



SY2023-2024 Five-Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity (Updated 11/17/23)

Introduction

Wis. Admin. Code § PI 9.06 requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the Department of Public Instruction.

To meet the five-year evaluation and reporting requirements, districts must evaluate the status of nondiscrimination and equality of educational opportunity in the following eight areas:

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

During the district self-evaluation, the district must provide an opportunity for participation by pupils, teachers, administrators, parents/guardians and residents of the school district. In addition, the district must prepare a written report of the evaluation which shall be available for examination by residents of the school district.

The self-evaluation process must be completed by **May 30, 2024**. Districts will be required to assure the Department that: the district’s self-evaluation explored the eight required areas; provided an opportunity for participation in the process by pupils, teachers, administrators, parents/guardians, and residents of the school district; and resulted in a written report available for examination by residents of the school district. The district must also submit a copy of this written report to the Department upon request.

Suggested Benchmarks and Ideas for Completing the Self-Evaluation Process

The following are benchmarks that may be used by the district team in evaluating each of the required areas under Wis. Admin. Code § PI 9.06.

PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(1)(a)	Evaluate board-approved policies and procedures	<ul style="list-style-type: none"> • Board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities. • The policies include all protected categories listed under Wis. Stat. § 118.13. • The policies either specifically address harassment, or there is a separate anti-harassment policy. • The policies are easily understood and accessible to 	<ul style="list-style-type: none"> • Review school board policies. Identify and evaluate the pupil nondiscrimination policies. • Review annual class 1 legal notice. • Review discrimination complaint procedures. • Identify the employee designated to receive discrimination complaints. • Review the type of training in discrimination law and complaint investigation that

<p>9.06(1)(a)</p>		<p>all staff, students, and parents/guardians.</p> <ul style="list-style-type: none"> • The policies are published annually in a class 1 legal notice. • An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints. • The name and address of the designated employee is published annually in a class 1 legal notice. • The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days. • The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a 	<p>this designated employee received.</p> <ul style="list-style-type: none"> • Review student and staff handbooks. • Review course selection handbooks and other materials distributed to the public. • Develop and implement recommendations for improving the effectiveness of pupil nondiscrimination policies and complaint procedures.
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9.06(1)(a)		<p>negative determination to the state superintendent within 30 days and of the procedures for making the appeal.</p> <ul style="list-style-type: none"> • The complete complaint procedure is included in all student and staff handbooks. • The procedure is effective in resolving pupil discrimination complaints. 	
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(1)(b)	Evaluate enrollment trends and patterns in classes and programs.	<ul style="list-style-type: none"> • Significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin. • Particular programs and courses that merit attention include advanced and/or college 	<ul style="list-style-type: none"> • Collect course and program enrollment data for the past three years. • Disaggregate data based on race, sex, national origin and disability. • Compare class and program data with overall enrollment data. • Identify discrepancies sufficiently large enough to warrant further

9.06(1)(b)		preparatory classes, talented and gifted programs, and vocational education classes and programs.	<p>examination. The Department suggests that a 5% disparity be considered significant.</p> <ul style="list-style-type: none"> • Identify factors that may influence enrollment, including eligibility criteria. • Develop and implement strategies to increase program participation by underrepresented groups.
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(1)(c)	Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.	<ul style="list-style-type: none"> • No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies. • Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability. 	<ul style="list-style-type: none"> • Review course outlines and curriculum selection guides/processes to ensure a variety of offerings, teaching methodologies and the absence of bias or stereotyping. • Assess the district's policies and practices regarding equality in methods, practices, and materials used for testing and evaluation students.

<p>9.06(1)(c)</p>		<ul style="list-style-type: none"> • Teachers and counselors demonstrate high expectations for all students. 	<ul style="list-style-type: none"> • Determine whether opportunities are available for students to explore new, “nontraditional” careers or higher wage opportunities. • Review counseling materials to ensure the absence of bias or stereotyping. • Develop and implement strategies for improvement.
<p>PI</p>	<p>Requirement</p>	<p>Benchmarks</p>	<p>Ideas for Evaluation</p>
<p>9.06(1)(d)</p>	<p>Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.</p>	<ul style="list-style-type: none"> • Disciplinary measures, including suspensions and expulsions are applied consistently to all students. • Alternative educational opportunities are provided for children in the district who are expelled. • The pupil nondiscrimination policies either address harassment or 	<ul style="list-style-type: none"> • Review expulsions, suspensions and other disciplinary measures for the last three years. • Disaggregate data based on the basis race, sex, national origin, and disability. • Compare with overall enrollment data. • Identify discrepancies sufficiently large to warrant further

<p>9.06(1)(d)</p>		<p>there is a separated anti-harassment policy.</p> <ul style="list-style-type: none"> • The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible. • Responses to harassment are prompt, firm, and effective. • Staff, students and parents/guardians are aware of how to file a complaint of harassment. • Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.) 	<p>examination. The Department suggests that a disparity of 5% be considered significant.</p> <ul style="list-style-type: none"> • Review school reports and practices to determine whether consequences for all groups are identical for the same infraction. • Develop and implement strategies to ensure that disciplinary measures are consistently applied. • Review anti-harassment policies. • Review pupil harassment complaints to determine whether complaints are effectively and promptly addressed. • Review ways in which information regarding harassment, anti-harassment policies and
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9.06(1)(d)			<p>complaint procedures are disseminated.</p> <ul style="list-style-type: none"> • Determine where students learn about these issues. • Develop and implement recommendations to effectively address and prevent incidents of harassment.
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(1)(e)	<p>Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and recreational activities.</p>	<ul style="list-style-type: none"> • Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students. • Interscholastic athletic programs for boys and girls are comparable in type, scope, and support. • School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and 	<ul style="list-style-type: none"> • Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years. • Disaggregate data based on race, national origin, sex, and disability. • Compare data with overall enrollment data. • Identify any factors that might influence participation. • Review separate programs in interscholastic

<p>9.06(1)(e)</p>		<p>participation rates or an interest survey.</p> <ul style="list-style-type: none"> • School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community. 	<p>athletics for boys and girls to ensure that they are comparable in type, scope, and support.</p> <ul style="list-style-type: none"> • Review guidelines and procedures to assess the athletic and other extracurricular interests of students. • Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities. • Review special presentations and programs to determine if they reflect the diverse interests of students. • Develop and implements strategies to increase participation by underrepresented groups. • Develop and implement strategies to ensure that
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9.06(1)(e)			interscholastic athletic programs for boys and girls are comparable in type, scope and support.
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(1)(f)	Evaluate trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.	<ul style="list-style-type: none"> • All scholarships and other forms of recognition are awarded in a way that does not discriminate. • Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups. • Information about award opportunities is accessible to all parents/guardians and students. • Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping. 	<ul style="list-style-type: none"> • Collect data on award recipients and applicants for the last three years. • Disaggregate data based on of race, national origin, sex, and disability. • Compare data with overall enrollment data. • Identify discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant. • Review application materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all

9.06(1)(f)			<p>students and there is an absence of bias, discrimination or stereotyping.</p> <ul style="list-style-type: none"> • Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(1)(g)	Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination.	<ul style="list-style-type: none"> • Significant progress in made in closing academic achievement gaps. • Every staff member demonstrates high expectations for all students. • An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination. • The school environment is welcoming to all students and parents/guardians who visit the building. 	<ul style="list-style-type: none"> • Review local plans to achieve equality of educational opportunity for success and ongoing challenges or barriers. • Collect achievement data. Disaggregate data based on race, sex, and disability. • Identify any achievement gaps. • Develop and recommend strategies for closing the achievement gap, improving school climate, and infusing equality of educational opportunity and nondiscrimination

9.06(1)(g)		<ul style="list-style-type: none"> Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development. 	into professional development.
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(1)(h)	School district technology, including electronic communications by school district staff.	<ul style="list-style-type: none"> School district technology and electronic communication is accessible by parents and students. 	
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(2) 9.06(2)	Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	<ul style="list-style-type: none"> Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process. 	<ul style="list-style-type: none"> Evaluate the degree of meaningful inclusion of participants in the self-evaluation process. Do the participants include teachers, students, school administrators, parents/guardians and residents? Do the participants reflect the diversity within the district and within the community? Parents/guardians, students, and residents are

			included in way that does not require review or release of confidential information.
PI	Requirement	Benchmarks	Ideas for Evaluation
9.06(3)	The district prepares a written report of the self-evaluation which is available for examination by residents of the school district. There is no required format for the report.	<ul style="list-style-type: none"> • The report is complete. • The report is available to all residents. • The district has submitted the PI-1198 assurance and the report to the department by January 31, 2024. 	<ul style="list-style-type: none"> • The report does not include any confidential student information.

A Caution Regarding Data

In conducting the evaluation, all relevant data and information, from all available sources, should be considered and evaluated by the evaluation team. This may include data that has already been submitted to the Department or other agencies.

Take care to avoid disclosure of confidential information about small groups of students, either directly or indirectly. A group is generally considered small if the number of students in the group is five or less. Indirect disclosure occurs when data are reported both for all students in a group and for a large subset of this group that leaves only a small subset not reported. Sometimes, you will be unable to report data about groups larger than five in order to avoid possible indirect disclosure of confidential information about the smaller group. The disaggregated data should be compared with overall enrollment data to determine if there is proportionate representation.

Technical Assistance

The Department is committed to providing technical assistance and support to school districts in conducting this evaluation and fulfilling reporting requirements.

You may contact the Pupil Nondiscrimination Program Consultant with questions, comments or requests for technical assistance:

Courtney Reed Jenkins | courtney.jenkins@dpi.wi.gov | 608-267-9168

Businesses, CESA Equity Leaders, colleges or universities, community organizations, elders or tribal agencies, private equity consultants, and parents/guardians may also be able to offer expertise, assistance, and support.