



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

Shorewood School District

Presented to the School Board on: May 28, 2024

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SECTION I: CONTRIBUTORS TO THE PLAN

2023 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 Shorewood School District has provided an opportunity for participation in the self-evaluation. The following individuals and groups either assisted in developing the plan or reviewed the plan for comments and/or changes prior to presentation to the School Board.

Names	Position
Katherine R. Lieske Harder	Director of Special Education and Student Services
Iris Bohan	Administrative Assistant for Student Services and Teaching and Learning
Carrie Wettstein	Chief of Staff
Michael Joynt	Director of Teaching and Learning
Taz Landry	Athletic Director
Jessica McCabe	Administrative Assistant for Shorewood High School/Scholarship Coordinator
District Student Services Team	
Dr. Laurie Burgos	Superintendent

Opportunities to Participate in the Writing/Development of the Pupil Nondiscrimination Self-Evaluation 2023 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:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Focus groups for students
- Focus groups for parents
- Focus groups for district residents
- Staff meeting for school personnel
- Discussion item at an administrative meeting
- Discussion item at student services meeting

- Other__Participation in focused parent meetings to provide feedback to the district_____
- Other__Participation in online surveys to provide feedback to the district_____

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:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Focus groups for students
- Focus groups for parents
- Focus groups for district residents
- Staff meeting for school personnel
- Discussion item at an administrative meeting
- Public notice in a local newspaper
- Newsletter article/announcement
- Principal bulletin/article/announcement
- Letters home to students and parents
- Online survey or comments
- Brochure
- Other_____
- Other_____

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 an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

COORDINATE AND CONSOLIDATE MULTIPLE, EQUITY-RELATED PLAN REQUIREMENTS It is our hope that schools and districts will use the information gained in the self-evaluation when they prepare consolidated plans, the district’s strategic plan, a district equity plan, and/or in other school improvement processes, plans, or programs.

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

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

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| | <ul style="list-style-type: none">h) School district technology, including electronic communications by school district staff.(2) The district shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents/guardians and residents of the school district.(3) The district shall prepare a written report of the evaluation which shall be available for examination by residents of the school district. |
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SECTION III SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES 9.06 (1)(A)

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Review of parent and student concerns/complaints related to bullying, hate speech and discrimination.</p> <p>Review of curriculum and instruction that is provided to students as part of social-emotional learning.</p> <p>Bullying and non-discrimination policies and procedures with</p>	<p>While the District has a policy for bullying prevention and intervention, students do not understand what they can do about bullying and how they can respond</p>	<p>Ongoing concerns regarding student and family understanding of bullying/harassment/discrimination definitions, policies and procedures as well as administrative follow-up.</p> <p>Review of curriculum and instruction that is provided to students as part of social-emotional learning does not specifically address bullying or typical conflict at an in depth level.</p> <p>Discussion and review of policies and procedures indicated that there is not a current district standard procedure taught to students to address bullying concerns.</p>	<p>The District will begin developing a comprehensive Bullying Prevention and Intervention model during the summer of 2024. This model will enhance our current education for students and teach a model to all students and staff to develop awareness of what typical conflict looks like, how conflict differs from bullying/harassment, and what to do when someone is bullying or harassing you (including hate speech)</p>
<p>Policy 2260</p>	<p>The District policy for complaint procedures does not specify that the written decision from the Superintendent must include the information about appeal or the timeline for appeal.</p>		<p>Revise the procedures within District policy 2260 to indicate that the written decision from the superintendent must include the information about the right to and timeline for appeal with the State Superintendent.</p>
<p>Staff Handbook SHS student Handbook SIS student Handbook Elementary student Handbook</p>	<p>District Staff and Student Handbooks do not include the full complaint investigation procedure which is outlined in policy 2260.</p>		<p>Revise handbooks to include the full complaint procedure which is outlined in policy 2260</p>

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.	Policy 2260 covers Nondiscrimination and Access to Equal Educational Opportunities; Administration provides Board Results and Operational Expectations reports annually.
		The policies include all protected categories listed under Wis. Stat. § 118.13.	Policy 2260 refers to all protected classes including; 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 as “protected classes”
		The policies either specifically address harassment, or there is a separate anti-harassment policy.	Policy 2260 mentions discrimination specifically and it is also covered directly in policy 5517
		The policies are easily understood and accessible to all staff, students, and parents/guardians	All District policies are available on the district website, which has accessible features to make it available to all.
		The policies are published annually in a class 1 legal notice.	Class 1 legal notices could not be located as part of this self-assessment. The District will ensure that this is included as part of the annual notices for the 2024-25 school year and beyond.
		An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints.	Policy 2260 lists two employees as designated compliance officers.
		The name and address of the designated employee is published annually in a Class 1 legal	Name and address of both designated employees are listed in policy 2260 but as noted above, a Class 1 legal notice was not found as part of this self-evaluation.

PI	Requirement	Benchmarks	Findings
		<p>notice.</p> <p>The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.</p> <p>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.</p>	<p>This timeline for both acknowledgement in 45 days and resolution by 90 days is outlined in the complaint procedures within policy 2260 unless additional time is agreed to by the complaining party.</p> <p>Policy 2260 outlines that the Superintendent will issue a final decision within ten (10) business days of receiving the report of the CO absent extenuating circumstances. While the policy indicates that the complainant may appeal the decision to the State Superintendent, the policy does not specifically indicate that this information will be included within the written decision or timeline for the appeal.</p>
		<p>The complete complaint procedure is included in all student and staff handbooks.</p>	<p>The staff/employee handbook includes a grievance procedure for disagreements, but does not specifically include the complaint procedure for nondiscrimination. Student handbooks include a nondiscrimination statement as well as a summary of the complaint investigation process, but not the full complaint procedure.</p>
		<p>The procedure is effective in resolving pupil discrimination complaints.</p>	<p>The District will begin developing a comprehensive Bullying Prevention and Intervention model during the summer of 2024. This model will enhance our current education for students and teach all students and staff to develop awareness of what typical conflict looks like, how conflict differs from bullying/harassment, and what to do when bullying or harassment occurs.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
AP course enrollment over the last five years.	Data from AP Courses suggest that some courses have increasing enrollment of students from underrepresented groups while other courses show stable or declining enrollment. In particular, students with disabilities and multilingual learners (ML) have much lower rates of participation in AP courses than their peers.	None of our currently offered AP courses have students with disabilities or ML students participating at a similar level as their peers; however one course, AP Environmental Science, does have increasing enrollment for both of these groups of students.	As part of the equity work within the District (including the leveling up of math courses and curricula), consider how we can expand our AP offerings, encourage students of diverse abilities to take courses, and look at prerequisites for all AP coursework. This can be done as part of the equity work each year as well as part of curriculum review cycles.

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/or national origin.	Progress is being made in AP Environmental Science consistently while AP French has had declining or stagnant (low) enrollment for females, students of color from students of diverse national origin.
		Particular programs and courses that merit attention include advanced and/or college preparatory classes, talented and gifted programs, and vocational education classes and programs.	In the Shorewood School District, we do not have a traditional identifying/labeling system for gifted and talented students. Additionally vocational education programs are not currently being implemented other than participation in theater arts. Analysis of AP coursework shows that while progress has been made for a few Science courses in particular (especially AP Environmental Science), the majority of our AP classes are not increasing enrollment for underrepresented groups. In particular, students with disabilities

PI	Requirement	Benchmarks	Findings
			participating in AP courses as well as students identified as multilingual are much lower than would be expected.

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

Data	Findings	Analysis & Supporting Information	Recommendations
Curriculum guide (course options) ACP process guide Review of counseling materials	The curriculum guide continues to be revised and updated as part of the ongoing review of instructional materials through curriculum review/adoption cycles. Processes to review the counseling materials were updated as part of the Civil Rights corrective action plans so that the team of counselors and administration review this information at least annually.	Work with ICS Equity on specific curriculum areas (math) has been ongoing and will be expanded into other curricular areas in the future. Counselors and administration have recently developed a draft ACP process guide to ensure that we are following the process for all learners. Recurring event scheduled for the review of counseling materials each year.	Ensure that as part of these processes we are considering student feedback and input. Consider additional course options or pathways such as through apprenticeship and/or work-study which could allow students to explore more nontraditional careers or higher wage opportunities.

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.	The Shorewood School District is developing the Academic and Career Planning (ACP) process and formalizing access to career planning. Additionally, as part of the equity work within the district, school staff have reviewed instructional materials in order to ensure that biases and stereotyping are not present. This process continues as part of the curriculum adoption and review cycle that the District uses.

PI	Requirement	Benchmarks	Findings
		Counselors emphasize that courses, programs, roles and careers are open to all regardless of gender, race, national origin or disability.	Counselors meet with students individually to plan for life after high school and make suggestions to students based on their interest areas. As part of the ACP process that is under development, counselors are providing greater emphasis on the multiple career pathways.
		Teachers and counselors demonstrate high expectations for all students.	Teachers and counselors work together with students in order to ensure that their course planning aligns with their future goals. As a District, we are continuing to work towards high expectations for all learners as staff may not consistently demonstrate high expectations for students with more significant disabilities.

SECTION VI: TRENDS AND PATTERNS OF DISCIPLINARY ACTIONS AND HANDLING PUPIL HARASSMENT 9.06(1)(d)

Data	Findings	Analysis & Supporting Information	Recommendations
<p>Review of SEL curriculum by student services staff</p> <p>Review of current policies, practices and complaints</p> <p>Review handbooks and other methods of information dissemination</p> <p>Review training and educational opportunities related to bullying and harassment</p>	<p>While students are taught strategies to address bullying and harassment as well as proactive steps for social relationships, the District does not have a systematic process that students, staff and families learn in responding to situations independently before seeking staff to resolve the situation.</p>	<p>Students report bullying/harassment without a distinction between developmentally appropriate conflict. Additionally, students and families seek for school staff to resolve student to student issues or dynamics as the first level of response rather than encouraging students to try to work through things together.</p>	<p>Representatives from the District Student Services team will develop a systematic plan for bullying prevention and response over the summer of 2024 to implement and share with staff, families and students in the 2024-2025 school year. As part of this process, consideration will be given to include an educational component within disciplinary responses when hate speech or harassment is related to any aspect of personal identity.</p>

PI	Requirement	Benchmarks	Findings
<p>9.06(1)(d)</p>	<p>Evaluate trends and patterns in discipline actions, including suspensions, expulsions and handling of pupil harassment.</p>	<p>Disciplinary measures, including suspensions and expulsions are applied consistently to all students.</p>	<p>Disciplinary actions, particularly those related to suspension and expulsions, are disproportionately assigned to males and students with racial backgrounds other than White. In addition, students with disabilities are disproportionately suspended.</p>
		<p>Alternative educational opportunities are provided for children in the district who are expelled.</p>	<p>While expulsions are relatively rare in Shorewood, students who have been expelled are often provided the opportunity to continue their education in other programs or with other school districts, even when there is an increased cost to the school district.</p>

PI	Requirement	Benchmarks	Findings
		<p>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.</p>	<p>District policy 2260 both prohibits harassment and cites the anti-harassment policy more specifically (5517). The policies define multiple types of harassment, provide examples, prohibit retaliation and assure a level of confidentiality; however, the consequences are not clearly outlined.</p>
		<p>Responses to harassment are prompt, firm, and effective.</p>	<p>Deans/administration investigate bullying/harassment complaints and assign relevant disciplinary action when needed. Restorative practices are attempted first when possible, but progressive disciplinary actions up to and including suspension and expulsion are effective.</p>
		<p>Staff, students and parents/guardians are aware of how to file a complaint of harassment.</p>	<p>Students at intermediate level are taught how to use the StopIt program to file an anonymous complaint. Students are also provided with the Code of Conduct and school expectations at both the intermediate and high school levels. Parents/guardians are made aware of policies through handbooks which include procedures for filing a complaint. School Perception surveys indicate that students understand how to contact staff about a concern.</p>
		<p>Regular opportunities are provided for students and staff to address the issue of harassment (such as curricular materials, educational programs, forums, orientation programs, etc.)</p>	<p>SEL lessons across elementary and intermediate levels include these opportunities. At the high school level, advisory lessons address harassment, but these opportunities are episodic rather than regular in nature.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>Data on participation in clubs and extracurriculars at SHS over the last 5 years</p> <p>Data on participation in athletics at SHS over the last 5 years</p>	<p>Currently the District does not consistently obtain data regarding the participation of specific students in all extracurricular clubs and activities so disaggregating information about their participation is challenging. While we have information related to the student participation for some clubs, not all clubs report participation. Participation can also vary from one week to the next.</p>	<p>All students participate in clubs at the intermediate school as time for clubs is built into their school day.</p>	<p>Begin retaining information about all student participation in clubs, athletics and other extracurricular activities so that the District can better consider which activities to offer in addition to more clearly identifying the students who do not participate in clubs and extracurriculars.</p> <p>When participation data is more consistent, the District should review and analyze the data in order to determine if there are groups of students who are not participating and trends related to groups of students who do not join specific activities.</p>

PI	Requirement	Benchmarks	Findings
9.06(1)(e)	Evaluate participation trends and patterns and school district support of	Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.	<p>At the intermediate school, all students participate in clubs and the list of available clubs can change based on student interest. Students have the opportunity to request the creation of a new club.</p> <p><u>Clubs offered</u>: Chess Club, Contemporary Classics,</p>

PI	Requirement	Benchmarks	Findings
	athletics, extracurricular activities and recreational activities.		<p>Cooking Club, Dungeons and Dragons, Environmental, Geography/Spelling/History Bees, Instrumental Practice Studio, Jazz Ensemble, Language Arts Challenge, Math Team, Quiet Zone, Student Advisory Council, Team Sports, Video Games, Video Production, Yearbook and others</p> <p>Athletics offered: Mountain biking, Football, Cross Country, Girls Basketball, Boys Basketball, Volleyball, Softball, Track and Field, Tennis</p> <p>At the High School, there are clubs, activities and athletics offered to all, but no required times and tracking of participation is not consistent.</p> <p>Clubs offered: Aerospace, American Civil Liberties Union (ACLU), ACT Prep, American Field Service (AFS), Art, Astronomy, Badminton, Book, Bowling, Career, Chess, Chinese, Climbing, Copperdome (Yearbook), Drama, Eco, Feminism, Film, Garden, Gender Sexuality Alliance (GSA), Girls' gym, Global Scholars, Girls who Code, Guatemala Club, Hiking Club, Homework Club, Health Occupation Students of America (HOSA), Investment Club, Jazz Ensemble, Key Club, Kosher Food Club (KFC), Latinos Unidos, Lego Club, Magic the Gathering, Math, Mathletes, The Melodies, Mental Health Advocacy Club (MHAC), Mock Trial, Model United Nations, Muslim Student Union, National Honor Society, Neurodivergent, Pegasus, Poetry, Ripples, Science, Shorewood Young Democratic Socialists of America, Spikeball, Sports, Student Council, Ultimate Frisbee, United Men Initiative, Youth Rising Up</p> <p>Athletics at the Shorewood High School have varied</p>

PI	Requirement	Benchmarks	Findings
			<p>from year to year with not all sports consistently appearing each year for the last 5 years. These lists include any sports that were run at any point in the last 5 years.</p> <p>Non-Gendered Athletics offered over the last 5 years: Baseball, Football, Golf, Gymnastics, Softball, Track and Field, Hockey</p> <p>Male Athletics over the last 5 years: Boys Baseball, Boys Basketball, Boys Cross-Country, Boys Soccer, Boys Swimming, Boys Tennis, Boys Volleyball</p> <p>Female Athletics over the last 5 years: Girls Basketball, Girls Cross-Country, Girls Hockey, Girls Lacrosse, Girls Soccer, Girls Swimming, Girls Tennis, Girls Volleyball</p>
		Interscholastic athletic programs for boys and girls are comparable in type, scope, and support.	Athletic programs are similar in type and scope. Support for programs is not currently trackable as the sport budgets and coaching information have not been monitored according to the specific activity.
		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.	The school district provides a wide range of clubs and extracurricular activities as indicated above (see summary of club offerings). Additionally, the District adds clubs and extracurriculars when students request them based upon their interests and available staff.
		School assemblies, special programs and speakers reflect the diverse and pluralistic nature of the school and the larger community.	Annually the Youth Rising Up club designs an assembly for students at the intermediate school and high school as part of the Black History Month celebration. This event is created for and by students and consistently represents the diverse nature of the school community.

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)

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Specific student information is maintained regarding applicants but the information regarding awards is not currently tracked	The District needs better tracking systems for applications for each scholarship/award and scholarship/award recipients in order to review data trends and patterns.	While the intent from the Civil Rights corrective action plan was to implement a better tracking system, this plan was only followed for one year. The District needs to develop a more robust system.	The District will be starting to use a new data warehouse, which can be used to not only track the data but to hold the applications and outcomes so that data over time will be more accessible for ongoing review and future self-assessments.
Scholarship/award information from the 2021-22 school was reviewed	Analysis of the scholarship data from 2021-22 indicated that students with disabilities are not receiving scholarships at a rate that is similar to their peers without disabilities.	Students with disabilities are nominated and awarded scholarships at a much lower rate than their peers without disabilities.	Cross-Categorical teachers work with the counseling department in order to better understand the potential scholarships that could be available for students with disabilities. If there are not sufficient scholarships available that students with disabilities could qualify for within the District, then District staff should seek out information from state or national resources on scholarships. Likewise, case managers and counselors should work directly with students on completing the application for scholarships such that it would be more likely for students to be considered for the awards.

			<p>Building administration considers how data for scholarship discussions is presented. If data is not presented in a “blind” format, consider the use of the data warehouse in order to allow the determination based on the specifics of the scholarship to be more closely tied to data and not an individual’s biases.</p> <p>Building administration considers the make-up of the scholarship committee each year and ensures that there is representation that is similar to the make-up of the school and District. In addition, consider how a rotation of staff on the scholarship committee may assist in decision-making.</p>
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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	All scholarships and other forms of recognition are awarded in a way that does not discriminate.	The internal process was recently revised as a result of a corrective action plan for Civil Rights compliance. The current process ensures that recognition of students is done in a way that does not discriminate; however, the District needs to track information more effectively in order to ensure that the plan is being implemented as designed.
		Significant progress is made toward increasing	Currently the District does not have a robust method of

PI	Requirement	Benchmarks	Findings
	provided or administered by the school district	distribution of scholarships and other awards to underrepresented groups.	<p>tracking this information annually; however we have begun making plans to improve this as we begin to use our new data warehouse.</p> <p>The data from the 2021-22 school was reviewed as part of the Civil Rights compliance corrective action plan. Findings indicated that Asian and White students were overrepresented in the percent of award winners while Hispanic and Black students were underrepresented in the percent of award winners as compared to the District’s demographic data. Additionally, female students were overrepresented as compared to males and students with disabilities were underrepresented as compared to peers without disabilities. The school district will continue to evaluate the system for award nomination and review this as part of the ACP process.</p>
		Information about award opportunities is accessible to all parents/guardians and students.	Information is provided by school counselors to students as part of their individual planning conferences. Additionally, information on award opportunities is available on the Shorewood High School Student Support webpage .
		Application materials, eligibility criteria, and award information are free of bias, discrimination and stereotyping	As noted above, the internal process was recently revised as a result of a corrective action plan for Civil Rights compliance. The eligibility criteria for many awards are set by those who administer the award as they are separate from the school district. Additionally, there are several awards that are only open to specific groups of students who may not have had access to post-secondary education historically.

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
<p>School and District improvement plans</p> <p>Equity Audits</p> <p>IDEA data</p>	<p>While we have improved relative to disproportionality in identifying students of color with Other Health Impairment (OHI) disabilities, we continue to have academic gaps for students of color and students with disabilities.</p>	<p>FastBridge data demonstrates persistent achievement gaps for students of color and students with disabilities since 2021.</p>	<p>Maintain the District’s focus on equity throughout all professional learning and curriculum work, continue the development of the school and District improvement plans, which are more specifically driven to address gaps at each level.</p> <p>The District should use the data warehouse platform to continuously examine data related to disproportionality. As a part of this process, data will be disaggregated, particularly related to students of color and students with disabilities and made accessible to staff.</p>

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.	The District has been considered disproportionate for identifying Black students with Other Health Impairment (OHI) for the last four school years (since 2018-2019 school year). Through the planning and equity-focused work that the District has been doing, we are no longer significantly disproportionate in that area. While this indicates progress, there is still work to be done as achievement gaps persist between students

PI	Requirement	Benchmarks	Findings
			of color and White students as well as students with disabilities and students without disabilities.
		Every staff member demonstrates high expectations for all students.	Most staff members demonstrate high expectations for all students, but continued professional learning is needed to ensure that every staff member demonstrates high expectations for all students. Not all teachers believe that students with disabilities can achieve at high levels and this is observed through the amount of additional support or modifications that staff seek when working with students. We continue to focus professional learning on both belief systems and instructional practices.
		An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.	<p>The District has worked with the ICS Equity agency in order to provide ongoing professional development and coaching to help build the capacity of District staff in ensuring equitable educational opportunities for all students. District staff receive monthly professional development focused on equity. Equity grounds all District work.</p> <p>The District has adopted Collaborative Commitments to Equity which are central to all of the work within the District and focused on the success of all learners.</p> <p>Additionally, beginning with the 2024-25 school year, we will be beginning a partnership with the SWIFT center (Rightful Presence) in order to work towards greater access and equity for our students who have more significant disabilities in particular.</p>
		The school environment is welcoming to all	A high percentage of students agreed that staff try to

PI	Requirement	Benchmarks	Findings
		<p>students and parents/guardians who visit the building.</p>	<p>make the school welcoming to students:</p> <ul style="list-style-type: none"> ● 92% of 688 students in 2023, ● 88.6% of 623 students in 2022, ● 95.7% of 763 in 2021, ● 92.5% of 689 in 2020 ● item not assessed in 2019 <p>Parents and community members indicated that they feel welcome at school at the following rates:</p> <ul style="list-style-type: none"> ● 88% of 573 respondents in 2023 ● 75.6% of 561 respondents in 2022 ● 81% of 284 respondents in 2021 ● 88.8% of 637 respondents in 2020 ● 89% of 284 respondents in 2019
		<p>Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.</p>	<p>The planning for professional learning has consistently had a focus and emphasis on equity for the last four years. Additionally, as we review data and receive information from families related to bullying, hate speech, and other potential discrimination, we are revising policies and procedures in order to ensure that we are proactively teaching positive behaviors to limit discrimination.</p>

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

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.	<p>Students have access to technology devices to support their learning on a 1:1 basis with either Chromebooks or iPads.</p> <p>Parents/guardians who prefer to not receive school communication electronically or who do not have access to electronic communication, are able to request paper copies of school communication.</p> <p>Families who do not have internet access at home can request a hotspot through the District as part of the online registration process.</p>

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

Data Examined	Findings	Analysis & Supporting Information	Recommendations
Self-evaluation process	Because of the length of time it took to collect data that was not automatically tracked or stored in a manageable system, there was not sufficient time to engage multiple groups of stakeholders in the process in the most meaningful ways.	Feedback from informal meetings was gathered and considered as a part of this evaluation and subgroups of staff were involved in considering the data and policies/procedures, but participation was not as meaningful as desired.	Set up data tracking systems within the new data warehouse so that the information that needs to be reviewed can be analyzed more regularly by specific groups of staff and compiled for meaningful participation at the next self-assessment window.

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.	<p>Feedback from students, teachers and community members was considered throughout the self-evaluation process; however, administrators were primarily involved in reviewing the data and making recommendations. The process would be improved by engaging multiple stakeholder groups earlier in the process as part of the data analysis and recommendation development.</p> <p>The District is establishing a new data warehouse system which will allow for better data tracking and compilation, which will be accessible to parents/guardians on a regular basis. Additionally, the District now knows areas that we need to track better so that we can engage diverse stakeholder groups in this process in the future.</p>

SECTION XII: WRITTEN REPORT PI 9.06(3)

Summary of the self-evaluation process.

Data was compiled from multiple sources in order to ensure that we had the maximum amount of information available. We compiled data from clubs and extracurricular activities, athletics, participation in AP coursework, and disciplinary actions related to harassment as well as suspension and expulsion data specifically. As a part of this collection of data, we were unable to obtain specific information related to the support for multiple activities and sports as that information has not been tracked separately.

In addition to that data, we considered “street data” including the feedback of parents, students, and staff particularly as it relates to bullying, harassment, and hate speech.

This data was then reviewed and analyzed for trends and patterns, which resulted in the recommendations for continued growth.

Summary of findings of the self-evaluation team.

While the team found room for improvement and growth in several key areas, much of the continued growth is related to the District’s focused work with respect to equity and inclusion, particularly for students of color and students with disabilities in our school communities. Moreover, it was evident that the work that the District has already done to build equity capacity is moving us forward in multiple areas. Growth has been noted in the timeframe of the self-evaluation process, yet we know that equity work is ongoing and does not end. Key areas for continued growth are noted in each of the eight subsections, which are outlined as part of this self-evaluation.

Summary of the recommendations for improvement made by the team.

- **School Board policies, District policies, and administrative procedures**
 - Develop a Bullying Prevention and Intervention Model to be used districtwide to train staff, students and parents/guardians in interpersonal conflict, bullying/harassment prevention and intervention.
 - Revise the procedures within District policy 2260 to include all required components of written decisions.
 - Revise handbooks to include the full complaint procedure that is outlined in policy 2260.

- **Enrollment trends in classes and programs**
 - Consider potential expansion of AP offerings, encourage students of diverse abilities to take courses and review prerequisites for all AP coursework.

- **Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing**
 - Ensure that we consider and include student feedback and input as a part of these processes.
 - Consider additional course options or pathways (e.g., apprenticeship and/or work-study), which could allow students to explore more non-traditional careers or higher wage opportunities.

- **Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment**
 - The District student services team will develop a systematic plan for bullying prevention and response over the summer of 2024. This programming will be implemented in the 2024-2025 school year.

- **Participation trends and patterns and school district support of athletic, extracurricular and recreational activities**
 - Begin retaining information about all student participation in clubs, athletics and other extracurricular activities so that we can better consider what activities to offer to students and identify the students who do not currently participate.
 - When participation data is more consistent, continuously review data to determine if there are groups of students who are not participating or trends related to groups of students who do not join specific activities.

- **Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district**
 - The District will be starting to use a new data warehouse which can be used to track data as well as retain the applications and outcomes. As such, the data over time will be more accessible for ongoing review and future self-assessments.
 - Cross-Categorical teachers work with the counseling department in order to better understand the potential scholarships that could be available for students with disabilities. Likewise, case managers and counselors should work directly with students on completing the application for scholarships.
 - Building administration considers how data for scholarship discussions is presented. If data is not presented in a “blind” format, consider the use of the data warehouse in order to allow the determination based on the specifics of the scholarship to be more closely tied to the data and not related to bias.
 - Building administration considers the make-up of the scholarship committee each year and ensures that there is representation that is similar to the make-up of the school and District. In addition, consider how a rotation of staff on the scholarship committee may assist in decision-making.

- **School district efforts to achieve equality of educational opportunity and nondiscrimination**

- Maintain the District's focus on equity throughout all professional development and curriculum work and continue the school and district improvement plans, which are more specifically driven to address gaps at each level.
- Continuously examine data related to disproportionality through the data warehouse platform and make disaggregated data, particularly related to students of color and students with disabilities accessible to staff.

A plan for achieving recommended improvements.

- Changes for the enrollment trends and patterns can be reviewed as part of the equity work each year as well as part of curriculum review cycles.
- Improved data collection and warehousing will allow us to review data more frequently and address discrepancies sooner.
- Continued improvement planning that is linked across schools and the District to ensure consistency and focus on our improvement processes across the district.
- Ensure regular curriculum review cycles for all courses and curricular areas across grade levels at least every 5 years to ensure equity of access to content.