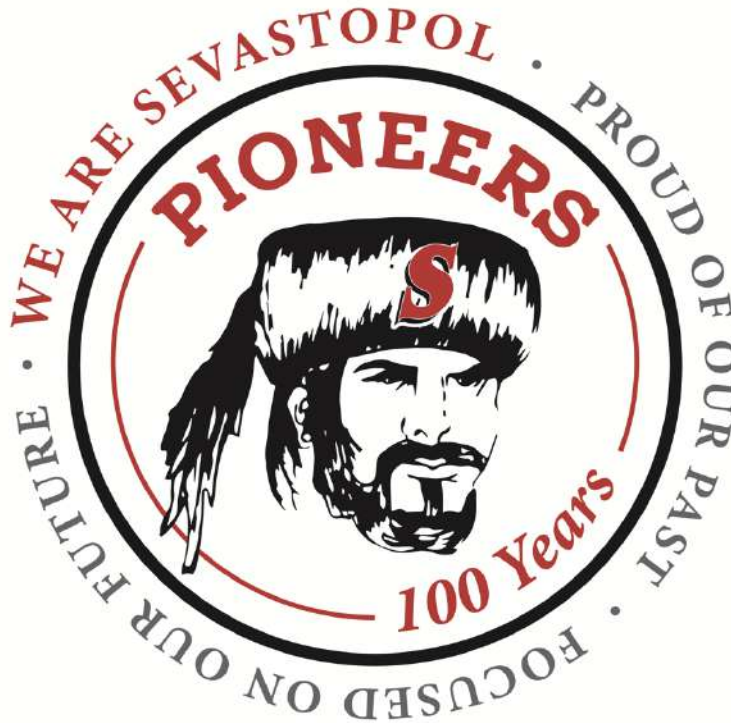


DPI Pupil Nondiscrimination Self-Evaluation Report: 2023-2024



Sevastopol School District

Presented Draft at the Board Meeting on July 17, 2024
and *Draft* available on the district website on July 25, 2024

Approved by the School Board on: July 17, 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 (DPI). This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin's pupil nondiscrimination law.**

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

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

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

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

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

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

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

Name	Position
Kyle Luedtke	Superintendent
Melissa Marggraf	Director of Pupil Services & Title IX Coordinator
Troy Schaefer	High School Principal
Sue Anschutz	Pupil Services Administrative Assistant
Aaron Hilts	Elementary Principal
Melissa Malcore	MS/HS Counselor
Holly Retzlaff	Elementary Counselor
Brooke Tanck	Athletic Director
Brooke Tong	MS/HS Administrative Assistant

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

Opportunity to participate in the final review of this report was offered to teachers, staff, and administrators. *Missing from this report is feedback from parents, students, and community.*

This important omission is an identified need for improvement for future work concerning the self-evaluation that is representative of the entire Sevastopol community. In the future, feedback will be solicited in the following ways:

- Open meeting portion of a scheduled school board meeting
- Individual meetings
- Department meetings
- Discussion item at administrative meetings

Section III District Overview

Sevastopol School District Schools serve the communities and families of Institute, Valmy, Carlsville, Jacksonport, Juddville, Egg Harbor, and parts of Sturgeon Bay from the shores of Lake Michigan to the waters of Green Bay in Northeast Wisconsin. More than just a school, Sevastopol is the soul of a culturally rich area grounded in tradition, where 608 students in grades PreK-12 come to grow and develop into well-rounded, life-long learners and global citizens.

Teachers in our school have an opportunity to know all students individually and use creative ingenuity to help each student find his or her personal niche and reach his or her distinct potential. Sharing of best practices, collaboration, and keeping student achievement at the center of our work, have resulted in a growing tradition of academic excellence.

The school's core curriculum is tailored to provide world-class education, encouraging students to explore passions while developing a voice through literacy, problem solving, creation and performance. In addition, post-secondary preparedness is ensured by offering a broad spectrum of advanced placement classes and customized approaches for technical training, information technology, life skills, fine arts, and language.

Sevastopol's positive and productive school climate is the result of core values rooted in relationships of care, transparency, and respect. Sevastopol's stakeholders demonstrate unwavering commitment to children and understand the intrinsic value of education. In turn, community and parent support fuel teacher retention and our common ownership for "Pioneering the Next Generation."

Our Mission

Pioneering the next generation with a focus on high academic standards, character growth, and social emotional skill development.

Our Vision

We will create an all-inclusive and safe environment that empowers students to develop the necessary skills to be college, career, and community ready.

Guiding Principle

Students first, all the time.

Section IV - School Board Policies and Administrative Procedures The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board. By evaluating this area, school district will have an opportunity to:

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

Method of Analysis:

- Review and examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Review and examination of administrative guidelines related to Pupil Nondiscrimination and Equal Education Opportunity
- Review of resources on district website, including student handbooks, Title IX procedures and process, non-discrimination statements, and website accessibility
- Discussion and review of district documents with district administrators

Supporting Information:

[Link to District Policy Page](#)

- PO 2260 Nondiscrimination and Access to Equal Educational Opportunity

- PO 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
- PO 2266 Title IX Sexual Harassment
- PO 5517 Student Anti-Harassment
- PO 5710 Student Complaints
- PO 5730 Equal Access for Non-District Sponsored Clubs/Activities
- PO 1662 Employee Anti-Harassment

Review of Student and Staff Handbooks

Handbook	Nondiscrimination statement or Equal Employment Opportunity Anti-Harassment included	Complaint procedure included
HS Student/Family	Page 4	Page 4 (limited)
MS Student/Family	Page 4	Page 4 (limited)
Elem. Student/Fam	Page 4	No
Professional Staff	Page 4,5	Page 17
Support Staff	Page 4,5	Page 17
HS Activities	Page 4	Page 4 (limited)
MS Activities	Page 4	Page 4 (limited)

Findings:

- The district has board-approved policies prohibiting discrimination against pupils on the basis of each protected class set forth in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities.
- These policies provide written procedures for filing, investigating, and resolving complaints of pupil discrimination, including a timeline for investigating complaints, guidance for a written response, and information regarding appeal procedures.
- Not all handbooks currently used in the district include a nondiscrimination statement and the complaint procedure.
- The district website does not currently have information regarding Title IX, and the complaint procedure
- District policies do not include the current Title IX coordinator name and contact information

Recommendations for Improvement and Implementation Strategies:

- Update the district website to include Title IX contact information under the District Information page.
- Update appropriate district board policies to include current Title IX coordinator name and contact information
- Update all necessary district and school handbooks to include a nondiscrimination statement and the complaint procedure for discrimination, and make the complaint procedures more clear
- During the August all-staff in-service explain the role and responsibilities of the Title IX Coordinator

Section V – Enrollment Trends in Classes and Programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district. By evaluating this area, school districts will have an opportunity to:

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

Method of Analysis:

- Review enrollment data from the past three years, disaggregated by gender, race/ethnicity, English Language Proficiency, and disability status
- Review course enrollment data for AP, CTE, and dual credit programs
- Review school and district report cards

Supporting Information:

Enrollment Trends - Gender

Academic Year	Total District PreK-12 Enrollment	Female		Male	
		#	%	#	%
20-21	608	301	49.50%	307	50.49%
21-22	614	303	49.35%	311	50.65%
22-23	599	304	50.08%	295	49.25%
Average	607	303	49.64%	304	50.13%

Enrollment Trends - Race/Ethnicity

Year-Baseline	Total District PreK-12 Enrollment	American Indian		Asian		Black		Hispanic		Two or More		White	
		#	%	#	%	#	%	#	%	#	%	#	%

	ment												
20-21	608	*	0.16%	7	1.15%	*	0.49%	80	13.16%	11	1.81%	506	83.22%
21-22	614	*	0.49%	6	0.98%	*	0.65%	73	11.89%	12	1.95%	516	84.04%
22-23	599	*	0.50%	*	0.67%	*	0.83%	78	13.02%	15	2.50%	494	82.47%
									12.69	505.3			
Average	607	2.33	0.38%	5.67	0.0%	0.93	0.63%	77	%	12.67	2.09%	3	83.24%

*Denotes less than 20

Enrollment Trends - Student Groups

Academic Year	Total District PreK-12 Enrollment	ELL		Disability	
		#	%	#	%
20-21	608	44	7.24%	90	14.80%
21-22	614	32	5.21%	88	14.33%
22-23	599	31	5.18%	89	14.86%
Average	607	35.67	5.88%	89	14.66%

Class/ Program	Female Participants			Male Participants			Race, other than white, Participants			Students with Disabilities			English Language Learners		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Advanced Placement	24	23	26	15	16	16	*	0	*	*	0	0	0	0	0
Dual Credit	47	46	42	38	48	64	*	5	*	5	*	*	6	0	*
CTE Participant	17	4	21	17	12	23	*	0	0	4	0	*	3	0	

*Denotes less than 20

Findings:

- Gender enrollment is generally balanced
- Enrollment data, segregated by race, has not significantly changed over the past three years
- The size of the student groups for students who are English Language Learners and students with disabilities have not significantly fluctuated over the last three years
- No more than two students with disabilities or students who are English Language Learners have been enrolled in an AP course over the past 3 years
- Students enrolled in AP courses over the past 3 years are predominantly white
- In the 2022-2023, our CTE participation increased, students are taking advantages of the CTE opportunities.

- Sevastopol School has been the host of the CNC Pathway Program

Recommendations for Improvement and Implementation Strategies:

- Explore any barriers that may exist preventing English Language Learners and students with Individual Education plans (IEP) from enrolling in AP, dual credit and CTE opportunities.

Section VI - Methods, Practices, Curriculum and Materials used in Instruction, Counseling, and Assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 instruction, school counseling, and assessment to determine whether all students are being included in the learning process. By evaluating this area, school districts will have an opportunity to:

- Ensure that the goals of equity and excellence for all students are demonstrated through the instruction, school counseling, and assessment practices in the district.
- Ensure teachers and counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Method of Analysis:

- Participation and discussion with school counselors
- Review of PreK-12 Counseling Program Scope and Sequence
- 2023/2024 Board Presentation
- Review of Instructional Materials Adoption Process (this is done annually during budget needs)

Supporting Information:

- Counseling curriculum progression
- Counseling program practices, procedures, and processes

Findings:

- The district employs one full-time school counselor and one less than full-time (serving grades PreK-5 and 6-12)
- The school counselors serving Grades 4K-5 and 6-8 teach weekly guidance classes
- The school counselor serving Grades 9-12 coordinates monthly ACP activities
- The district instructional material evaluation rubric does not include specific criteria for reviewing cultural responsiveness and bias within materials
- The district utilizes Character Strong (K-12) and Tier II Character Strong
- The district utilizes Zones of Regulation for PreK through 5
- 2023/2024- Introduction and adoption of Restorative Practices

Recommendations for Improvement and Implementation Strategies:

- Review the district counseling curriculum frameworks with the Wisconsin Social and Emotional Learning Competencies
- Update the district instructional materials evaluations rubric so it includes criteria related to cultural responsiveness and bias
- The district should continue to evaluate the effectiveness of current counseling resources, especially at the middle and high school level to ensure that district practices continue to align with Wisconsin Academic and Career Planning requirements
- Continued adoption of school-wide Restorative Practices

Section VII – Trends and Patterns of Disciplinary Actions, including Suspensions, Expulsions, and Handling of Pupil Harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures. By evaluating this area, school districts will have an opportunity to:

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

Method of Analysis:

- Review of suspension, expulsion, seclusion, and restraint rates over multiple years, disaggregated by student groups
- Review of district policies:
 - PO 5605 Suspension/Expulsion of Students with Disabilities
 - PO 5610 Suspension and Expulsion
 - PO 5610.02 In-school restriction/In-school suspension
 - PO 5611 Due Process Rights
- Review of Student Handbooks
- Analysis of WISE Dash Discipline Data (limited information)

Supporting Information:

- District Suspension & Expulsion Data Trends- according to Educator's Handbook
- District Seclusion & Restraint Data Trends

Sevastopol Suspension & Expulsion Data

(Total Numbers of Suspensions & Expulsions per School Year)

Academic Year	2020-2021	2021-2022	2022-2023
Suspensions (in school and out of school)	13 (in-school) 7 (out of school)	53 (in-school) 46 (out of school)	25 (in-school)
Expulsions	0	0	*

*Denotes less than 20

Sevastopol Seclusion & Restraint

(Total Number of Incidents of Seclusion & Restraint)

Academic Year	2020-2021	2021-2022	2022-2023
Total Number of Seclusions	7	6	1
Total Number of Restraints	3	6	4

Findings:

- There is a lack consistency across the district with how suspensions are documented; in some instances, suspensions are documented connected to behavior incident, and in other instances suspension is documented through a student's attendance
- The majority of student suspensions issued in the last three years have been in-school suspensions, however there is a lack of data to determine trends
- The district uses a Google form to document incidents of seclusion or restraint
- All seclusions and restraints involve special education students.
- All special education staff members, high school principal, school resource officer are trained in Nonviolent Crisis Intervention
- All special education, EL, and general education associates are trained in Nonviolent Crisis Intervention
- 2023/2024- Introduction and adoption of Restorative Practices

Recommendations for Improvement and Implementation Strategies:

- Ensure a consistent process is used for documenting behavior incidents that lead to suspensions in the district Student Information System (Powerschool) and Educator's Handbook.
- Train staff on what is needed for documentation
- Provide professional development for regular education teachers in seclusion and restraint descriptions and guidelines
- Require more staff to be trained in Non-Violent Crisis Intervention
- Create a district student regulation "tip sheet" that includes deescalation strategies
- Continue to reinforce Zones of Regulation throughout elementary school
- Continue to offer professional development to support students with mental health needs and chronic absenteeism
- Continue to use Character Strong (Tier 1 and 2) to fidelity
- Continue to support Sevastopol's behavioral expectations and standards according to handbook policy in a consistent manner

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

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

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

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

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The

Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

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

Methods of Analysis

- Review and discussion with Athletic Director and Director of Pupil Services
- Data Analysis of participation rates, disaggregated by gender, ethnicity/race, and disability status, in duplicated counts
- Review of Athletic Handbook

Supporting Information

The following information was reviewed:

- Sevastopol School District athletic & activities offerings
- Athletic Codes of Conduct
- Powerschool and Educator Handbooks Data

District (6-12) athletic offerings exist in the district:

Male Athletics	Female Athletics
Football	Football
Cross Country	Cross Country
Golf	Golf
Soccer	Volleyball
Basketball	Basketball
Wrestling	Wrestling
Swimming	Swimming
Track & Field	Track & Field
Baseball	Softball
	Soccer
Trap (Club)	Trap (Club)
Bowling (Club)	Bowling (Club)

2020-2021 Athletic Participation Reporting				
TOTAL	MALE	FEMALE	UNDERREPRESENTED	IEPS
177	79	98	20	*

*Denotes less than 20

2021-2022 Athletic Participation Reporting				
TOTAL	MALE	FEMALE	UNDERREPRESENTED	IEPS
210	103	107	28	*

*Denotes less than 20

2022-2023 Athletic Participation Reporting				
TOTAL	MALE	FEMALE	UNDERREPRESENTED	IEPS
198	104	94	22	*

*Denotes less than 20

Activities according to Sevastopol Handbook include: FFA, SAGA, Multicultural Club, Forensics, Destination Imagination, Robotics, Project 180, Math Team, National Honor Society, Peer Mentoring, Musical/Play, Student Council

Findings:

- Sevastopol School District follows the Pupil Nondiscrimination Guidelines for Athletics, a joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association
- *There is inconsistent or NO collective data to report on activities for the years needed for this self-evaluation. Sevastopol was unable to report on the number of students participating in activities.*
- Participation in athletics has stayed somewhat consistent each of the last three years, across student groups, including underrepresented students and students with disabilities
- There was a decrease in male participation in activities from 2020-2021, but has been consistent in the following years
- Female participation has fluctuated over the reporting period
- Student participation in athletics is consistently recorded in the district's student information system, but student activities data is not as consistent. Some newer student clubs, or clubs that have more informal meetings, are currently not recorded
- Sevastopol does not have an accessible roster of student participation for athletics or activities or clubs.

Recommendations for Improvement and Implementation Strategies

- Explore community partnerships to increase the scope of activities available to students
- Sevastopol needs afterschool transportation options for our EL students to participate
- Sevastopol needs a communication system for our EL families to more easily register for

athletics

- Continue to explore additional activity/club interests that students may have
- Review current practices in recording student activities to ensure that all student club records are kept consistently
 - Include identifying the staff positions who should maintain those records

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

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

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

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

Methods of Analysis

- Participation and discussion with high school counselor and pupil services director
- Review of district policies related to scholarships, awards, and student recognition (academic policies only, not scholarships)
- Review of scholarship award recipients and scholarship related materials

Supporting Information

- Local Scholarship Application Form and Scholarship Descriptions
- Local Student services publications, emails, and resources provided to students
- Junior meeting offered to all students with parents (and counselor) to discuss scholarship and other opportunities for graduation and continuing education
- Data lists of scholarship awards recipients
- Verbal and anecdotal notes of scholarship process
- District Policies
 - PO5451.01 Wisconsin Academic Excellence Scholarship
 - PO5451.02 Technical Excellence Higher Education Scholarships
-

Findings:

- The majority of scholarships are awarded by community organizations and the High School Scholarship committee.
- Scholarship opportunities are made available to students via Google Classroom and in-person sessions with school counselor
- Scholarship opportunities are made available to families through school announcement email and local scholarship website

Recommendations for Improvement and Implementation Strategies

- Develop a written process for when individuals want to offer a scholarship to Sevastopol students

- Explore the addition of a scholarship non-discrimination district policy
- Ensure that the “in-house” scholarship applications, descriptions, and publications are made available in Spanish and any other necessary languages
- Begin to analyze scholarship applicants and recipients based on gender, race, EL and disability status (where applicable)
- School counselor to meet with special education and EL students and teachers to discuss scholarship opportunities and application mentoring

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

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

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

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Method of Analysis:

- Analysis of District Report Card data

Supporting Information:

- District State Report Cards
- ACCESS, ACT, PreACT, Forward, and Dynamic Learning Map Testing Results

Findings:

- The past three district report cards have consistently shown achievement gaps for students with disabilities for both math and reading
- Over the last three school years, students who are English Language Learners have shown consistently increasing Level of English Proficiency (LEP) scores
- Location signs within the district all have limited Spanish translations (no other quotes, posters) in any language other than English
- Building level expectations- PBIS and Pioneer Pride posters are translated

Recommendations for Improvement and Implementation Strategies:

- Continue to have achievement gaps for students with disabilities and English Language Learners be a priority for school and district goals
- Create a Sevastopol Data Team for analysis of District Needs Assessment
- Find ways to have more discussion and professional development opportunities related to cultural diversity and supporting diverse learners
- Explore opportunities to add items posted around the school environment to be more

- visually welcoming to families and students who speak languages other than English
- Find ways to be more cognizant and inclusive of other religions during holidays, as well as considering the impact of culturally significant events on school activities (testing, celebrations, etc.)

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

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

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

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.

The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Method of Analysis:

- Review of public access to board policies
- Review of district website with Technology Director
- Analysis of current communication practices and modes in each building

Supporting Information:

- District Website & Policies
- Student Handbooks

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public on district website.
- The district website does not currently have information regarding Title IX, or the complaint procedure
- A draft of the Self-Evaluation Report will be shared at a Board of Education meeting and open to public comment
- Every school year, the Technology Director completes the Digital Learning Survey
- Students enrolled in the district are given a school-issued device. All students in 6-12 are allowed to bring their device home with access to policy information and district website
- All students and families read and sign an Acceptable Use Policy at the beginning of each school year. All registration materials are translated.
- Student devices have access to accessibility features and extensions to individualize learning

Recommendations for Improvement and Implementation Strategies:

- The district will post the 2023/2024 Pupil Non-Discrimination Self-Evaluation Report on the district website
- The district will update the website to include clear information and the complaint process related to Title IX
- The district will consider Digital Equity Survey to families