic opportunities.

Ethnicity: Each ethnic group is represented in athletics. Fewer students of Indian decent participate in athletics compared to other groups.

Disability: Some mildly disabled students do participate in athletics. We do have a young lady in a wheelchair that participates with our track team. Even so, roughly half of our disabled students do not participate in athletics. Note - the type of disability may influence participation of disabled students.

Identify any factors that might influence enrollment.

A student's socioeconomic status may influence a student's ability to participate in athletics. A student may not have the time to participate given his/her need to maintain employment. Fort Atkinson High School does waive fees for some students who do not have the capacity to pay, and we regularly establish payment plans for families that need to pay over time. We believe that at times the lack of parental support may influence a student's ability to participate. Obviously, students who do not maintain a proper academic status limit their eligibility to participate. Lastly, Fort Atkinson High School offers a diverse and wide set of curricular and co-curricular activities that may necessitate students choosing between offered activities.

Review separate programs in interscholastic athletics for boys and girls to ensure that they are comparable in type, scope and support.

<u>Boys</u>	<u>Girls</u>
Baseball	Basketball
Basketball	Cross Country
Cross Country	Football*
Football	Golf
Golf	Poms/Dance
Soccer	Soccer
Swimming	Softball
Tennis	Swimming
Track & Field	Tennis
Volleyball	Track & Field
Wrestling	Volleyball

*One girl joined the football team for the 2011 season. We anticipate a few females to join the wrestling team for the upcoming 2011-12 season. Fort Atkinson High School offers an equal amount of athletic offerings to boys and girls each season. In both football and wrestling we do accept female athletes as part of the teams.

Review guidelines and procedures to assess the athletic interests and other extracurricular interests of students.

Fort Atkinson High School values students' opinions regarding program offerings. In the past two years we have been asked to consider three additional sports (Equestrian Team, Fencing, and Gymnastics). Each year we have added student clubs and organizations based upon student interests. Two years ago we added a winter dramatic play based upon student interest. We value student input yet sometimes financial and logistic barriers prohibit us from providing all activities suggested. In some instances, we have worked to participate in cooperative athletic programs with other school districts (within the last three years: girls' hockey and gymnastics prior to that).

Explain strategies the school has utilized to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support.

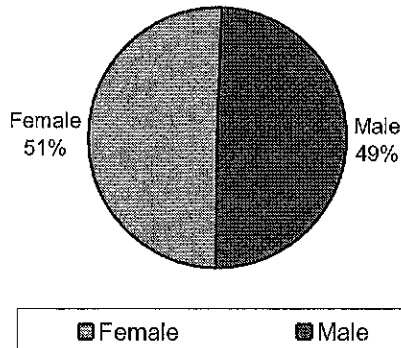
Fort Atkinson High School continually monitors the number of offerings made to students and purposefully utilizes its resources to accommodate the maximum amount of students possible. The financial support given to each individual sport is contingent upon basic need. Based on those needs, some sports do receive slightly more in terms of financial support. When budgets call for adjustments those changes are applied equally across all offerings.

Explain strategies the school has utilized to increase participation by underrepresented groups.

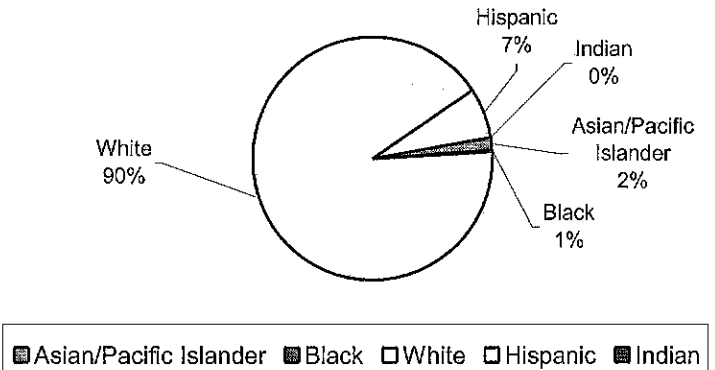
Participation in sports and other activities is promoted in several different ways to all students and their families: Newsletters, website, handbooks, announcements, and through club activities. We utilize Link Crew, a freshmen transition program that strongly promotes involvement in all student activities. Lastly, high school coaches work with youth programming in our community to extend support for further involvement.

Scholarship Award Summary 2010-11

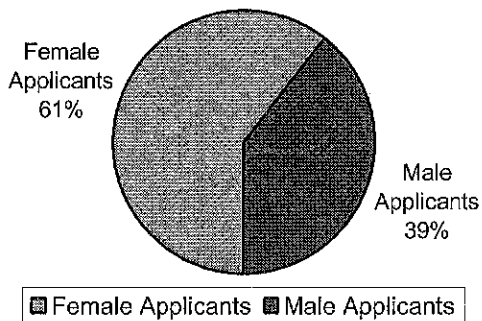
Overall Population Graduating Class



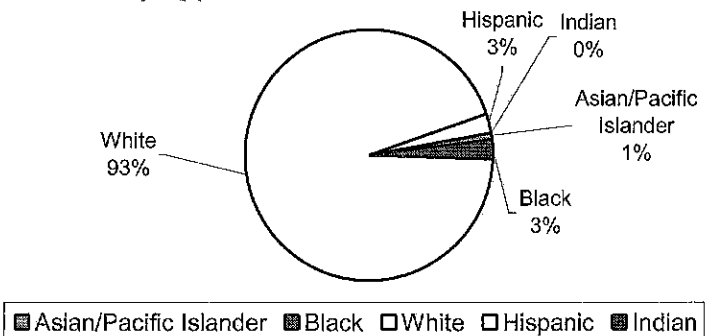
Overall Graduating Class by Race



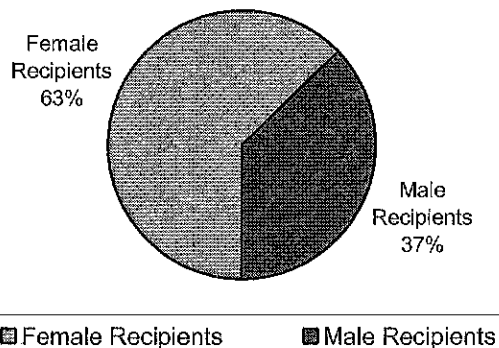
Scholarship Applicants



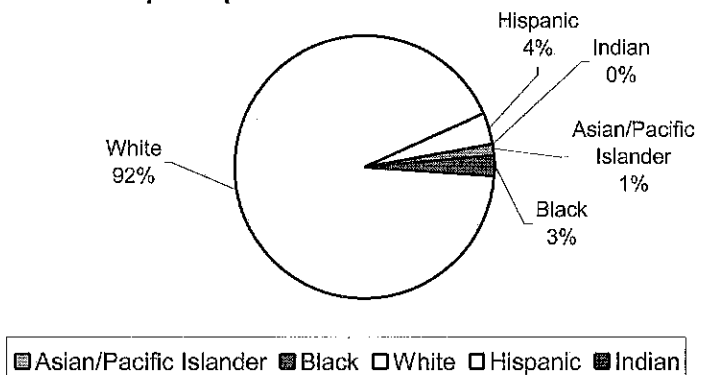
Scholarship Applicants



Scholarship Recipients



Scholarship Recipients



Overall Graduating Students		
By Gender	# of Students	% of Total
Female	98	51%
Male	96	49%
Total	194	

Applicants		
By Gender	# of Students	% of Total
Female Applicants	69	61%
Male Applicants	45	39%
Total	114	

Recipients		
By Gender	# of Students	% of Total
Female Recipients	47	63%
Male Recipients	28	37%
Total	75	

By Race	# of Students	% of Total
Asian/Pacific Islander	3	2%
Black	1	1%
White	177	90%
Hispanic	13	7%
Indian	0	0%
Total	194	

By Race	# of Students	% of Total
Asian/Pacific Islander	1	1%
Black	3	3%
White	111	93%
Hispanic	3	3%
Indian	0	0%
Total	118	

By Race	# of Students	% of Total
Asian/Pacific Islander	1	1%
Black	2	3%
White	69	92%
Hispanic	3	4%
Indian	0	0%
Total	75	

Scholarship Award 5 Year Summary

Applicants

	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
By Gender										
Female Applicants	72	65%	80	68%	73	61%	77	66%	69	61%
Male Applicants	39	35%	37	32%	47	39%	39	34%	45	39%
Total	111	100%	117	100%	120	100%	116	100%	114	100%

	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
By Race										
Asian/Pacific Islander	0	0%	2	2%	1	1%	0	0%	1	1%
Black	0	0%	0	0%	0	0%	0	0%	3	3%
White	108	97%	100	93%	114	97%	114	98%	111	94%
Hispanic	3	3%	5	5%	2	2%	2	2%	3	3%
Indian	0	0%	0	0%	0	0%	0	0%	0	0%
Total	111	100%	107	100%	117	100%	116	100%	118	100%

Recipients

	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
By Gender										
Female Recipients	55	66%	50	78%	48	67%	53	67%	47	63%
Male Recipients	28	34%	14	22%	24	33%	26	33%	28	37%
Total	83	100%	64	100%	72	100%	79	100%	75	100%

	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
By Race										
Asian/Pacific Islander	0	0%	2	3%	0	0%	0	0%	1	1%
Black	0	0%	0	0%	0	0%	0	0%	2	3%
White	81	98%	58	92%	70	97%	78	99%	69	92%
Hispanic	2	2%	3	5%	2	3%	1	1%	3	4%
Indian	0	0%	0	0%	0	0%	0	0%	0	0%
Total	83	100%	63	100%	72	100%	79	100%	75	100%