

# **DPI Pupil Nondiscrimination Self-Evaluation Report: Fall 2023**

## **Unified School District of Marshfield**

**Approved by the School Board on  
2/14/2024**

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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 school 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 2017-18, 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><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> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>-Sex</li> <li>-Ancestry</li> <li>-Sexual orientation</li> <li>-Race</li> <li>-Religion</li> <li>-National Origin</li> <li>-Creed</li> <li>-Pregnancy, marital, or parental status</li> <li>-Physical, mental, emotional, or learning disability</li> </ul> </div>	<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> </ul> <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 VI Report:

<b>Name</b>	<b>Position</b>
Tracey Kelz	PI-9 District Designee/Director of Student Services
Kim Ziembo	Director of Teaching & Learning
Mike Nanstad	Curriculum, Instruction & Data Specialist
Nathan DeLany	Athletic Director
Mike Drevlow	Director of Technology
District Administration	Building Principals
District Student Service Staff	Elementary, Middle & High School Counselors

### **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 (Executive Session 1/10/24)
- Individual meetings
- Department meetings
- Discussions of topics at an administrative meeting
- Student, Staff, Parent Focus Groups
- Online draft open for public comment 1/11/24-2/2/24

## **Section III District Overview - School District of Marshfield**

The School District of Marshfield serves approximately 3,900 students between the ages of 3-21, across seven school locations. The community of Marshfield has a population of 18,668.

### **Our Mission**

Providing the environment which cultivates maximum student potential.

### **Core Values/Profile of a Learner**

Self-Directed & Resilient / Collaborator / Communicator  
Engaged Citizen / Creative & Critical Thinker / Responsible & Empathetic

## Strategy Areas:

1. Continuous improvement and innovation with teaching and learning
  - Continuous Curriculum Review Model
  - Personalized Learning
  - Multi-Tiered Systems of Support (MTSS)
  - Flexible Learning Spaces
  - Science, Technology, Engineering, Art, and Mathematics (STEAM)
2. Social-emotional well-being of all students
  - Positive Behavioral Interventions and Supports (PBIS)
  - Trauma-Responsive Practices
  - Mental Health and Resiliency
  - Proactive Behavioral Solutions
  - Culturally Responsive and Inclusive Practices
3. Highest quality facilities and technology for 21st century learning
  - School Safety
  - HSR Study/Long-Range Facility Planning
  - Future Ready Library/Maker Space

## Student Demographic Review

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 provided below.

**It is important to note that the following sections include data that was gathered through various reporting structures and systems in the district. The sections only report *what* data was collected but do not address the reasons *why* the data shows various trends or patterns. It is the intention of the district to review the data as a follow up to this report and investigate potential causes for the trends and patterns contained within this document. The data contained in this report can be attributed to many factors and thus requires a careful analysis before making conclusions.**

### District Enrollment Data Set

#### 2022-2023

Total Students	% Female % Male	% White	% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% Two or More	% English Learner	% Economically Disadvantaged	% Students with Disabilities
3,995	50/50	85.5	.4	1.9	1.8	7	0	3.4	2.5	40.6	14.3

#### 2021-2022

Total Students	% Female % Male	% White	% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% Two or More	% English Learner	% Economically Disadvantaged	% Students with Disabilities
4,078	49/50	86.5	.3	2	1.5	6.6	0	3	2.5	39.9	13.8

#### 2020-2021

Total Students	% Female % Male	% White	% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% Two or More	% English Learner	% Economically Disadvantaged	% Students with Disabilities
4,086	49/51	87.6	.2	1.9	1.5	5.6	.1	3.3	1.7	34.2	13.4

#### 2019-2020

Total Students	% Female % Male	% White	% American Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% Two or More	% English Learner	% Economically Disadvantaged	% Students with Disabilities
4,154	49/51	87.5	.2	2.1	1.3	5.6	0	3.2	1.7	34.1	13.1

## **Section IV - School Board Policies and Administrative Procedures**

### **Area 1- Evaluate Board-Approved Policies and Procedures**

**Director Review: Tracey Kelz**

#### **Benchmarks:**

- The Board of Education (BOE) has policies that include all protected categories listed under Wis. Stat. 118.13.
- The policies address harassment or there is a separate anti-harassment policy.
- Policies are accessible and published annually in a class 1 legal notice.
- An employee has been designated to receive Wis. Stat 118.13 discrimination complaints, and this person's name 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 the final resolution of the complaint in 90 days.
- The procedure provides for a written decision that notifies the complainant of the appeal process.
- The complaint procedure is included in all student/staff handbooks.
- The procedure is effective in resolving discrimination complaints.

#### **Findings:**

- **Link to District website (family link) includes:** Annual Class 1 Legal Notices, Title IX Contacts (Human Resources Director and Director of Student Services), link to Policy 2266-Nondiscrimination on the Basis of Sex in Education Programs or Activities; includes grievance process and how to file a complaint and how the District will respond, link to training materials for Title IX (Strang/Patteson Law Firm).
- **Annual Class 1 Legal Notices** are published in the Marshfield News Herald each August.
- **Our district has 18 policies**, available for public viewing, based on a district website policy search of 'harassment'. These policies cover students, staff, and board members as well as potential employees and the public (in interactions with the district related to programming).
- **Access to policies:** Students/families and staff have multiple means to learn about our policies related to discrimination and harassment.
  - Annual notices
  - Handbooks
  - Annual acknowledgements required by staff.
  - New staff training: General Ethic in the Workplace and Title IX
- **Online links** to report bullying/harassment available for students/families to access; we track this information as every incident gets entered regardless of how the initial report is made (verbal, written).
- Principals involve the compliance officers promptly if there is a complaint based on protected classes (staff and/or student complaints).
- Compliance officers work together on complaints depending on the nature of the complaint.
- 23-24 school year: a male compliance officer was added in order to have representation by both sexes and to allow individuals to meet with the officer they may prefer in certain situations.

#### **Method of Analysis:**

- Review of policies & staff requirements to review them.
- Review of annual policies staff are required to review.



- Review of district website and links
- Review of student handbooks (Elementary, Middle School, High School, Alternative School)
- Discussion with compliance officers

#### **Supporting Information:**

- **Family link on district website**
- **BOE policies related to harassment and discrimination (5136.01, 4122.02, 1422.02, 5516, 3122.02, 1662, 2260, 3362, 4362, 7540.03, 7540.04, 9130, 0145, 0144.5, 5136, 2266, 5517, 5517.01)**
- **Student handbooks (Elementary, Middle School, High School, Alternative School) all include sections on:**
  - Student conduct
  - Guidance and supports
  - English language learner identification and services
  - Section on students with disabilities
  - Harassment policy summary
  - Nondiscrimination policy and complaint process
- **Families receive the handbooks once a year.**
- **Staff are required to review the following policies at the start of each school year:**
  - **Administrators and Professional Staff**
    - 2260-Nondiscrimination & Access to Equal Educational Opportunity
    - 2266-Nondiscrimination on the Basis of Sex in Education Programs or Activities
    - 3122-Nondiscrimination & Equal Employment Opportunity
    - 5517-Student Anti-Harassment
  - **Support Staff**
    - 2260-Nondiscrimination & Access to Equal Educational Opportunity
    - 2266-Nondiscrimination on the Basis of Sex in Education Programs or Activities
    - 3122-Nondiscrimination & Equal Employment Opportunity
    - 5517-Student Anti-Harassment
  - **New Staff**
    - General Ethics in the Workplace
    - Title IX

#### **Recommendations for Improvement and Implementation Strategies:**

- Although our district does a good job of requiring staff to review nondiscrimination policy, there may be some additional training required for interpreting policy/helping staff understand the policy if the district finds this necessary.
- Potential to review certain policies in-person dependent on the topics (i.e. student service staff review updated suicide prevention policies; administrative team reviews updated harassment policies).
- Potential to involve appropriate staff when policies are reviewed.

## **Section V – Enrollment Trends in Classes and Programs**

### **Area 2- Enrollment Trends/Patterns in Classes & Programs**

**Director Review: Kim Ziembo**

#### **Benchmarks:**

- Progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.
- Particular program & courses that merit attention include:
  - Advanced and/or college prep classes, talented and gifted programs, vocational education classes & programs.

#### **Findings:**

- **Board Policy po2260: *The Unified School District of Marshfield does not and shall not discriminate on the basis of a student's sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights law, in any of its activities or operations.***
- Advanced Placement (AP) courses show an average 16.4% disparity between females and males enrolled in AP coursework. Data from enrollment in AP courses reveals an average of 41.5% males and 57.9% females enrolled in AP courses.
- Our high school student body is 85.7% white and 14.3% non-white (2022 demographics). Our AP enrollment consists of 91.1% students who are white and 6.1% non-white. The discrepancy in overall student body (race) is 71.4% and the discrepancy in race for those enrolled in AP courses is 85.8%. It appears the overall discrepancy is approximately (based on a survey of AP courses and averaged), 14.4%. This is a difference of approximately 17 students. Twelve students would put us in a better position to be under the 5% discrepancy rule.
- The average enrollment for students with disabilities enrolled in Advanced Placement (AP) courses is less <1%. The overall percentage of students with individualized education plans is 12.1%.
- A survey of Dual Credit courses indicates an average of 49% participation in enrollment for males and 33.5% for females. This is a 15.5% discrepancy between the genders, however opposite of Advanced Placements. More females are enrolled in Advanced Placement, whereas more males are enrolled in Dual Credit courses.
  - 29 Dual Credit (DC) courses are offered through the technical college and 2 DC courses are offered through the universities.
- An average 72.5% of students enrolled in a survey of DC courses at the high school are white. An average of 9.5% of students enrolled in a survey of DC courses at the high school are non-white. Our high school student body is 85.7% white and 14.3% non-white (2022 demographics).
- An average of 9% of students with disabilities are enrolled in Dual Credit courses.
- The discrepancy between race and students with Individualized Education Plans in Dual Credit courses is much smaller than in Advanced Placement courses.
- Enrollment in a survey of Career and Technical Education (CTE)/ vocational education courses displays an average of 86% male and 13% female. This is a significant discrepancy.
- An average of 35% students enrolled in CTE courses are white and 6.7% are non-white. This is a discrepancy of over 5%.

- An average of 12.3% of students enrolled in CTE courses are students with disabilities. Our overall student enrollment consists of 12.1% special education. A 12.3% special education representation in career and technical education courses is a strength to sustain.

#### **Method of Analysis:**

- Review and discuss current Board Policy regarding acceptance of enrollment for all students in all programming in the District.
- Compare overall and subgroup enrollment in a survey of Advanced Placement course enrollment at the high school (3 years enrollment data).
- Compare overall and subgroup enrollment a survey of Dual Enrollment (DE) course enrollment at the high school (3 years enrollment data).
  - Additional demographic student information
- Compare overall and subgroup enrollment in a survey of Career and Technical Education (CTE)/ vocational education courses at the high school (3 years enrollment data).
- Identify discrepancies between subgroup enrollments in advanced, dual enrollment, and career technical education courses.

#### **Supporting Information:**

The following information was reviewed:

- Course enrollment data
- School District Policy 2260
- Student body demographics

#### **Recommendations for Improvement and Implementation Strategies:**

- Review course enrollment annually. Data is knowledge and may lead to a plan to improve a specific subset of student enrollment into specific coursework.
- Work with the teacher leader Building Leadership Team and the Advanced Placement (AP) Team at the high school to discuss the discrepancy in female to male enrollment in Advanced Placement courses. The same teams can discuss and plan around the data for non-white students in an attempt to reach approximately 10% more students to enroll in Advanced Placement coursework (approximately 12 students).
  - The team will see this as obtainable.
- Review special education data with special education teachers and leadership at the high school as it pertains to courses chosen by the students.
- Support and continue the efforts toward accommodations for students with Individualized Education Plans to assist students with high level coursework.
- Celebrate what is going well. Special education students are participating in courses that will teach them skills and benefit their futures.

## **Section VI - Methods, Practices, Curriculum and Materials Used in Instruction, Counseling, and Assessment**

### **Area 3(a)- Evaluate Methods, Practices, Curriculum Used in Instruction**

**Director Review: Kim Ziembo & Mike Nanstad**

#### **Benchmarks:**

- No forms of bias or stereotyping are present in instructional materials and practices.
- Counselors (secondary) emphasize that courses, programs, roles, and careers are open to all regardless of gender, race, national origin, or disability.
- Teachers and counselors demonstrate high expectations for all students.

#### **Findings:**

- **Board Policy 2510: Adoption of textbooks.** "Textbook", for purposes of this policy, shall mean the principal source of instructional material for any given course of study, in whatever form the material may be presented, **that is available or distributed to every student enrolled in the course.** It concludes with a non-discriminatory statement: The criteria established for the method of selection and later Board adoption of textbooks shall not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, age, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability.
- **Board Policy 2260: Nondiscrimination and access to equal educational opportunity.** The policy begins with a non-discriminatory statement: The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs including curricular, co-curricular and extra-curricular activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas: **E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;** In furtherance of the aforesaid goal, the Superintendent or his/her designee shall: review current and proposed courses of study and textbooks to **detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society.**
- **Board Policy 2266: Nondiscrimination on the basis of sex in education programs and activities.** The Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner.
- **Board Policy 2230: Curriculum Guides.** Having defined curriculum guide expectations ensures that students will consistently understand what is expected for successful course completion. The Board of Education recognizes that the District must develop and maintain curriculum guides in order to better accomplish learning results with students. As appropriate to the curriculum of study, each guide shall contain: A. the intended learning outcome(s), defined in terms of how the learning is applied; B. knowledge and skills needed to achieve those outcomes; C. learning activities needed to achieve the outcome; D. appropriate materials and resources; E. suggested

methods of instruction; F. evaluation criteria, standards, and methods which will confirm the extent to which learning outcomes have been achieved; G. a list of supplemental materials for the guidance of teachers.

- **Board Policy 2210: Curriculum Development.** The special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom; D. allow for the development of individual talents and interests as well as recognizes that learning styles of students may differ; N. provide that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades; O. provide for multicultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro- Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.
- **Board Policy 2220: Adoption of Courses of Study.** The learning that results from each course of study should be durable, significant, and transferable and require a high level of student achievement of clearly defined, cumulative performance objectives. The plan for student assessment for each course of study should include the criteria and standards that will be used to determine when students may need to participate in remedial, supplemental, or accelerated activities in order to ensure that each student has been provided the opportunity to achieve at their optimum level.
- **Board Policy 2270: Religion in the Curriculum.** As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establishes religion in the schools nor prohibits students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. **Accordingly, no Board employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises.** Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally.
- **High School Course Catalog: Non-Discrimination Policy:** The Board of Education is committed to providing an equal educational opportunity for all students in the District. The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.
- **Middle School Course Catalog:** The Unified School District of Marshfield does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.
- **Elementary Handbook: Nondiscrimination Policy:** The Board is committed to providing an equal educational opportunity for all students in the District. The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs including curricular, co-curricular and extra-curricular activities.
- **ELA Resource (StudySync 7-12):** StudySync provides equitable access in four distinct areas: **Scaffolds:** StudySync is setting the standard for what equity looks like. The scaffolds allow for every student in a class to work on the same assignment. We provide the appropriate support for every learner – be it language summaries or sentence frames. **Accessibility:** StudySync is constructed to support students with disabilities, providing a high-contrast interface, screen-reader support and use of the product without a mouse. **Social and Emotional Learning:** Research

shows that social and emotional skills are malleable and can be developed using a variety of approaches. That's why StudySync incorporates countless SEL opportunities throughout the program. Embedded opportunities for self-reflection and collaboration allow students to set and achieve personal goals while also working on maintaining relationships with peers in their classroom. **English Language Learners (ELL):** Resources are organized around a first read, a close read, and an associated skill lesson. ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, and reading comprehension.

- **Science Resource (Building Blocks of Science 1-5):** To fully grasp the new standards and NGSS phenomena, students need to actively engage with investigations and concepts through multiple channels. Active, phenomena-based investigations blended with powerful literacy, digital, and interactive content—including videos, simulations, and more—provide additional avenues for students to explore concepts. Digital components for students enhance learning, differentiate learning, and provide multiple modalities for delivering information.
- **High School Social Studies:** Many high school social studies courses use Primary Source readers as a supplement to traditional textbooks in an effort to provide insight into the perspectives of underrepresented voices/people from the time of the historical event.
- **High School (General):** The vast majority of high school courses use Canvas as a way to share resources, videos, assignments, and assessments. This provides another method for all students to have access to course materials when absent and when re-teaching of content is necessary to enhance understanding.
- **Technology Equity:** All students are assigned iPads (and hotspots if necessary) to effectively access course materials throughout the day and on Canvas.
- **ELA Resource (HMH Into Reading):** The HMH Into Reading Commitment 8 Competencies for culturally responsive education: reflect on one's cultural lens. Recognize and redress bias in the system. Communicate in linguistically and culturally responsive ways. Collaborate with families and the local community. Promote respect for student differences. Bring real-world issues into the classroom. Draw on students' culture to shape curriculum and instruction. Model high expectations for all students.
- **Professional Development (Trauma Responsive Schools: Trust Based Relational Intervention):** Trust-Based Relational Intervention® (TBRI®) is an intervention model for a wide range of childhood behavioral challenges. This professional development strand teaches trauma-informed strategies specifically designed for children who come from "hard places" such as maltreatment, abuse, neglect, multiple home placements, and violence but should be applied universally with children and teens of all ages and skill level.
- **Professional Development (The Science of Reading: Structured Literacy):** The Science of Reading is about giving teachers the resources and support they need to ensure every child is given the opportunity to learn to read. This includes solid literacy standards, relevant and rich instructional materials, aligned assessments, and strong teacher instructional practices.
- **Professional Development (Critical Consciousness):** The Institute for Critical Consciousness creates a commitment in believing all students can learn regardless of gender, race, ethnicity, disability, and socio-economic status. Become familiar with and self-aware of your own implicit bias(es) as well as common stereotypes and how microaggressions can feel like threats to some of our learners. Openly examine the way your own culture and experiences shape what you value, assume, and how you respond to different situations. This professional development option will begin with increasing your knowledge in commonly used terms around cultural competency and understanding the opportunity gaps we may inherently be placing on our learners.
- **Professional Development: (Creating A Learning Environment For ALL):** In collaboration with Wisconsin RtI Center, this professional learning opportunity will use a PBIS framework to emphasize the importance of ensuring our high school students are important and included

regardless of their family's social status, ability or disability, gender, race, and experiences outside of school. Participants will be actively engaged with interactive and engaging presentations.

- **Career-Based Learning Opportunities (High School):** Career-based learning programs are school supervised experiences that allow for a student to observe, train, and/or work with a partner employer/mentor to discover how knowledge learned in school is put into action, while gaining applicable worksite skills. Career-based learning benefits to students may include:
  - Building your resume
  - Receiving paid on-the-job training or job shadowing experience while earning school credit
  - Developing strong academic, technical, and employability skills
  - Earning a recognized skills certificate
  - Developing a network of contacts in your career field
  - Pursuing immediate employment, military, registered apprenticeship, or post-secondary education upon high school graduation
  - **Career-based learning is for ALL students!**
- **Regional Career Pathways (High School):** Regional Career Pathways are a statewide effort to deliver high-quality career pathways in high schools that reflect the needs and vision of a regional collaborative group of employers, education, and economic and workforce development. Marshfield has eight approved career pathways.
- **Academic and Career Planning (Grades 6-12):** The School District of Marshfield is committed to providing a solid foundation for all students to be successful in a chosen path after graduation. The vision of our graduate is to graduate "College and Career Ready". All students, beginning in grade 6, will create an Academic and Career Plan (ACP) using Xello. The goal of Academic and Career Planning is to equip students enrolled in the School District of Marshfield and their families with tools to make more informed choices for post-secondary success as it leads to careers. Staff and students will pair academic preparation with career awareness, career exploration, and career planning activities into a student's educational experience.
- **Career-Based Learning Opportunities (Middle School):** Hands-on activities are offered providing students skills to utilize decision making and problem-solving while exploring a variety of career choices. The Guidance Department will facilitate large groups related to high school and post-secondary career choices, development, and completion of the Individual Learning Plan (4-year plan), and Career Cluster/Pathway Inventory.
- **Career-Based Learning Opportunities (Elementary): Xello:** Students grade 3-5 get to explore career pathways using the Xello website.

#### **Method of Analysis:**

- Review course outlines and curriculum/resource selections and processes to ensure a variety of offerings, teaching methods, and absence of bias or stereotyping.
- Review current Board Policies to ensure the Unified School District of Marshfield does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.
- Review 3 years of Professional Development offerings from the district to ensure teaching methodologies and practices meet the needs of all students and are free from bias and stereotypes.
- Review career-based learning opportunities at various levels to ensure all students have information about high wage opportunities, nontraditional careers and understand what skills are necessary to reach their individual career goals.
- Review course catalogs and student handbooks for bias and stereotypes in course offerings, procedures and discipline.

#### **Supporting Information:**

The following information was reviewed:

- Unified School District of Marshfield Board Policies
- Marshfield High School Course Catalog 2023-2024
- Marshfield Middle School Course Catalog 2023-2024
- Marshfield Elementary School Handbook 2023-2024
- Unified School District of Marshfield Professional Development Offerings 2021-2022, 2022-2023, 2023-2024
- Unified School District of Marshfield Curricular Resources in ELA, Science, & Social Studies
- Unified School District of Marshfield Technology Website (Information Technology)
- Academic and Career Planning Guide (6-12)
- Regional Career Pathways (link on School District of Marshfield Website)

### **Recommendations for Improvement and Implementation Strategies:**

- Through the curriculum review process, curriculum team members will continue to assess potential resources for bias and stereotypes.
- Educate all staff on the importance of course syllabi reviews for bias and stereotypes.
- During classroom/staff evaluations, continue to point out any incidents of bias or stereotypes in classroom practices/methods.
- Continue to have high expectations for all students.
- Continue to work with teachers, administrators, guidance counselors, and community partners to provide opportunities for all students to explore career goals and interests.
- Explore the possibility of requiring certain professional development opportunities that teach about implicit bias and create an equitable learning environment for all students.
- Continue to strengthen Academic and Career Planning resources for students and families.

### **Area 3(b)- Evaluate Methods, Practices, Curriculum used in Counseling**

**Director Review: Tracey Kelz & Student Service Team (Counselors, Psychologists, Social Workers, Nurses)**

### **Benchmarks:**

- No forms of bias or stereotyping are present in counseling materials and practices.
- Counselors (secondary) emphasize that courses, programs, roles, and careers are open to all regardless of gender, race, national origin or disability.
- Counselors demonstrate high expectations for all students.

### **Findings:**

- **The Student Service Curriculum Review** process occurs every 5 years and examines all curricular resources that are used by school counselors, school psychologists, school social workers, and school nurses.

Current BOE approved (spring of 2022) counseling resources include:

- DBT (Dialectical Behavior Therapy) Skills in School: Skills training for emotional problem-solving for adolescents (Grades 6, 7, 9, and 10)
- Second Step-academic and social success (Grades 4-5)
- Second Step-bullying prevention (Grades 3-5)
- Xello academic career planning introduction (Grades 3-5)

The review process includes making sure resources are culturally appropriate and relevant for all students; based on the spring of 2022 review, it did not appear that there was any bias or stereotyping in any of our resources.

The review includes student service team members updating the internal program guides which helps build consistency in practice within each area. Additionally, the professional practice



expectations within each discipline emphasize the closing of achievement gaps, understanding of cultural differences and informed practices, and promoting reduction in barriers for all students.

- **Academic and Career Planning Guide (Grades 6-12; updated 10/2022)**
  - All students, beginning in grade 6, will create an Academic and Career Plan (ACP) using Xello.
  - Planning helps all students explore potential career pathways and explore possibilities regardless of their background and/or resources.
- **General Programming & Resources (Counseling/Student Services)**
  - Several supports exist to help students and families.
    - Parent engagement literacy nights
    - Student Services quarterly newsletters
    - Open house and financial aid nights
    - Paper, an online tutoring service (Grades 7-12)
    - Credit recovery program at the high school.
    - Assistance for learning about digital resources and other important news and events on the district website
    - Increased English Language (EL) coaching/support and revised interpreter and translator services to ensure all families have access to important information and resources.
    - Mental Health Consortium with area therapists provides in-district counseling services for students with barriers to community therapy; also offers scholarships for financial assistance for qualifying families. The district added the use of interpreters for EL students to help facilitate therapy for our Spanish-speaking families.
- **Annual Notices Document**
  - Includes information for families related to antidiscrimination policies and steps to take to file a complaint.
  - Includes a section on "Student Nondiscrimination in Relation to Career and Technical Education" and provides descriptions of various programs the district offers.

#### **Method of Analysis/Supporting Information:**

The following information was reviewed:

- Spring 2022 Student Service Curriculum Review document and Executive BOE Report
- 23-24 Annual Notices document
- Academic and Career Planning Guide (Grades 6-12) & Staff's Guide of Standards, Artifacts, and Events
- Comprehensive review of current activities and resources to address barriers to learning, with attention to counseling/student service areas.
- Feedback from student service staff
- Review of relevant policies
  - 2411-School Counseling and Academic and Career Planning
  - 8395-Student Mental Health Services

#### **Recommendations for Improvement and Implementation Strategies:**

- It appears that our district provides a variety of student service-learning opportunities related to career exploration, problem-solving, critical thinking, and emotional well-being and support for all students. This is an area that we continuously review as a team, although our formal review is once every five years.
- Continue communication to parents/guardians regarding student services resources.

### **Area 3(c)- Evaluate Methods, Practices, Curriculum used in Pupil Assessment & Testing**

**Director Review: Kim Ziembo**

#### **Benchmarks:**

- No forms of bias or stereotyping are present in assessment/testing practices & formats.
- Teachers and counselors demonstrate high expectations for all students.

#### **Findings:**

- **Board Policy 2260:** Nondiscrimination and Access to Equal Educational Opportunity- District staff verifies that tests and test procedures are designed to evaluate student progress, rate, and aptitudes without differentiation or stereotypes based on Protected Classes.
- **Board Policy 2131.01:** Reading Instructional Goals and Kindergarten Assessment describes the “Assessment of Reading Readiness” State requirement for all students in 4-year-old kindergarten to second grade. The policy states the District shall annually assess EACH student in these grades.
  - The District currently uses the “Assessment of Reading Readiness” twice per year to assess each/all students in four year-old kindergarten through second grade.
- **Board Policy 5501:** Academic Integrity outlines the expectation of academic and assessment integrity for students, administrators, staff, and parents. It concludes with a non-discriminatory statement: The School District of Marshfield does not discriminate in the administration of disciplinary actions, or the testing, evaluation or counseling of students based on the person’s sex, race, religion, ancestry, sexual orientation, national origin, pregnancy, marital or parental status, or physical, mental, emotional or learning disability.
- Procedures for the investigation of claims of discrimination are taken very seriously. Two compliance officers are appointed by the Superintendent to conduct investigations upon reporting of any situation that may involve discrimination.
- The District’s annual assessment schedule is reviewed every five years to ensure overall local measures are best indicators of students’ academic, social, and emotional success and the best predictors on how well students will perform on the Wisconsin Student Assessment Systems (WSAS) accountability measures.
- The assessment schedule includes the following assessments in which each/all students are expected to participate:
  - **LOCAL ASSESSMENTS:**
    - iReady (Fall & Spring) 4-year-old kindergarten students
    - AIMSweb Plus (Fall, Winter, & Spring/Progress Monitoring) Grades K-6
    - STAR Reading & Math (Fall, Winter, & Spring/ Progress Monitoring) Grades 7-9
    - BASC-3 BESS Behavior and Emotional Screener (Fall & Spring) Grades 1, 5, 7, and 10)
  - **STATE MANDATED ASSESSMENT:**
    - Wisconsin Forward Exam (Spring) Grades 3-8 & 10
    - PreACT Secure (Spring) Grades 9-10
    - ACT Plus Writing (Spring) Grade 11
- In Spring, 2021, 2.1% of students either opted out of testing or did not participate in State testing. Of those not tested, 48% were female, 52% were male, 69% white, 7% Hispanic, 3% Black, 10% Asian, 10% two or more races, 14% English Language Learners, and 41% students with disabilities/ 59% without disabilities. 90% of the reason for opting out of testing was “parent opt-out.”
- In Spring, 2022, 1.3% of students either opted out of testing or did not participate in State testing. Of those not tested, 60% were female, 40% were male, 65% white, 25% Hispanic, 0% Black, 5%

Asian, 5% two or more races, 5% English Language Learners, and 25% students with disabilities/ 75% without disabilities. 90% of the reason for opting out of testing was “parent opt-out.”

- In Spring, 2023, 1.6% of students either opted out of testing or did not participate in State testing. Of those not tested, 55.5% were female, 44.5% were male, 72% white, 17% Hispanic, 5.5% Black, 0% Asian, 5.5% two or more races, 0% English Language Learners, and 44.4% students with disabilities. 83% of the reasons for opting out of testing was “parent opt-out.”
  - White students with disabilities make up the majority of students who are opted out of testing by their parents.
  - A multi-year average of eight students with disabilities opt out of State testing.
- The District has established grading practices in grades 4-year-old kindergarten throughout high school to ensure students are assessed on their skills, knowledge, and aptitude based on Board approved standards driven by State and National standards. This is to ensure the equitable practices in assessing students on what they learn versus classroom behavior. Although teachers are asked to assess in multiple ways to discern what a student knows and can do, they are expected to focus on student-centered practices that assess the rigor of the standards. Students are not excluded from assessment/testing practices based on factors such as gender, race, national origin, or disability.

### **Method of Analysis:**

- Review and discuss current Board Policy to ensure students of all genders, races, ethnic backgrounds, and ability level are represented in a way that is not biased or stereotyping.
- Review assessments/testing practices & formats/tools to check for absence of bias or stereotyping.
- Collect and analyze 3 years of data for students who did not test on the State assessments disaggregating the data by gender, race, national origin, and ability level. Determine if there is a disproportionate number of students opting out of testing or not testing for other reasons.
- Thoroughly review the 4-year-old kindergarten through twelfth grade assessment schedule checking that all students are receiving appropriate assessments throughout the year and that each student is held to the same standards and expectations in assessment procedures.
- Analyze the grading guidelines and processes for classroom assessments to determine if forms of bias or stereotyping exist.

### **Supporting Information:**

The following information was reviewed:

- School Board Policy 5501 Academic Integrity
- Board Policy 2260-Nondiscrimination and Access to Equal Educational Opportunity
- Board Policy 2131.01 Reading Instructional Goals and Kindergarten Assessment
- School District of Marshfield Annual Assessment Schedule
- Parent Opt-Out Data (3 years)
- Non-Tested Student Data (3 years)
- Local and State Assessment Procedures and Practices
- Classroom Tests/Assessments and Grading Guidelines

### **Recommendations for Improvement and Implementation Strategies:**

- Overall, we are seeing low numbers of students who are not participating in annual State testing. To continue our efforts, it is important to ensure all School District of Marshfield staff are encouraging students and parents to participate in any/all tests, assessments, and/or evaluations that provide information about overall and individual student performance.
- Through curriculum review processes, district/state assessment reviews, and professional learning communities, school staff will discuss the purpose of student assessments and how it serves as a

vital tool in preparing our learners for the future. School staff will then find ways to communicate the value to key individuals such as students, parents, and community members.

## **Section VII – Trends and Patterns of Disciplinary Actions, Including Suspensions, Expulsions, and Handling of Pupil Harassment**

### **Area 4- Trends & Patterns in Discipline Actions, Suspensions, Expulsions & Handling of Pupil Harassment**

**Director Review: Tracey Kelz**

#### **Benchmarks:**

- Disciplinary measures are applied consistently to all students.
- Alternative ed opportunities are provided for children who are expelled.
- Harassment Policy:
  - Defines harassment, explains consequences, prohibits retaliation, assure confidentiality as much as reasonable.
  - Responses to harassment are prompt, firm, effective.
  - Staff/students/parents are aware of how to file a complaint.
  - Regular opportunities are provided for students/staff to address the issue of harassment (curricular materials, educational programs, forums, orientation programs, etc.).

#### **Findings (Data Review):**

- A longitudinal data review demonstrates that although our female/male population is relatively even, males have significantly more office discipline referrals and out of school suspensions than females. This is true at elementary (K-6) and secondary (7-12) levels.
- At the elementary level, longitudinal data shows that black students have a higher percentage of office discipline referrals and out of school suspensions compared to races other than white. However, black students are not the highest demographic of students other than white.
- At the secondary level, longitudinal data shows that black students had higher rates of office discipline referrals (21-22) and out of school suspensions (21-22 & 20-21) when compared to other races other than white. However, black students are not the highest demographic of students other than white.
- White students had the highest percentage of disciplinary referrals and out of school suspensions across all grade levels, however white students make up a significant amount of the student population at all levels.
- English Language (EL) student data did not show high rates of office discipline referrals or out of school suspensions when compared to the overall population of students K-12.
- At the elementary level, students with disabilities (SWD) data showed they were given higher rates of out of school suspensions over a three-year period than students without disabilities. This was also true of the secondary level, but only for one year (20-21).

## Discipline Data Review

\* DPI guidelines on data disaggregation suggests that the student enrollment must be more than five to identify the population for analysis.

**KEY:**

**ODR**=Office Discipline Referral for Major Behaviors (cannot be managed in the classroom)    **OSS**=Out of School Suspension

### Elementary (Grades K-6) Combined Overall Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	1750	307	38	0	0
2021-2022	1777	414	55	0	0
2020-2021	1832	250	20	0	0

### Elementary-Female/Male Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1750)</b> F=862 (49.2%) M=888 (50.7%)	<b>Total (307)</b> F=80 (26%) M=227 (73.9%)	<b>Total (38)</b> F=11 (28.9%) M=27 (71%)	F=0, M=0	F=0, M=0
2021-2022	<b>Total (1777)</b> F=863 (48.5%) M=914 (51.4%)	<b>Total (414)</b> F=77 (18.5%) M=337 (81.4%)	<b>Total (55)</b> F=7 (12.7%) M=48 (87.2%)	F=0, M=0	F=0, M=0
2020-2021	<b>Total (1832)</b> F=874 (47.7%) M=958 (52.2%)	<b>Total (250)</b> F=50 (20%) M=200 (80%)	<b>Total (20)</b> F=7 (35%) M=13 (65%)	F=0, M=0	F=0, M=0

### Elementary-Race Data (American Indian, Asian, Black, Hispanic, Two or More)

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1750)</b> AA=3 (.1%) A=32 (1.8%) B=29 (1.6%) H=89 (5%) 2 or >=82 (4.6%)	<b>Total (307)</b> AA=* A=* B=12 (3.9%) H=6 (1.9%) 2 or >=7 (2.2%)	<b>Total (38)</b> AA=* A=0 B=* H=0 2 or >=*	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0
2021-2022	<b>Total (1777)</b> AA=2 (.1%) A=39 (2.1%) B=30 (1.6%) H=84 (4.7%) 2 or >=62 (3.4%)	<b>Total (414)</b> AA=* A=11 (2.6%) B=35 (8.4%) H=8 (1.9%) 2 or >=5 (1.2%)	<b>Total (55)</b> AA=* A=* B=8 (14.5%) H=* 2 or >=0	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0
2020-2021	<b>Total (1832)</b> AA=1 (.05%) A=32 (1.7%) B=41 (2.2%) H=78 (4.2%) 2 or >=60 (3.2%)	<b>Total (250)</b> AA=* A=* B=9 (3.6%) H=* 2 or >=7 (2.8%)	<b>Total (20)</b> AA=* A=0 B=* H=0 2 or >=*	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0

### Elementary-English Language Student Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1750)</b> 37 (2.1%)	<b>Total (307)</b> *	<b>Total (38)</b> 0	0	0
2021-2022	<b>Total (1777)</b> 39 (2.1%)	<b>Total (414)</b> *	<b>Total (55)</b> *	0	0
2020-2021	<b>Total (1832)</b> 40 (2.1%)	<b>Total (250)</b> *	<b>Total (20)</b> *	0	0

### Elementary-Students with Disabilities Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1750)</b> 283 (16.1%)	<b>Total (307)</b> 68 (22.1%)	<b>Total (38)</b> 23 (60.5%)	0	0
2021-2022	<b>Total (1777)</b> 241 (13.5%)	<b>Total (414)</b> 61 (14.7%)	<b>Total (55)</b> 29 (52.7%)	0	0
2020-2021	<b>Total (1832)</b> 256 (13.9%)	<b>Total (250)</b> 63 (25.2%)	<b>Total 20)</b> 11 (55%)	0	0

### Secondary (Grades 7-12)-Combined Overall Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	1813	246	131	11	0
2021-2022	1813	197	93	17	1
2020-2021	1826	148	25	0	0

### Secondary-Female/Male Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1813)</b> F=914 (50.4%) M=899 (49.5%)	<b>Total (246)</b> F=82 (33.3%) M=164 (66.6%)	<b>Total (131)</b> F=48 (36.6%) M=83 (63.3%)	<b>Total (*)</b> F=*, M=6	<b>Total (0)</b> F=0, M=0
2021-2022	<b>Total (1813)</b> F=903 (49.8%) M=910 (50.1%)	<b>Total (197)</b> F=62 (31.4%) M=135 (68.5%)	<b>Total (93)</b> F=28 (30.1%) M=65 (69.8%)	<b>Total (7)</b> F=*, M=*	<b>Total (1)</b> F=*, M=*
2020-2021	<b>Total (1826)</b> F=910 (49.8%) M=916 (50.1%)	<b>Total (148)</b> F=43(29%) M=105(70.9%)	<b>Total (25)</b> F=6 (24%) M=19 (76%)	<b>Total (0)</b> F=0, M=0	<b>Total (0)</b> F=0, M=0

### Secondary-Race Data (American Indian, Asian, Black, Hispanic, Two or More)

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1813)</b> AA=14 (.7%) A=49 (2.7%) B=46 (2.5%) H=145 (7.9%) 2 or >=62 (3.4%)	<b>Total (246)</b> AA=* A=* B=6 (2.4%) H=11 (4.4%) 2 or >=*	<b>Total (131)</b> AA=* A=* B=* H=6 (4.5%) 2 or >=6 (4.5%)	<b>Total (11)</b> AA=0 A=0 B=* H=0 or >=0	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0
2021-2022	<b>Total (1813)</b> AA=9 (.4%) A=41(2.2%) B=49 (2.7%) H=123(6.7%) 2 or >=68 (3.7%)	<b>Total (197)</b> AA=* A=0 B=7 (3.5%) H=12 (6%) 2 or >=8 (4%)	<b>Total (93)</b> AA=* A=0 B=* H=8 (8.6%) 2 or >=*	<b>Total (17)</b> AA=0 A=0 B=0 H=* 2 or >=*	<b>Total (1)</b> AA=0 A=0 B=0 H=0 2 or >=0
2020-2021	<b>Total (1826)</b> AA=10 (.5%) A=28 (1.5%) B=36 (1.9%) H=94 (5.1%) 2 or >=44 (2.4)	<b>Total (148)</b> AA=0 A=* B=5 (3.3%) H=5 (3.3%) 2 or >=5 (3.3)	<b>Total (25)</b> AA=0 A=0 B=* H=* 2 or >=*	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0	<b>Total (0)</b> AA=0 A=0 B=0 H=0 2 or >=0

### Secondary-English Language (EL) Student Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1813)</b> EL=44 (2.4%)	<b>Total (246)</b> EL=14 (5.6%)	<b>Total (131)</b> EL=6 (4.5%)	<b>Total (11)</b> EL=0	<b>Total (0)</b> EL=0
2021-2022	<b>Total (1813)</b> EL=35 (1.9%)	<b>Total (197)</b> EL=5 (2.5%)	<b>Total (93)</b> EL=*	<b>Total (17)</b> EL=*	<b>Total (1)</b> EL=0
2020-2021	<b>Total (1826)</b> EL=21 (1.1%)	<b>Total (148)</b> EL=*	<b>Total (25)</b> EL=0	<b>Total (0)</b> EL=0	<b>Total (0)</b> EL=0

### Secondary-Students with Disabilities (SWD) Data

Year	# of Students Enrolled	# of ODR	# of OSS	# of Pre-Expulsions	# of Expulsions
2022-2023	<b>Total (1813)</b> SWD=235 (12.9%)	<b>Total (246)</b> SWD=91 (36.9%)	<b>Total (131)</b> SWD=45 (34.3%)	<b>Total (11)</b> SWD=0	<b>Total (0)</b> SWD=0
2021-2022	<b>Total (1813)</b> SWD=232 (12.7%)	<b>Total (197)</b> SWD=69 (35%)	<b>Total (93)</b> SWD=36 (38.7%)	<b>Total (17)</b> SWD=*	<b>Total (0)</b> SWD=0
2020-2021	<b>Total (1826)</b> SWD=239 (13%)	<b>Total (148)</b> SWD=35 (23.6%)	<b>Total (25)</b> SWD=13 (52%)	<b>Total (0)</b> SWD=0	<b>Total (0)</b> SWD=0

**Findings (Other):**

- All student handbooks outline expected student conduct and steps to disciplinary actions.
  - 4K-Elementary handbook references Board Policy 5500-Student Code of Conduct.
  - Middle School & High School handbooks reference Board Policy 5610-Suspension and Expulsion.
  - All handbooks clearly and thoroughly outline expected student conduct and steps of disciplinary action that may occur if the student does not follow the code of conduct.
- The district recently reviewed all Skyward codes related to discipline to ensure we are using consistent practices 4K-12.
- The buildings use a Positive Behavioral Interventions and Supports (PBIS) system that helps teach students behavioral expectations across environments and reteaches those concepts when needed.
- Buildings use behavioral data tracking to inform behavioral intervention planning as an alternative to office discipline referrals and suspensions.

**Method of Analysis/Supporting Information:**

- Review of disaggregated disciplinary data from all buildings
- Review of disciplinary policies (5500-Code of Conduct; 5610-Suspension and Expulsion)
- Review of student handbooks (4K/El, MS, HS, Alternative School)
- Review of building level use of Skyward coding
- Review of process for Skyward coding

**Recommendations for Improvement and Implementation Strategies:**

- Reviewing data can often lead to more questions than answers. It is important to consider the many contexts and possibilities that can account for results.
- Review findings related to male and black student office discipline referrals and out of school suspensions with building administration to find out why we are seeing these trends.
- Review findings related to students with disabilities and out of school suspensions with building administration to find out why we are seeing these trends.
- Review our implementation of Positive Behavioral Interventions & Supports (PBIS) within our buildings at each Tier to see if any improvements or reboots are needed.
- Continue training for all staff on behavioral intervention techniques and positive support for students.
- Review special education data with special education staff to ensure Individualized Education Plans (IEPs) have the needed support related to student behavior.



## **Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities**

### **Area 5- Participation Trends and Patterns & School District Support of Athletics, Extracurricular Activities & Recreational Activities**

**Director: Nathan DeLany**

#### **Benchmarks:**

- Students have a variety of athletic, extracurricular, activities available with the necessary resources to make them accessible for all students.
- Interscholastic athletic programs for males/females are comparable in type, scope, and support.
- School provides athletic/extracurricular/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.
- School assemblies, special programs, speakers reflect the diverse and pluralistic nature of the school and larger community.

#### **Findings:**

- District athletic and activities programs are open to all students to participate, and all students are encouraged to participate and receive the necessary accommodations to participate.
- We would like to see more activities for the elementary level. This would allow for more students with disabilities to be involved in extracurricular activities at an earlier age.
- Non-White student population is at appropriate levels when compared to the percentage of the non-white students district-wide
- Activities Handbook has been reviewed and updated in January of 2023.
- Co-Curricular and Extra Curricular Participation rates, based on the most recent three (3) years of data, demonstrate a slight increase in overall participation, in particular when you look at each year's increase coming out of COVID-19. School year 2020-2021 is a relatively low participation year compared to 10-year averages. This is due to many unknown factors surrounding return to school and what could be safely offered at that time.
- Most programs continue to have participation rates above their 10-year average.
  - Participation rates support program offerings.

#### **Method of Analysis:**

- Data was collected from Skyward Rosters for the last three years.
- Administrative Staff helped verify district participation within buildings.
- Yearly review of student handbooks
- Neola and School Board review and updating of School Board policies related to non-discrimination, programs, and students.
- Student Service staff review

#### **Supporting Information:**

The following information was reviewed:

- DPI Data Collection Tool (Google Sheet)
- Data Collection from Elementary Levels

### **Recommendations for Improvement and Implementation Strategies:**

- Conduct a student interest inventory related to athletics and cocurricular activities.
  - Growing interest in adding activities, but a process is needed to consider additional offerings and potential negative impact on other programming.
- Encourage students with disabilities to participate more at the elementary level.
- Greater emphasis on rosters and attendance for activities will generate better data.
- District wide data collection to occur on an annual basis.

## **Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District**

### **Area 6- Enrollment Trends/Patterns in Scholarships/Awards/Recognition**

**Director Review: Tracey Kelz & School Counselors**

### **Benchmarks:**

- Scholarships and other forms of recognition are awarded in a way that does not discriminate.
- Progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.
- Information about opportunities is accessible to all parents/guardians and students.
- Application materials, eligibility criteria, and aware information are free of bias, discrimination and stereotyping.

### **Findings:**

- Counseling department posts available scholarships on the high school website under the counseling department tab. Materials appear to be free of bias and discrimination.
- The scholarship postings are advertised through email, the TVs in the commons, a bulletin board, and through use of a QR code (which students can scan with their iPads and phones).
- Scholarships are shared with teachers so they can share them with students.
- Scholarships are shared with student groups to share with their members.
- **High School District-Awarded** scholarships/awards indicated the following:
  - **20-21:** 19 scholarships, 13 awarded to females, 6 awarded to males, 2 awarded to races other than white, 0 students with disabilities.
  - **21-22:** 17 scholarships, 11 awarded to females, 6 awarded to males, 3 awarded to races other than white, 0 students with disabilities.
  - **22-23:** 16 scholarships, 12 awarded to females, 4 awarded to males, 3 awarded to races other than white, 0 students with disabilities.
- **High School Non-District awarded** scholarships/awards indicated the following:
  - **20-21:** 125 scholarships, 79 awarded to females, 46 awarded to males, 11 awarded to races other than white, 1 awarded to students with disabilities.
  - **21-22:** 171 scholarships, 98 awarded to females, 73 awarded to males, 13 awarded to races other than white, 6 awarded to students with disabilities.
  - **22-23:** 230 scholarships, 143 awarded to females, 87 awarded to males, 21 awarded to races other than white, 1 awarded to students with disabilities.

- More high school females receive scholarships than males, based on a three-year data trend.
- **Middle School Recognition/Awards:**
  - **Recognition:** Top Cats, Caught in the Act, Phone Calls/Postcards sent home.
  - **Awards:** Student Council Officers, 7th/8th PBIS Top Students, Presidential Award (Forward Exam), City-Wide Art Award, Top Students from each grade level
  - Students are selected in the following ways (based on the recognition/award): random drawings, student actions, federal criteria, staff recognition.
  - A running list is kept of awards/recognitions but not who receives them.
  - There are no specific awards for underrepresented students, but staff try to acknowledge all students.
- **Elementary School Recognition/Awards:**
  - 6th grade Presidential Awards (Gold and Silver) are based on academic achievement.
  - Student of Month; teacher selected, based on demonstration of kind and helpful behavior.
  - Various awards given 'in the moment' for positive behaviors (PAWS Bucks, Golden PAWS, Golden Knights).
  - Data is not kept on who receives the rewards.

#### **Method of Analysis/Supporting Information:**

- Review of listing of scholarships provided by the high school counseling department.
- Review of Senior Awards night 2023 transcript
- Review of district applied/awarded data from high school counseling department.
- Review of non-district applied/awarded data from the high school counseling department.
- Review with the counseling department regarding how students and families learn of scholarships.
- Discussions with school counselors (K-12) regarding what awards/recognitions/scholarships they have and how they track them.

#### **Recommendations for Improvement and Implementation Strategies:**

- Meet with the high school counseling office to create a scholarship application and award tracking system that is easy to document and review.
- Review how students with disabilities are made aware of scholarships and what assistance is provided to help them apply.
- Meet with middle school and elementary school counselors to discuss future tracking of students who receive awards.
- Emphasize opportunities to recognize marginalized students more often.

## **Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination**

### **Area 7- Evaluate School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination**

**Director: Kim Ziembo**

#### **Benchmarks:**

- Significant progress is 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/guardians who visit the buildings.

#### **Ideas for Evaluation:**

- Review local plans to achieve equality of educational opportunity for success and ongoing challenges or barriers.
- Collect achievement data (three-year trends) and disaggregate data based on race, sex, and disability; identify any achievement gaps.
- Recommend strategies to close the achievement gap, improving school climate, and infusing equality of educational opportunity and nondiscrimination into professional development.

#### **Findings:**

- The following statement is placed on every Board approved program and document published or sent to families in the School District of Marshfield. This includes any advertisements/publications sent home with students from outside organizations, clubs, and activities: **The Unified School District of Marshfield does not and shall not discriminate on the basis of a student's sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights law, in any of its activities or operations (po2260).**
  - If any individual or groups of individuals are suspected to be breaking this policy, they are confronted by the principals, clubs, activities, and athletic director, and/or superintendent of schools immediately and may be formally investigated.
- The Board and school district employees are committed to providing an equal educational opportunity for all students in the District. School District of Marshfield Board Policy 2260 carefully and specifically outlines the promotion of nondiscriminatory practices in all District and school activities, particularly related to use of objective bases for admission to any school, class, program, or activity; prohibition of harassment towards students; use of disciplinary authority, including suspension and expulsion; administration of gifts, bequests, scholarships, and other aids, benefits, or services to students from private agencies, organizations, or people; selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society; design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs; and opportunity for participation in extracurricular and co-curricular activities, provided that separate programs for male and female students may be available.

- Board policy and District procedures requires the Director of Teaching and Learning to review current and proposed courses of study and resources to detect any bias based upon the Protected Classes, ascertaining whether or not educational core and supplementary materials, singly or taken as a whole, fairly depict the contribution both sexes, various races, ethnic groups, etc.
  - All courses and course materials are ensured to represent both sexes, various races, and ethnic groups.
- All students have equal access to all educational opportunities and are not segregated on the basis of the Protected Classes in any classroom, school practice, and/or District functions except under State regulations.
- District support: “Like” District programs receive “like” support as to staff, compensation, facilities, and purchased materials and equipment.
- Procedures for the investigation of claims of discrimination are taken very seriously. Two compliance officers are appointed by the Superintendent to conduct investigations upon reporting of any situation that may involve discrimination.
- Staff in the schools were provided professional learning opportunities in the following areas and years:

2021-2022	2022-2023	2023-2024
Mental Health Interventions & Supports	Trust-based Relational Interventions Training	Trust-based Relational Interventions Training
Critical Consciousness-Inclusion regardless of gender, race, ethnicity, ability level, and socio-economic status	Critical Consciousness-Inclusion regardless of gender, race, ethnicity, ability level, and socio-economic status	The Youth Brain: Internal/External Impacts
Ross Greene: Collaborative & Proactive Solutions Model	Creating a Learning Environment for All- High School Inclusion	PBIS Training

- All students at the middle and high school level received a presentation with follow-up activities to remind students they’re not alone, give a positive messaging to life, and address impacts on students during COVID-19.
- The School District of Marshfield is an established Positive Behavior Intervention & Supports (PBIS) District with institutionalized PBIS practices in all elementary, middle, and high schools.
- Three years of Forward testing data in the areas of Mathematics and English Language Arts (ELA) demonstrate:
  - Gender: Using the most recent State assessment data results (Spring 2021, 2022, and 2023), there is an average of 2 percentage points difference between boys and girls in ELA assessment results and 11.6 percentage points difference in Math. Both show male students slightly achieve higher than females.
  - Race: Using the most recent State assessment data results (Spring 2021, 2022, and 2023), there is 10.2 average percentage points difference in students of race other than white in ELA and 8.6 average percentage points difference in students of race other than white in math compared to white students. White students show to be achieving slightly higher than students of color.
  - Disability/Ability: Using the most recent State assessment data results (Spring 2021, 2022, and 2023), there is an average of 34.3 percentage points difference in ELA achievement and 34.2 percentage points difference in Math achievement between

students with and without disabilities. Students with disabilities are achieving significantly less than students without disabilities.

- The achievement gap from 2021 to 2023 is widening slightly in both ELA and math.
- Although the data is averaged for the sake of aggregated reporting, disaggregated data displays great information at each building level. Lincoln elementary does not see as much of an achievement gap between able and disabled students, whereas Grant Elementary shows the widest gap.

#### **Method of Analysis:**

- Review and discuss current Board Policy to ensure students of all genders, races, ethnic backgrounds, and ability level are represented in a way that is not biased or stereotyping.
- Collect achievement data (three-year trends) and disaggregate data based on race, sex, and disability; identify any achievement gaps.
- Thoroughly review practices and procedures to ensure nondiscrimination and access to equal educational opportunities.
- Review and analyze procedures for noncompliance of Board policy and/or practices of nondiscrimination and equal educational opportunities.

#### **Supporting Information:**

The following information was reviewed:

- Wisconsin Student Assessment System (WSAS) Spring testing results (3 years)
- Wisconsin District Report Cards- Closing the Gap and Target Group Outcomes (3 years)
- School District of Marshfield Board Policy 2260- Nondiscrimination and Equal Educational Opportunity
- School District of Marshfield Board Policy 5517
- School District of Marshfield Nondiscrimination information posted on all program documents.
- Staff activities/professional development in the area of diversity, equity and inclusion (3 years data)
- Staff professional development in non-academic areas such as trauma, inclusive environments, etc. (3 years data)

#### **Recommendations for Improvement and Implementation Strategies:**

- Develop ongoing staff training for school personnel designed to identify and solve problems of bias based upon Protected Class.
- Assist in making all staff aware of Board Policies related to nondiscrimination and access to equal educational opportunities including student evaluation.
- Continue mental health work for students by providing more activities and professional speakers/consultants to teach students skills and assist in providing a positive outlook on life; especially when it is hard.
- Ensure all special education students receive the best programming and targeted instruction possible.
- Take updated data to District Multi-Tier Systems of Support (MTSS) meetings and discuss what/how some schools/teachers are making more progress than others. This will be done in a collaborative approach to avoid “finger pointing”.

## **Section XI – School District Technology, including Electronic Communications by School District Staff**

### **Area 8- School District Technology, Including Electronic Communications by School District Staff**

**Director Review: Mike Drevlow**

**Administrative Assistant to the Director of Technology: Keena Schaeffer-Goham**

#### **Benchmarks:**

- School district technology and electronic communication is accessible by parents and students.

#### **Ideas for Evaluation:**

- Evidence of accessibility
- Evidence of resources/training/help when needed.

#### **Findings:**

- **1:1 iPad Initiative and Educational Apps/Digital Resources:**
  - Every student in grades K-12 is provided with an iPad, ensuring access to necessary tools for learning. Students in grades 5-12 typically take their iPads home. For students in grades K-4, take-home is also an option if there is a demonstrated need. Students have access to a diverse range of educational apps and digital resources. This includes learning management systems such as SeeSaw and Canvas, as well as student information systems.
- **Wi-Fi Accessibility and Chromebook Availability:**
  - Wi-Fi is available in all school buildings, ensuring that students and families have reliable internet access for educational purposes. In addition, Chromebooks are available in school offices for families who do not have access to one.
- **Parental Involvement and Resources:**
  - Parents are actively engaged through access to the student information system and learning management systems, allowing them to monitor their child's progress and engage in their educational journey. Resources are provided to support parents in effectively utilizing these systems.
- **Guides and Resources in Various Formats:**
  - The "families" webpage hosts a diverse range of guides and resources available in different formats, including written directions, videos, and visual guides. This caters to different learning styles and preferences, ensuring that parents and community members can easily access and utilize these resources.
- **Multilingual Support and Translated Resources:**
  - The iPads provided have the capability to be set up in different languages, and resources are available in translated formats. This inclusive approach ensures that students and families who speak languages other than English can engage with educational content in their preferred language.
- **Specialized Communication Apps:**
  - Specialized apps like Go Talk Now are provided for non-verbal or limited verbal students. This initiative addresses the diverse learning needs of students, ensuring that

every student, regardless of their communication abilities, has the means to express themselves.

#### **Method of Analysis:**

- We conducted a thorough review of technology hardware, software, and support resources available to students and families throughout the district.

#### **Supporting Information:**

The following information was reviewed:

- Below is the supporting information for item #1 under the ‘Findings’ section:
  - **Digital Resources:** [SDOM Digital Resource List - Google Drive](#)
  - **Student Handbooks Listing USDOM Personalized Learning Device 1:1 Program**
    - [High School \(Page 47-49\)](#)
    - [Middle School \(Page 34-35\)](#)
    - [Elementary School \(Page 28-29\)](#)
- Below is the supporting information for item #2 under ‘Findings’ section:
  - **Open Access to Wi-Fi (posters hung around schools):**  
<https://www.marshfieldschools.org/wirelesstermsfuse>
- Below is the supporting information for item #3 under ‘Findings’ section:
  - **Skyward Guides:** <https://www.marshfieldschools.org/Page/1536>
  - **Canvas Guides:** <https://www.marshfieldschools.org/Page/1379>
  - **SeeSaw Guides:** <https://www.marshfieldschools.org/Page/1380>
  - **Literacy Resources:** [Teaching & Learning / Family Literacy Resources \(marshfieldschools.org\)](#)
- Below is the supporting information for item #4 under ‘Findings’ section:
  - **Link to Families Technology Page:** <https://www.marshfieldschools.org/domain/183>

#### **Recommendations for Improvement and Implementation Strategies:**

- Ongoing monitoring and evaluation



## **Section XII – Focus Group Findings**

Students, parents and staff focus groups were asked questions related to three self-evaluation areas:

### **Area 1: Methods, Practices, Curriculum & Practices**

**Prompt 1:** What evidence do you have/can you share that your school/staff emphasizes that courses, programs, roles and careers are open to all students (regardless of gender, race, national origin or disability)?

- Faculty encourages exploration of opportunities.
- School website and student handbooks
- Prerequisites=restriction
- Advanced Placement courses and courses where students can get extra assistance.
- Multicultural formats in curricular resources
- Parents from other cultures may not get as involved.
- More hands-on features may increase the ability to access math curriculum.
- Newer ELA programs allow printing of materials in more languages.
- Planning of courses to meet all student needs.

**Prompt 2:** What evidence do you have that your school has high expectations for all students and that opportunities are available for students to explore a variety of career choices (school to work, technical college, traditional college)?

- Off-campus privileges encourage performance.
- Advanced placement and dual credit
- Pathways Partners program
- Project Lead the Way classes
- Hands-on classes
- Health career connections
- Diverse electives
- Parent-teacher conferences allow teachers/parents/students to work as an educational team.
- Importance of physical education and music in a well-rounded education
- Use of positive behavioral rewards systems to teach universal behavioral expectations in a positive way.

**Prompt 3:** What evidence/knowledge do you have of schools sharing resources of how students/parents can get help related to bullying and/or harassment?

- Newsletters (building and student services)
- Guidance counselor's curriculum presentations
- Positive Behavioral Interventions and Supports; may help students understand how to help each other.

**Prompt 4:** Do you have any recommendations in any of the above areas?

- Teacher connections (ex: teacher having breakfast/lunch with student)
- Building community with staff, students, and parents

## **Area 2: District Support of Athletics, Extracurriculars & Recreational Activities**

**Prompt 1:** Thinking about the areas we discussed, (gender, race, national origin or disability), do you feel that all students have access to athletics, extracurriculars, and/or recreational activities that are in their interest areas? What evidence do you have?

- Website links/access to all/most
- There may be financial barriers to some students participating.
- There may be a lack of diversity.
- We offer many athletics, clubs, facilities, and programming (ex: music, theater, cribbage).
- We offer no-cut athletics for students up through freshman year which allows more students to participate in sports.
- We could have more activities at the elementary level.
- Summer programming is good.

**Prompt 2:** What do you believe are barriers/reasons that students may not participate or belong to athletics, extracurriculars and/or recreational activities?

- If their friends do not do it, they may not either.
- Some clubs may be hard to find.
- Financial barriers
- Time barriers, especially for families that struggle.
- Family cultures
- Transportation

**Prompt 3:** Do you have suggestions on how we can improve and include all students? How do we address the barriers?

- Financial aid/make help more accessible.
- Provide more information on community opportunities.
- Recruit/use more parent volunteers.
- City-busing/transportation is needed.

## **Area 3: Scholarships and Recognitions**

**Prompt 1:** Do you feel that all students, especially the groups we mentioned (gender, race, national origin, disability) have the ability to apply for scholarships and awards? What evidence do you have?

- Scholarship information is linked online, and messaging is around the high school.
- Community and district scholarships exist.
- Need-based scholarships may be restricting.
- Academic/GPA emphasis may not reach all students.
- What about high-risk students? We do not seem to promote these.

**Prompt 2:** Are you aware of any awards or scholarships that are available for students who improve achievement or overcome adversity? Please share your thoughts/evidence.

- It would be nice for the community to offer more scholarships for students who are at-risk/underrepresented.
- Apprenticeships for electricians, etc.
- First-generation scholarships

**Prompt 3: Do you have suggestions on how we can recognize all students based on a variety of factors?**

- Research opportunities for students with disabilities and other underrepresented groups.
- Top Tiger Awards
- Could do more to promote diversity (ex: cultural fairs).

**Prompt 4: Do you have general ideas/comments/suggestions for ways our district can reach all students better?**

- Get more families and people involved.
- Honoring families' beliefs/cultures
- Volunteers/grandparents helping in schools; find out specialty areas and link to classrooms.
- Student-response surveys
- Making resources accessible
- Making online pages more user-friendly
- Making things easier to understand