

DPI
Pupil Nondiscrimination
Self-Evaluation Report:
2023-2024

Ashwaubenon School District

Approved by the School Board on:

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Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin’s pupil nondiscrimination law.**

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- “Methods, practices, curriculum, and materials used in ... counseling...”
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district”
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities”

Cycle IV: In 2011-12, districts were once again required to complete the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work.

Cycle V: In 2016-2017, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. **Cycle VI requires districts to evaluate the following elements:**

- 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.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.</p>	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

Name	Position
Kurt Weyers	Superintendent
Keith Lucius	Assistant Superintendent
Tammy Nicholson	Director of Pupil Services
Andrew Bake	Director of Curriculum
Dirk Ribbens	Principal
Kris Hucek	Principal
Peter Marto	Principal
Doug Pieschek	Principal
Brian Carter	Principal
Cassandra Schneider	Assistant Principal
Nicholas Senger	Assistant Principal
Michael Heim	Assistant Principal
Jason Fisch	Assistant Principal
Jamie Averbeck	District Assessment Coordinator
Jennifer Bower	Administrative Secretary
Mandy Schroeder	Information Technology
Jennifer Bower	Admin Assist. to Superintendent & Board
Paula Fenton	High School Registrar
Barb DeRoeck	Student Services Secretary
Jamie Kallies	Pioneer Counselor
Joy Van Laanen	High School Counselor
Scott Conratt	Middle School Athletic Director
Angela Krueger	Secretary to the High School Athletic Director
Amy Dillenberg	School Social Worker
Christina Fitzpatrick	School Counselor

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle VI Report 9.06(2)

Opportunity to participate in the final review of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- Open meeting portion of a scheduled school board meeting on February 14, 2024
- Individual meetings
- Discussion item at administrative meetings
- Public comment notice

Section III - District Overview - Ashwaubenon School District

The Ashwaubenon School District serves over 3,100 students between the ages of 3-21, across five school locations. The community of Ashwaubenon has a population of 16,817.

Our Mission

Developing lifelong learners, who positively contribute to their communities.

Our Vision

Excellence in education so every student will achieve their full potential.

Our Values Statement

As a school community, we value:

- A welcoming and nurturing environment
- Collaboration
- Equity
- High levels of learning
- Mental wellness
- Safety

Our Pillars

Our Pillars reflect the values which uphold our Mission and Vision. This assists us to prioritize the Objectives and Goals in our Strategic plan.

- Authentic Relationships
- Safe, Inclusive Learning Environments
- High Expectations for All
- Empowered Staff
- Allocation of Resources

[Ashwaubenon School District Strategic Plan](#)

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts.

[Ashwaubenon School District Enrollment Data Set](#)

Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school districts will have an opportunity to:

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Administrative team meeting and data examination
- Review Student Handbooks

Supporting Information:

The following information was reviewed:

- Back to School Newsletter referencing annual notices and website
 - [Annual Notices - website](#)
 - [Jaguar Nation Newsletters - website](#)
 - [Back to School Newsletter 2021-2022](#)
 - [Back to School Newsletter 2022-2023](#)
 - [Back to School Newsletter 2023-2024](#)
- [Ashwaubenon School District Board Policies](#)
 - PO 2260 Nondiscrimination and Access to Equal Educational Opportunity
 - PO 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
 - PO 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - PO 5517 Student Anti-Harassment
 - PO 5730 Equal Access for Non District-Sponsored Student Clubs and Activities
- School Student Handbooks
 - 2023-24 - Ashwaubenon High School ([English](#) / [Spanish](#))
 - 2023-24 - Parkview Middle School ([English](#))
 - 2023-24 - Valley View Elementary School ([English](#) / [Spanish](#))
 - 2023-24 - Pioneer Elementary School ([English](#))
 - 2023-24 - Cormier School and Early Learning Center ([English](#) / [Spanish](#))
 - [Title IX Procedure & Documents](#)

Findings:

- The District's designated compliance officers are Tammy Nicholson, Director of Pupil Services and Keith Lucius, Assistant Superintendent.

- The district has trained 5 Title IX compliance officers for flexibility in situations where a conflict of interest might exist. The Title IX procedures are clearly defined.
- The district has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes.
- The District publishes an annual class 1 legal notice yearly.
- Information is shared on school and district websites and student handbooks.
- Valley View, Cormier and AHS have English and Spanish versions of the student handbook. Parkview and Pioneer have English versions of the student handbook.
- Building handbooks reference school board policies and pupil non discrimination notices.

Recommendations for Improvement and Implementation Strategies:

- The district will continue to publish an annual class 1 legal notice.
- The Parkview and Pioneer administration will work with staff to develop a Spanish version of the student handbook for Parkview Middle School and Pioneer Elementary School.
- All building administrators will ensure that the most recent board policies 5517 and 2260 are in the student handbooks at the start of each school year. Principals should review all other board information in the handbook to make sure it is up to date.
- District administration should revise the harassment/discrimination complaint procedure so it is accessible electronically.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Method of Analysis:

- Administrative team meeting and data examination
- Course enrollment data review with high school administration
- Three years of data disaggregated for course enrollments in various programs

Supporting Information:

The following information was reviewed:

- [Semester Course enrollment broken down by race, gender, disability, and national origin for 2020-2021, 2021-2022, 2022-2023](#)

Findings:

- Talented and Gifted Programming:
 - The following population of students are underrepresented in the Talented and Gifted programming at AHS: Black, Hispanic, American Indian, and Pacific Islander; while students identified as White and Asian are overrepresented.
 - Across three years, the percentage of Black, Hispanic, and American Indian students represented in Talented and Gifted has slightly increased, but is still disproportionate to their overall population.
 - Across three years, the percentage of females in Talented and Gifted has increased from 56.78% in 2020-21 to 58.47% in 2022-23. Given this, the ratio of females to males in this programming is increasing.
 - One EL student participated in Talented and Gifted programming, compared to 2.41% of our students identified as EL.
 - One special education student participated in Talented and Gifted programming, compared to 10% of students identified as having a disability/receiving special education services.
- Vocational Education:
 - Overall, Vocational Education is an area with more equal representation of ethnic and special education student subgroups participating in these courses. English Learners are over represented in this group while white and Asian students are underrepresented.
 - We had a significant increase in EL participation in Vocational Education over the last three years- 2.25% to 10.07%.

- The percentage of females in Vocational Education has remained consistent across three years at approximately 46%, where males slightly out-represent females by 7-8%.
- Advanced Placement Enrollment:
 - AP Enrollment by gender has remained consistent with females slightly out-representing males by 5-10%.
 - The following population of students are underrepresented in the AP programming at AHS: Black, Hispanic, American Indian, and Pacific Islander; while students identified as White and Asian are overrepresented.
 - Students with disabilities and English Language Learners are significantly underrepresented.

**There are financial resources available to help a student in need to access the additional cost for classes requiring fees.

Recommendations for Improvement and Implementation Strategies:

- Work to increase participation in AP and Gifted opportunities for Special Ed, EL and ethnic subgroups.
- Expand dual credit opportunities at the high school level in order to provide increased access for all students. This would increase local opportunities to earn college credit while maintaining the current AP offerings.
- Provide student report cards in the parent's native language as much as feasible. Based on the district demographic information, the Spanish language would be a good place to start. Google translate has improved accuracy and is an acceptable option.
- The district administration should explore avenues to get this information broken down by economically disadvantaged status.

Section VI - Methods, practices, curriculum and materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school instruction, counseling and pupil assessment to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:

- Ensure that curriculum selection is reflective of all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Ensure equity is demonstrated through assessment and testing.

Summary Report Data

Method of Analysis:

- Consultation with school counselors
- Review of K-12 Counseling Program Scope and Sequence
- Review of K-12 Counseling Program Themes and Benchmarks
- Participation and discussion with building level principals and district level administration

Supporting Information:

The following information was reviewed:

- SEL Curriculum
 - [Scope and Sequence: Character Strong](#)
 - [DBT in Schools Information](#)
 - PBIS System & Instructional practices/celebrations
- [Restorative Practices](#)
- Review of counseling practices and procedures
- [Counseling Information](#)
- [Instructional Materials Evaluation Tool](#)

Findings:

- When reviewing instructional materials, a uniform evaluation tool is used. This evaluation tool includes requirements that any materials selected are inclusionary and reflect the diverse cultural and social backgrounds of our students.
- When reviewing instructional materials, the review committee includes staff who look through a variety of lenses, including special education staff, English language learner/bicultural education staff, etc.
- The district purchases text books in Spanish to reduce barriers for non English speaking students.
- The district has added bilingual classes for Spanish students at Valley View and for newcomers at the High School level.

- The school counseling curriculum is delivered to students through a combination of individual learning plan meetings, lessons/presentations and one on one student sessions.
- Student Success plan meetings are held for all students. Parents are invited to participate in their child's individual learning plan meeting. This is an important component of meeting each student's unique needs and working with each student to create a plan for success.
- Students engage in career exploration through elementary life skills classes, intermediate and middle school Family and Consumer Education classes.
- Counselors advocate/consult (admin, teachers, parents, stakeholders, outside professionals) for the response and preventative measures of students in academic, career, and social emotional needs.
- Counselors provide 1:1 and small group services related to grief, anxiety, depression, and de escalation.
- Counselors provide at risk planning and intervention including goals setting, attendance monitoring and parent meetings.
- Junior planning conferences are held for all students in the 11th grade. Parents are invited to participate in their child's conference. This is an important component of meeting each student's unique needs and working with each student to create a plan for post-graduation success.
- Pupil Services staff collaborate with outside providers/treatment programs to incorporate coping skills/plans into academic settings.
- Various district and school forms have been provided in English and in Spanish, including those used for registration.
- The district provides culturally and linguistically accessible support services to students and families by providing interpreters as needed. The district has increased the number of staff that speak a second language through recent hiring practices, thus increasing the immediate access and availability of these resources within the district. The district has also added a language line service as an option for providing interpreting services for languages that may not be supported by in person staff.
- The pupil services team collaborated with other schools across the Brown County region to implement a research and evidence based suicide risk assessment process.
- Homeroom teachers, building leadership teams, and school counselors review data from the Panorama Survey two times each year. Elementary teams work with Character Strong Curriculum and the Middle School uses the school version of the DBT (Dialectical Behavioral Therapy) to build skills.
- Technology is used to help students access curriculum. Read and Write Google, Electronic books and I pads are used to reduce access issues.
- Staff provide alternative options for assessment based on individual student needs.
- The district has a one-to-one (one device per student) initiative, providing internet access to students in need to ensure that all students have equal access to online learning materials, textbooks, and other assessment tools.
- Assessments administered online can be conducted on a uniform platform, eliminating disparities in software or hardware capabilities that could skew results.

Recommendations for Improvement and Implementation Strategies:

- Continue to find ways to provide educational materials to students who are learning the English Language.
- Continue to increase the data tracking and decision-making related to the multi layered systems of support in each building level.
- Continue the use of tiered interventions as part of the district's focus on meeting the needs of all students and potentially reducing the need for extensive individual student interventions.
- Provide translated materials in the parent's native language as much as feasible. Based on the district demographic information, the Spanish language would be a good place to start. Counselors help identify barriers and bring forth recommendations for forms to be translated. Google translate has improved accuracy and is an acceptable option. Use Kinvo to communicate with students and families in their native language.
- Expand the DBT or similar SEL competency work at the high school level.
- Enhance ways to teach the SEL competencies to students who are not in the general education setting.
- Consider removal of BYOD (Bring Your Own Device) in grades 9-12, to eliminate device inequities and to create a standardized testing environment

Section VII – Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint.
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

Method of Analysis:

- Analysis of WISE Dash Discipline Data
- Review of policies:
 - PO 5605 Suspension/Expulsion of Students with Disabilities
 - PO 5610 Suspension and Expulsion
 - PO 5611 Due Process Rights
- Review of Student Handbooks
- Review of Annual State Pupil Nondiscrimination Reports

Supporting Information:

The following information was reviewed:

[ASD Wisedash Data Review](#) from 2020-21 to 2022-23

School Student Handbooks

- 2023-24 - Ashwaubenon High School ([English](#) / [Spanish](#))
- 2023-24 - Parkview Middle School ([English](#) / [Spanish](#))
- 2023-24 - Valley View Elementary School ([English](#) / [Spanish](#))
- 2023-24 - Pioneer Elementary School ([English](#))
- 2023-24 - Cormier School and Early Learning Center ([English](#) / [Spanish](#))

Ashwaubenon WI Pupil Nondiscrimination Annual Report

- [2020-2021](#)
- [2021-2022](#)
- [2022-2023](#)

Findings:

- Building-level handbooks reference board policy regarding harassment and complaint process.
- Overall disciplinary actions are down from the previous school year (2021-2022).
- Data shows that male students were disciplined 2x more than female students in 2022-2023.

- Historically, black students are disciplined more than any other ethnicity.
- There was a decrease in American Indian disciplinary incidents from 2021-2022 to 2022-2023. In 2022-2023, American Indian and White students were disciplined at the same rate.
- Students who are economically disadvantaged are twice as likely to be removed from school compared to students who are not economically disadvantaged.
- Students with disabilities are disciplined more often than students without disabilities.
- Discipline data patterns over the past four school years follow the spike of behavior issues following COVID. Our data is trending down, although we are not back to pre-COVID levels of discipline referrals.
- Board policies focus on SBIRT and AODA education over longer term exclusion which addresses teaching skills to address AODA issues rather than just using exclusionary procedures for infractions.

Recommendations for Improvement and Implementation Strategies:

- Run and analyze quarterly eduClimber reports with behavior risk ratios.
- Continue of braiding Restorative Practice in with PBIS.
- Continue to increase the use of functional behavioral assessments and behavior interventions plans, especially for students with disabilities. Create an additional BIP flag in the student management system to alert staff of the student's behavior intervention plan.
- Continue to develop and implement policies and procedures focused on maintaining educational opportunity through social/emotional/behavioral intervention and support, rather than disciplinary exclusion.
- Due to disproportionate representation in student suspensions, the district should consistently make training available to staff for implicit bias, microaggressions, and trauma-informed practices.
- Each school will continue to have a school improvement goal that is focused on student engagement and building meaningful relationships and connections.

Section VIII - Trends and patterns of school district support of athletic, extracurricular, and recreational activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

Methods of Analysis

- Participation and discussion with the Activities Director at middle school and high school.
- Data pulled from Powerschool student management system.
- Data Analysis of participation rates, disaggregated by gender, ethnicity, race and disability status.

Supporting Information

The following information was reviewed:

- [Ashwaubenon High School co curricular/athletic offerings](#)
- [Parkview Middle School co curricular/athletic offerings](#)

Findings:

- No elementary Pk-5 information.
- Inconsistency in collecting data on activities.
- More boys are participating in athletics than girls at the middle and high school level.

- More girls participated in middle and high school activities than boys.
- Our minority groups are underrepresented in activities at the middle school level (1% of black, hispanic, indian).
- District Social Workers provide financial assistance to students who are economically disadvantaged to reduce barriers for participation.

Recommendations for Improvement and Implementation Strategies

- Create a systematic way to track data of extracurriculars at the elementary level to reflect participation rates, disaggregated by gender, ethnicity, race and disability status for each one.
- Enhance the collection process at secondary level by specific co-curricular and athletic offerings to reflect participation rates, disaggregated by gender, ethnicity, race and disability status for each one.
- Clarify specific courses that have credit and extracurricular expectations (band, choir, etc).
- Focus on improving the participation rates of underrepresented groups in athletics, activities, and music offerings.
- Focus on improving the participation rates of students with disabilities in all areas and removing or addressing barriers to participation.
- Continue to identify any remaining barriers in each area for students facing economic disadvantages and identify community services/resources to eliminate those barriers.
- Work to make information about activities, clubs, music, and athletics offerings available to students and their families in their native language as much as feasible.

Section IX - Trends and patterns in awarding scholarships and other forms of recognition provided or administered by the district

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parents/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is non discretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Methods of Analysis

- Participation and discussion with school counselors
- Review of policies, award recipients, and scholarship related materials
- Participation and discussion with high school administrative team and secretaries

Supporting Information

The following information was reviewed:

- PO 5451.02 Technical Excellence High Education Scholarships
- PO 9700 Relationships with Special Interest Groups
- [Local Scholarship Application Form and Letter](#)
- [Local Newsletters](#)
- Data lists of scholarship awards recipients broken down by gender, ethnicity, disability
 - [2020-21 Scholarship Breakdowns](#)
 - [2021-22 Scholarship Breakdowns](#)
 - [2022-23 Scholarship Breakdowns](#)

Findings:

- Scholarship information is shared with all students through class meetings, scholarship booklets, class emails and Junior conferencing.
- The secretary sends out emails about scholarships.
- Scholarship information is shared over the school announcements.

- Counselors guide students through the process of applications.
- All applications are hard copy with letters of recommendation attached.
- The high school has a scholarship committee that includes the three school counselors, an ELA teacher and a Science teacher. The scholarship committee uses a scale to measure each application. The applications are rotated so each participant is able to rate the application using the same numerical rubric. Points are totalled and the committee looks to see who stands out with points. If there is a tie, the team discusses the top applications. On request, this group will confer with outside groups to learn about what the group is looking for, share needs of students and answer questions that might come up.
- All scholarship materials are provided in English only.
- Scholarships are awarded at the school and outside of school levels. More girls win scholarships that are awarded by the school level. During the 2020-2021 and 2021-2022 school years scholarships were more evenly distributed between male/female when the scholarship was awarded by a non school committee.
- Overall, very few scholarships are awarded to students who are identified as special education, English Learners, black or Hispanic. There were no scholarships awarded to students who identify Native.

Recommendations for Improvement and Implementation Strategies

- Information on applying scholarships needs to be more readily available to all students and their families in their native language as much as feasible. Focus should be on helping English Learners complete the application process.
- Encourage and support students receiving special education services throughout the application process.
- The scholarship data of applicants and recipients should be collected and shared annually with high school administration. Administration will work with the district data and assessment specialist to disaggregate the data. The data will include scholarship recipient and applicant rates by gender, race, ELL, disability status and economically disadvantaged status. It would be helpful to have information about all applicants to see there were other students of color, students with disabilities and English Language Learners applied but weren't accepted.
- The scholarship committee should review the data annually and recommend changes to the process and procedures to improve student participation rates and scholarship recipients across gender, race, ethnicity, disability status, English Language Learner and economically disadvantaged status. Those changes will be documented for review as part of the next pupil nondiscrimination self-assessment.

Section X – School district efforts to achieve equality of educational opportunity and nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:

- Ensure that staff have 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.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Method of Analysis:

- School Board agenda/minutes related to section X
- All Leader Meeting minutes related to section X
- Review/Discussion of Strategic Plan and process
- Review of Community Conversation Documents

Supporting Information:

The following information was reviewed:

- [2021-22 District Report Cards](#)
- [2023 Professional Development Opportunities](#)
- School Board Agendas
 - [2022-23 and 2023-24 School Board Agendas - website](#)
- Review of Strategic Plan and process
 - August 17, 2022 Board Meeting
 - [8-17-22 Board Agenda \(Discussion Item 1\)](#)
 - [8-17-22 Board Minutes](#)
 - [Potential Roadmap for ASD Strategic Planning Process](#)
 - [Howick Associates Board Presentation](#)
 - October 19, 2022 Community Conversation Leadership Planning Meeting
 - [Minutes](#)
 - November 16, 2022 ALM Meeting
 - [Minutes](#)
 - November 16, 2022 Design Team Meeting 1
 - [Minutes](#)
 - December 13, 2022 ALM Meeting
 - [Minutes](#)
 - [Strategic Plan Purpose Statement and Outcomes](#)
 - December 13, 2022 Design Team Meeting 2

- [Minutes](#)
 - [Our Community Conversation Communication Plan](#)
 - [Community Conversation Flyer - English](#)
 - [Community Conversation Flyer - Spanish](#)
 - [Save the Date Card](#)
- January 24, 2023 Design Team Meeting 3
 - [Minutes](#)
 - [Community Conversation Invite Mailer](#)
- Review of Community Conversation Documents
 - [March 1, 2023 - Creating our Future Together - presentation slides](#)
 - [Attendees](#)
 - [Identifying Issues and Trends](#) (results)
 - [Glads, Sads, Mads](#) (results)
 - [Attributes and Skills](#) (results)
 - [Identifying Themes](#) (results)
- [Ashwaubenon School District Strategic Plan](#)

Findings:

- The District Social Workers have established the Children in Need account that is utilized to support students identified as economically disadvantaged. This financial support is critical in removing barriers to participation in school events, activities, and the educational opportunities that are provided. They have also created ASH Cares to provide families with household supplies.
- The District has established forms and procedures for documenting gender identity name change requests and gender identity plans. Parental involvement is a key component of the process and consent is required for any name change requests.
- Staff present information to staff to build awareness of gender differences, ethnicity, race, disability and economically disadvantaged.
- Buildings are making student handbooks and other information available in Spanish.
- Staff are starting to use Kinvo to communicate with families in their native language.
- Interpreters are provided to assist families who are non English speakers.
- Our Ashwaubenon School District’s Strategic Plan is closely aligned with Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination.
- The district ensures that staff have high expectations for all students, mirrors one of the ASD Pillars, “High Expectations for All”.
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination. This connects with Pillar, “Safe, Inclusive Learning Environments.
- The school environment is welcoming to all students and parents/guardians who visit the building, matches with Pillar One of the ASD Strategic Plan, Authentic Relationships.
- The district continually evaluates, monitors, and adjusts on a monthly basis at leadership meetings to coordinate strategies and action steps to meet the needs of students and staff.
- The strategic plan is brought to the school board throughout the year to update the board of education on updates, changes, and accomplishments.
- Our strategic plan goes back to our community each year to help in the monitoring, evaluating, and celebration process.
- A professional development day was held on April 10, 2023 which allowed staff to select five sessions they would like to attend. The following sessions, related to inclusionary

practices, were offered: Responding to Challenging Behaviors, Supporting Your Student with Autism Spectrum Disorders, Supporting At-Risk Students and Families, Equity Through SEL, Modification & Differentiation in the PLC Classroom, Mindfulness for Students, Creating a Culturally Sensitive Classroom- Meeting the needs of EL students, Restorative Conversations, Mental Health Advocacy & Intro to DBT, Modification and Differentiation for All Learners- SPED, EL, At-Risk, Reaching Thriving Learners: What do we do when they already know it, Exploring and Responding to Implicit Bias.

Recommendations for Improvement and Implementation Strategies:

- The district continues to monitor, evaluate, and adjust at our staff meetings, administrative meetings, and school board meetings to ensure that we are meeting the needs of all our students, staff, and community.
- Staff will continue to provide information to other staff to build awareness of gender differences, ethnicity, race, disability and economically disadvantaged.
- Implicit bias training should be included in the staff training cycle through the Vector/Safe Schools.

Section XI – School district technology, including electronic communications by school district staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Method of Analysis:

- Review of public notices and social media communications
- Review of School Board agendas
- Public comment School Board meeting February 14, 2024

Supporting Information:

The following information was reviewed:

- Initial Public Notice
- Final Public Notice
- November 8, 2023 Board Meeting
- [Agenda Item - Self Evaluation of Status of Pupil Nondiscrimination](#)
- [Wisconsin State Statute 118](#)
- [Pupil Nondiscrimination Self Evaluation - Notice](#)
- [Pupil Nondiscrimination Self Evaluation - Final Notice](#)

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public.
- The district has started to use technology to translate information into the native language of families starting with Spanish.
- Our Emergency Notification System (SchoolMessenger) is set up to send email and text notifications to families in their native language.
- The district bought the Kinvo Powerschool add-on which allows staff to communicate information with parents in their native language.

Recommendations for Improvement and Implementation Strategies:

- The school board approves the 2023-2024 Pupil Non Discrimination report.
- The 2023-2024 Pupil Non Discrimination report will be published on the Ashwaubenon School District Website.
- The Director of Pupil Services will complete and submit the PI-1198 form to DPI indicating the completion of this report.