



# **MONONA GROVE**

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## **SCHOOL DISTRICT**

5301 Monona Drive, Monona, WI 53716    P: 608-221-7660    F: 608-221-7688

### **2023 Five-Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity (PI 9.06)**

**Monona Grove School District**

**Table of Contents**

I.Contributors to the Plan

II.Introduction to 2023 Five-Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity and Wisconsin State Statute 118.13 & Administrative Rule PI 9.06

III.School Board Policies and Administrative Procedures 9.06 (1)(a)

IV.Enrollment trends and patterns in classes and programs 9.06 (1)(b)

V.Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing 9.06 (1)(c)

VI.Trends and patterns of disciplinary actions and handling pupil harassment 9.06 (1)(d)

VII.Participation trends and patterns, and school district support of athletics, extracurricular activities and recreational activities 9.06 (1)(e)

VIII.Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district 9.06(1)(f)

IX.School district efforts to achieve equality of educational opportunity and nondiscrimination 9.06(1)(g)

X.School district technology, including electronic communication by school district staff 9.06(1)(h)

XI.Methods Used in Conducting the Self-Evaluation PI 9.06(2)

XII. Written Report PI 9.06(3)

**SECTION I: CONTRIBUTORS TO THE  
2023-2024 FIVE-YEAR SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY**

DPI: Prepare a written summary that describes the methods used to conduct the evaluation, who participated in the process and what contributions the participants provided. Include this summary in your report.

The Monona Grove School District has provided an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. The following individuals and groups either assisted in developing the plan or reviewed the plan for comments and/or changes prior to school board approval.

Names	Position
Christa Foster	Director of Student Services
Shelby Steel	Student Services and Equity Coordinator
Katy O'Shea	District Registrar
Lisa Heipp	Director of Instruction
Kendra Atkinson & Emily Boyd	Special Education Coordinators
Joe Schneider & Amelia Leger	Athletic Director & Assistant to the AD
Tish Masarik	Parent
Katy Byrnes Kaiser	Parent & Community Resident
Toni Rieder	Parent & Community Resident

**Opportunities to Participate in the Writing/Development of the Pupil Nondiscrimination Self-Evaluation 2024 Report PI 9.06**

Opportunity for participation in the writing/development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- X Individual meetings
- X Discussion item at an administrative meeting

**Opportunities to Participate in the Final Review/Evaluation of the Nondiscrimination and Equality of Educational Opportunity Five-Year Self-Evaluation 2023 Report PI 9.06**

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

- X Individual meetings
- X Discussion item at an administrative meeting
- X Online survey or comments

**SECTION II: INTRODUCTION AND LEGAL BASIS TO THE SELF EVALUATION OF THE STATUS OF NONDISCRIMINATION AND EQUALITY OF EDUCATIONAL OPPORTUNITY**

The self-evaluation required by PI 9.06, Wis. Admin. Code is more than simply a legal requirement. It is a useful tool that can be used to support our District mission to be a safe, equitable, and inclusive learning community for everyone. Information gained in the self-evaluation process shall inform the District's strategic plan and school improvement processes.

**LEGAL BASIS FOR AN EQUITY PLANNING PROCESS FOR CREATING EQUITY IN WISCONSIN SCHOOLS**

Wisconsin State Statute 118.13			Administrative Rule PI 9.06
<p><b>118.13 Pupil discrimination prohibited.</b> (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:</p>			<p><b>PI 9.06 Evaluation.</b> (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"> <li>a) School board policies and administrative procedures.</li> <li>b) Enrollment trends in classes and programs.</li> <li>c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.</li> <li>d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment.</li> <li>e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.</li> <li>f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.</li> <li>g) School district efforts to achieve quality of education opportunity and nondiscrimination.</li> <li>h) School district technology, including electronic communications by school district staff.</li> </ul> <p>(2) The district shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents/guardians and residents of the school district.</p> <p>(3) The district shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>
-Sex	-Ancestry	-Sexual orientation	
-Race	-Creed	-Physical, mental,	
-Religion	-Pregnancy, marital or	emotional or learning	
-National Origin	parental status	disability	

**SECTION III SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES 9.06 (1)(A)**

**IDEAS FOR EVALUATION**

- 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 this designated employee received.
- 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.

Data Reviewed	Findings	Analysis & Supporting Information	Recommendations
Board Policies 2260 2260.01 2266 5517	Policies related to pupil nondiscrimination are available on BoardDocs, are linked in student handbooks, and have all been updated within the past 1-2 years.	See attached policies	No recommendations
Class 1 legal notice	The routine for publication of the class 1 legal notice in at least one newspaper is not currently documented.	Legal notice exists and pupil nondiscrimination policies are linked in handbooks and on the website but we were unable to determine the last publication date in at least one newspaper likely to give notice in the area affected.	Ensure annual publication in at least one newspaper (Monona Herald), beginning in 2024.
Complaint Procedures	Discrimination complaint procedures are clear in Board policy. The Director of Student Services and Director of Human Resources are named as Compliance Officers. The Director of Student Services	See attached policies	In po2260 and po 5517, the former HR Director is listed by name and that contact information will need to be revised in June 2024 when a new Director of HR is appointed.

	<p>has received training in discrimination law and complaint investigation from a variety of sources including the Wisconsin Association of School Boards Title IX training modules, The WASB/WCAA School Law Conference and legal sessions provided by the Council of Administrators of Special Education (CASE), and Wisconsin Council of Administrators of Special Services (WCASS).</p>		<p>Director of Student Services is the primary designee for discrimination complaints for students and that information is accurate and complete.</p> <p>The Director of Student Services and incoming Director of Human Resources will receive training on implementation of the revised Title IX regulations and will develop and implement a training plan for school leaders and staff.</p>
Student Handbooks	<p>MGHS: Title IX and Anti-Harassment included with appropriate contacts for complaints (update HR contact).</p> <p>Glacial Drumlin: Links to policies but no PND statement or specific complaint contacts</p> <p>MG21: statement present, link to policies, missing complaint contact</p> <p>Winnequah: Edit complaint contact to Director of Student Services</p> <p>Granite Ridge: Title IX, link to policies are present. Missing statement and complaint contact.</p>	See attached student handbooks	<p>A consistent pupil nondiscrimination statement will be prepared for inclusion in all pupil handbooks and course selection handbooks by August 2024 when handbook revisions are finalized for the 2024-25 school year. The statement will include the employee(s) designated to receive complaints. Future annual review of student and staff handbooks will include ensuring compliance with this requirement.</p>

	<p>Taylor Prairie: Title IX, link to policies are present. Missing statement and complaint contact.</p> <p>Cottage Grove: Title IX, link to policies are present. Missing statement and complaint contact.</p>		
Co-Curricular handbooks	The MGHS Athletic and Activities Code book is missing the nondiscrimination statement.	See attached handbook.	Need to include a nondiscrimination statement in the course selection handbook.
Teacher and Support Staff Handbooks	In compliance, nondiscrimination statements present and handbooks are reviewed annually.	See attached handbooks	Will need to update complaint officer contact information when a new Director of HR is appointed.
Course selection handbook (MGHS)	Nondiscrimination statement not present. Course selection handbooks are reviewed annually.	See attached course selection handbook for MGHS	Need to include a nondiscrimination statement in course selection handbook.

PI	Requirement	Benchmarks	Findings
9.06(1)(a)	Evaluate board approved policies and procedures	Board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.	Compliant.



		The policies include all protected categories listed under Wis. Stat. § 118.13.	Compliant.
		The policies either specifically address harassment, or there is a separate anti-harassment policy.	Compliant.
		The policies are easily understood and accessible to all staff, students, and parents/guardians	Compliant.
		The policies are published annually in a class 1 legal notice.	In review: Legal notices and annual updates are being reviewed to confirm they meet this standard.
		An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.	Compliant.
		The name and address of the designated employee is published annually in a class 1 legal notice.	In review. Will be published in compliance prior to the 2024-25 school year.
		The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.	Compliant.

		The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent within 30 days and of the procedures for making the appeal.	Compliant.
		The complete complaint procedure is included in all student and staff handbooks.	Compliant with staff handbooks. Student handbooks and athletic & activities code of conduct handbooks will be updated and in 100% compliance for the 2024-25 school year.
		The procedure is effective in resolving pupil discrimination complaints.	Compliant.

#### SECTION IV : ENROLLMENT TRENDS AND PATTERNS IN CLASSES AND PROGRAMS 9.06 (1)(B)

##### IDEAS FOR EVALUATION

- 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 examination. The Department suggests that a 5% disparity be considered significant.
- Identify factors that may influence enrollment, including eligibility criteria.

- Develop and implement strategies to increase program participation by underrepresented groups

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Advanced Placement Course Data and trends	Advanced placement courses at Monona Grove HS have less than a 5% discrepancy in all racial categories. There is a significant discrepancy for students with disabilities, with a less than 1% participation rate for SwD. Some gender inequity is also present over time as well and warrants some further investigation.	See attached data	Recruit more students with disabilities into AP courses and share gender data from the two previous school years with MGHS staff (gap was not present in 2021-22 school year).
CTE Courses	CTE courses are relatively matched to enrollment trends over time for gender, race/ethnicity and disability status.	See attached data	No recommendations at this time.

PI	Requirement	Benchmarks	Findings
9.06(1)(b)	Evaluate enrollment trends and patterns in classes and programs	Significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.	Enrollment in AP courses has increased for students of color from 13% in 2021-22 to 19% in 2023-24. While under 5%, this is still under representative as compared to our overall percentage of students of color. Significant discrepancy exists with disability status. Enrollment in AP courses for Swd is between 2-3 per year. Recent trends have shown an overrepresentation of female students in AP courses

			with a discrepancy gap of 8-10% in the last two school years.  CTE: Compliant. No recommendations at this time.
		Particular programs and courses that merit attention include advanced and/or college preparatory classes, talented and gifted programs, and vocational education classes and programs.	

**SECTION V: EVALUATE METHODS, PRACTICES, CURRICULUM AND MATERIALS USED IN INSTRUCTION, COUNSELING AND PUPIL ASSESSMENT AND TESTING. 9.06 (1)(c)**

**IDEAS FOR EVALUATION**

- 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 evaluating students.
- 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.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
MGSD Instructional Materials Review Rubric Form, MGSD 4K-12 Curriculum Review and Renewal Cycle, Course Guides	<p>Processes exist for review of instructional materials, selection of foundational resources and curriculum is reviewed on a consistent basis. Course guides reflect a variety of offerings and teaching methodologies. If concerns related to bias are raised, a process exists for deeper review and revision of content if deemed necessary. Assessment practices are aligned with Board policy and best practice. Accommodations are made as appropriate for students with identified needs and overall accessibility is prioritized. MGHS implemented a universal test retake policy and added a testing center for student support.</p>	<p>See documents:            Instructional Materials Review Form            MGSD 4K-12 Curriculum Review and Renewal Cycle</p> <p><b>Additional Information</b></p> <p><b>Reading</b>  <a href="#">CKLA program guide K-5</a></p> <p><b>Math</b>  <a href="#">Illustrative Math IM curriculum K-5</a>  <a href="#">Mid School Math grades 6-8</a>  <a href="#">Carnegie Learning High School Math Solution</a></p> <p><b>Science</b>  <a href="#">FOSS NGSS K-5</a>  <a href="#">OpenSciEd for Middle School Science grades 6-8</a></p>	No recommendations
<a href="#">ACP</a> Curriculum and Scope & Sequence	District uses Xello to match student strengths and interests with potential careers.	Researched and scientifically validated program. See attached Scope & Sequence for ACP.	No recommendations

Counseling Materials and SEL Curriculum	A district team selected <a href="#">Second Step</a> as the foundational resource for SEL following two years of curriculum review and a selection and piloting process. While SEL and counseling materials are free from bias, supplemental lessons related to student identity and social justice standards will be added as a complement to the foundational resource.	See attached materials from the 2022-23 and 2023-24 meetings of the SEL curriculum review team.	No recommendations.
Policies #2411, #2421 and #2210	Review of policies shows that they have all been updated to reflect appropriate changes.	See attached policies	No recommendations

PI	Requirement	Benchmarks	Findings
9.06(1)(c)	Evaluate methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.	No forms of bias or stereotyping are present in instructional materials, instructional practices, student assessment and counseling strategies.	Compliant.
		Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.	Compliant.
		Teachers and counselors demonstrate high expectations for all students and this is	Compliant.

		prioritized in the <a href="#">MGSD Mission &amp; Vision and Equity Statement</a> .	
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## SECTION VI: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS AND HANDLING PUPIL HARASSMENT 9.06(1)(d)

### IDEAS FOR EVALUATION

- 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. discrepancies sufficiently large to warrant further examination. The Department suggests that a disparity of 5% be considered significant.
- 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 complaint procedures are disseminated.
- Determine where students learn about these issues.
- Develop and implement recommendations to effectively address and prevent incidents of harassment.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Suspension Data: Trends Over Time 1/31/24</p> <p>WISEdash Local Data (YTD '23-'24)</p> <p>In-School Suspension</p>	<p>In school suspensions: YTD ISS as of 5/30/24: ISS was used in 3% of all behavior incidents.</p> <p><b><u>2023-24 (54 Total ISS Incidents)</u></b></p> <p>17% of ISS were Hispanic 0% of ISS were Asian 33% of ISS were White 37% of ISS were Black 11% of ISS were 2 or more races 43% of ISS were students with disabilities <i>*includes duplicate students</i></p>	<p>See attached TLE Committee Data Report (11/2023 and 1/2024 meetings) and Behavior Data Summary.</p> <p>Low use of ISS overall (3% of incidents). Not disproportionate across schools/grade levels.</p> <p>*Disproportionately low for White and Asian students, high for Hispanic, Black and Multiple Races.</p> <p>*Disproportionately high for SwD</p>	<p>Continued and expanded implementation of restorative practices to decrease repeat offenders.</p> <p>Continued review of students' IEPs and Behavior Intervention Plans to ensure ISS/OSS are not disproportionately implemented.</p>
<p>Suspension Data: Trends Over Time 1/31/24</p> <p>WISEdash Local Data (YTD '23-'24)</p> <p>Out of School Suspension</p>	<p>Out of school suspensions: YTD OSS as of 5/30/24: OSS was used in 12% of all behavior incidents.</p> <p><b><u>2023-24 (208 Total OSS Incidents)</u></b></p> <p>18% of OSS were Hispanic &lt;1% of OSS were Asian 37% of OSS were White 31% of OSS were Black 11% of OSS were 2 or more races 46% OSS were students with disabilities <i>*includes duplicate students</i></p>	<p>See attached TLE Committee Data Report (11/2023 and 1/2024 meetings), and Behavior Data Summary.</p> <p>Relatively high percentage/high occurrence of OSS at the secondary level and very low for elementary (10 total)</p> <p>*Disproportionately low for White and Asian students, high for Hispanic, Black and Multiple Races.</p> <p>*Disproportionately high for SwD</p>	<p>Consider whether ISS has been considered prior to OSS. Evaluate behavioral systems and practices related to exclusionary discipline (Behavior Systems Workshops, Summer 2024)</p> <p>Identify a plan for more universal implementation of restorative practices and defined protocols for reentry following a suspension in order to reduce recidivism.</p>



			Ensure students' IEPs and Behavior Intervention Plans are reviewed and revised appropriately following suspensions.
Expulsions: Trends over Time	Expulsion data: Cell size too small to disaggregate (<5)	Cell size too small to disaggregate (<5)	Continue to monitor disaggregated data as available. Continue to consider alternatives to expulsion and continue to provide educational services in the rare event expulsions are necessary.
Behavior Trends over Time	Review school reports and practices to determine whether consequences for all groups are identical for the same infraction. The data is not reliable enough to analyze this component.	See attached TLE Committee Data Report (11/2023 and 1/2024 meetings)	4K-12 Behavior Systems recalibration work- scheduled with building leadership teams for Summer 2024 (June/August).
Policies #5610, and #5605	Suspension and expulsion policy was updated in March 2023.	See attached policies	No recommendations
Anti-harassment policies and complaint procedures	Student Anti-Harassment Policy #5517 was last revised in January 2024 and complaint procedures and appropriate contact information is listed. Complaint data is collected in Infinite Campus and reported to WI DPI on an annual basis for all protected classes.	See attached policy.	During behavior systems work, teams will review the process for ensuring appropriate documentation of incidents as harassment and/or bullying.

PI	Requirement	Benchmarks	Findings
9.06(1)(d)	Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.	Disciplinary measures, including suspensions and expulsions are applied consistently to all students.	Significant discrepancies exist for out of school suspension use. Students who identify as Black, Hispanic or Multiple Races are more likely to be issued an OSS. Students with disabilities are also subject to removal via OSS as compared to non-disabled peers.
		Alternative educational opportunities are provided for children in the district who are expelled.	Compliant. Expulsions are a rare occurrence and all students who are expelled are provided educational services as well as special education services if the student is identified as a student with a disability.
		The pupil nondiscrimination policies either address harassment or there is a separated anti harassment policy. The policies define harassment, provide examples, explain the consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.	Compliant.
		Responses to harassment are prompt, firm, and effective.	Compliant.

		Staff, students and parents/guardians are aware of how to file a complaint of harassment.	Compliant but could provide more frequent reminders to staff, students and parent/guardians as well as ensure this information can be readily accessed online and in school handbooks.
		Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.)	Consider further.

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**SECTION VII: EVALUATE PARTICIPATION TRENDS AND PATTERNS AND SCHOOL DISTRICT SUPPORT OF ATHLETICS, EXTRACURRICULAR, AND RECREATIONAL ACTIVITIES PI 9.06(1)(e)**

**IDEAS FOR EVALUATION**

- 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 athletics for boys and girls to ensure that they are comparable in type, scope, and support.
- 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 implement strategies to increase participation by underrepresented groups.
- Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Participation Data		See attached data: MGHS Athletics_Activities	Continue to review and disaggregate.
2023 BOE Report on Athletics and Activities	<p>Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.</p> <p>Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.</p> <p>MGSD provides extracurricular and recreational activities to meet the interests and abilities of diverse students at the secondary level.</p>	See attached BOE report.	Continue to assess the interests of our student body and analyze participation data.

PI	Requirement	Benchmarks	Findings
9.06(1)(e)	Evaluate participation trends and patterns and school district support of athletics, extracurricular activities and	Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.	Compliant

	recreational activities.	Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.	Compliant
		School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey.	Compliant
		School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community.	Compliant- continue to review and ensure processes are in place for consideration and evaluation of school assemblies and special programs.

**SECTION VIII: EVALUATE TRENDS AND PATTERNS IN AWARDING SCHOLARSHIPS AND OTHER FORMS OF RECOGNITION AND ACHIEVEMENT PROVIDED OR ADMINISTERED BY THE SCHOOL DISTRICT PI 9.06(1)(f)**

**IDEAS FOR EVALUATION**

- Collect data on award recipients and applicants for the last three years.
- Disaggregate data based on 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 students and there is an absence of bias, discrimination or stereotyping.
- Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.

<b>Data Examined</b>	<b>Findings</b>	<b>Analysis &amp; Supporting Information</b>	<b>Recommendations</b>
Scholarship policy #	Reviewed student scholarship policy, remains accurate, no updates needed	See attached policies	No recommendations
Communication protocols	Reviewed scholarship communication protocols, absence of bias		
Scholarship data	Reviewed scholarship data based on demographic groups	See "Scholarships and Awards"  Trends are relatively consistent across the past three years and generally reflect the following: *Female students are more likely than male students to receive scholarships/awards overall and as compared to enrollment trends.  *Students of color and Students with disabilities receive disproportionately	Review scholarship protocols with MGHS Student Services and admin team.

		fewer awards and scholarships as compared to enrollment trends.* <i>This did not hold true in 2023-24 when the “MG Futures” scholarship for students with an IEP was added.</i>	
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PI	Requirement	Benchmarks	Findings
9.06(1)(f)	Evaluate participation trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district	All scholarships and other forms of recognition are awarded in a way that does not discriminate.	Scholarship criteria are applied in a nondiscriminatory way. The team could review demographic data over time in a more comprehensive manner and consider whether the current system is truly equitable.
		Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.	Progress was noted in 2023-24 for students with disabilities with the addition of the “MG Futures” scholarship.
		Information about award opportunities is accessible to all parents/guardians and students.	Review processes for translation/interpretation and information about application processes for families that may need translation/interpretation and for those families who are unable to attend in-person or virtual events explaining how students access awards/scholarships.
		Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping	Review routines for translation/interpretation and meet with case managers to review scholarship and award criteria.

**SECTION IX: EVALUATE SCHOOL DISTRICT EFFORTS TO ACHIEVE EQUALITY OF EDUCATIONAL OPPORTUNITIES AND NONDISCRIMINATION. PI 9.06(1)(g)**

**IDEAS FOR EVALUATION**

- 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 into professional development.

<b>Data Examined</b>	<b>Findings</b>	<b>Analysis &amp; Supporting Information</b>	<b>Recommendations</b>
Disproportionality Plan	Reviewed disproportionality plan currently in place to address disproportionality in special education (as part of the overall <a href="#">strategic plan</a> ).	See attached plan.	
School Report Card Data	Reviewed school report card data.	See school report card data.	Continue to work on increasing achievement levels in academics for all students.
School Report Card Data - Disaggregated	Reviewed academic performance data for all demographic groups. Gaps exist for students with disabilities, as well as students of color.	See attached school report card data.	Review and revise the existing disproportionality plan in alignment with the District's strategic plan.



PI	Requirement	Benchmarks	Findings
9.06(1)(g)	Evaluate school district efforts to achieve equality of educational opportunity and nondiscrimination	Significant progress in made in closing academic achievement gaps.	This work is ongoing. School report card data indicate growth in some schools and at some levels for traditionally marginalized groups but gaps in opportunity, access and outcomes persist.
		Every staff member demonstrates high expectations for all students.	This is embedded within the strategic plan and is part of how the MGSD evaluates progress and provides feedback to staff.
		An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.	Ongoing continuous improvement efforts are specifically aligned to ensuring equality and equity within our educational system.
		The school environment is welcoming to all students and parents/guardians who visit the building.	School teams evaluate this via student climate surveys and stakeholder feedback.
		Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.	Staff professional development is aligned to the MGSD strategic plan and the focus of that plan is ensuring equity and equality of educational opportunities.

**SECTION X: SCHOOL DISTRICT TECHNOLOGY AND ELECTRONIC COMMUNICATION IS ACCESSIBLE BY PARENTS AND STUDENTS PI 9.06(1)(h)**

**IDEAS FOR EVALUATION**



Data Examined	Findings	Analysis & Supporting Information	Recommendations
Technology Plan	All students have access to district technology in school and at home via our 1:1 program. Wi-Fi hotspots are available for any students that require them due to a lack of reliable internet service at home..	See <a href="#">technology services website</a> , 1:1 Program Info.,	No recommendations
Translation and Interpretation Services and Guidance	The District employs one bilingual resource specialist who provides Spanish translation and interpretation. She is supported by another individual who provides Spanish translation of newsletters and assists with projects as needed. MGSD has agreements with individual providers for Hmong and Mandarin interpretation and/or translation as well as a contract with Language Line for use as needed.	The Student Services and Equity Coordinator has developed a “Guide to Using Interpreter/Translator” document that is shared with MGSD staff (attached).	No recommendations
Communications	The District employs a Director of Communications and Community Engagement as well as a Communications Specialist. These individuals use social media, website, and email communication to share information with stakeholders and routinely review engagement data	No attachments	No recommendations

	and communication metrics in order to ensure communication equity.		
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PI	Requirement	Benchmarks	Findings
9.06(1)(h)	School district technology, including electronic communications by school district staff.	School district technology and electronic communication is accessible by parents and students.	Communications by District and school staff are routinely translated into Spanish and both English and Spanish versions are sent- typically at the same time. Individual translation is routinely requested for Hmong and Mandarin speakers as well. The MGSD website was recently updated in order to increase accessibility and information can be found in a variety of places.

**SECTION XI – METHODS USED IN CONDUCTING THE SELF-EVALUATION PI 9.06(2)**

**IDEAS FOR EVALUATION**

- 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 a way that does not require review or release of confidential information.

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Process Review	A team of reviewers engaged in data collections and analysis.	NA	No recommendations

PI	Requirement	Benchmarks	Findings
9.06(2)	Provide an opportunity for participation in the self-evaluation by pupils, teachers, administrators, parents/guardians, and residents of the school district.	Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process.	Compliant.  Provide continued opportunities for parent, student and staff engagement related to pupil nondiscrimination.

## **SECTION XII: WRITTEN REPORT PI 9.06(3)**

This document serves as the written report for the 2023-2024 Self-Evaluation for Pupil Nondiscrimination.

Supporting documents listed as “attachments” can be accessed [here](#).