

**WILLIAMS BAY SCHOOL DISTRICT**

**2023- 2024**

**DPI PUPIL NONDISCRIMINATION SELF-EVALUATION  
REPORT:  
(s. 118.13, PI 9)**

Complete Self Evaluation Report and Related requirements

Approved by School Board on: 11/15/2023  
Cycle IV

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## **SECTION I – District Overview and Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-9.06(2)**

### **Overview:**

The Williams Bay School District serves approximately 680 students in grades 3K – 12. The Williams Bay School District serves the Village of Williams Bay, Town of Geneva, Town of Linn, Town of Delavan, and Town of Walworth.

The school district consists of a 3K - 5 elementary school, a 6-8 middle school, and 9-12 high school contained within one building. The District employs about seventy-five certified staff, twenty-five support staff, and six administrative staff. The school district is strongly supported by the community and has provided students with an exemplary education. The district has earned state and national recognition with more than 90% of its graduates pursuing post-secondary education. The highly effective teachers, support staff, administrators, and Board of Education focus on doing what is best for students, families, and the community. There is a collective commitment to working to support the vision of ‘excellence in student achievement’ and the mission of providing a quality education.

### **Our Vision:**

Dream. Aspire. Achieve

### **Our Mission:**

The Williams Bay School Community empowers all students to achieve and excel academically, socially, and civically to reach their individual goals.

### **Beliefs:**

- ❖ Exercising the right to learn in a safe, healthy, and nurturing environment.
- ❖ Learning and becoming a lifelong learner
- ❖ Making a positive contribution to society
- ❖ Developing individuals with good character, compassion, and integrity.
- ❖ Understanding the importance of respect & responsibility in our global society

**Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-9.06(2)**

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

<b>Name</b>	<b>Position</b>
Dr. William White	Superintendent
Emily Soley-Johnson	Principal
Will Welch	Assistant Principal
Chris Colosimo	Director of Special Education
Hank Johnson	Athletic Director
Megan Williamson	Counselor
Julie Gauger	Registrar/Administrative Assistant

**Opportunities to Participate in the Writing and/or Development of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-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
- Individual meetings
- Discussion item at an administrative meeting
- Report posted on district website

## **SECTION II - Introduction to the Pupil Nondiscrimination Self Evaluation**

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 and ensure that all students are college or career ready for graduation.

**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 has been achieved with the procedural requirements established under section 118.13 of the Wisconsin Statutes. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

**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. In other words, school districts were asked to report “how they are doing” in achieving these goals.

**CYCLE III:** In 2006, the department reviewed the self-evaluation process and determined that information on all but three of the required elements identified in PI 9.06 were being collected by school districts and submitted to the department as part of other reporting requirements. The three elements are:

- “...methods, practices, curriculum, and materials used in counseling...” (PI 9.06(1)(c), Wis. Admin. Code)
- “trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis.Admin. Code).
- “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), Wis. Admin. Code)

In 2006-07 and 211-12, school districts were required to complete Cycle III of the self-evaluation focusing on these three elements. Cycle III continues for 2016-2017, requiring school districts to evaluate these elements, create an evaluation report and assure the department of their work.

**CYCLE IV:** In 2023, the department reviewed the self-evaluation process and determined that all eight areas of the required elements identified in PI 9.06 be collected by school districts and submitted to the department as part of other reporting requirements. The eight elements are:

- 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.

**SECTION III - Legal Basis for an Equity Planning Process for Creating Equity in Wisconsin Schools**

<b>Wisconsin State Statute 118.13</b>	<b>Administrative Rule PI 9.06</b>
<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> <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>	<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.</p> <ul style="list-style-type: none"> <li>a) The evaluation shall include the following:</li> <li>b) School board policies and administrative procedures.</li> <li>c) Enrollment trends in classes and programs.</li> <li>d) Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing.</li> <li>e) Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.</li> <li>f) Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities.</li> <li>g) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.</li> <li>h) 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>
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## **SECTION IV: School Board Policies and Administrative Procedures PI 9.06(1)(a)**

The purpose of this section is to ask the district to examine the school board policies and administrative guidelines to determine whether policies and administrative guidelines are in alignment with the requirements of Wis. Stat. §118.13. By evaluating this area, school districts will have an opportunity to:

1. Ensure that the board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.
2. The policies include all protected categories listed under Wis. Stat. §118.13.
3. The policies specifically address harassment, or there is a separate anti-harassment policy.
4. The policies are easily understood and accessible to all staff, students, and parents/guardians.
5. The policies are published annually in a class 1 legal notice.
6. An employee has been designated to receive Wis. Stat. §118.13 discrimination complaints.
7. The name and address of the designated employee is published annually in a class 1 legal notice.
8. The discrimination complaint procedure provides for a written acknowledgement of the complaint.
9. 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 and of the procedures for making the appeal.
10. The complete complaint procedure is included in all student and staff handbooks.

### **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 Student Handbooks
- All district administrators, school-level administrators, and student services staff were interviewed.

### **Supporting Information:**

The Williams Bay School District adopted the following policies related to Nondiscrimination and are available here: **Williams Bay School District Board Policies.**

PO 411 Equal Educational Opportunity

PO 411.1 Harassment and/or Bullying of Students

PO 411.2 Title IX: Sexual Harassment of Students and other Applicable Individuals

PO 511 Equal Opportunity Employment  
PO 512 Employee Harassment  
PO 512.1 Title IX: Sexual Harassment of Employee

**Summary Report Data Findings:**

- The District has board-approved policies prohibiting discrimination against pupils based on each protected class outlined in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies 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, which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
- The district has trained compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.
- Information is shared on school and district websites and student handbooks.
- The District publishes an annual class 1 legal notice yearly.

**Recommendations for Improvement and Implementation Strategies:**

- The District's continued designated compliance officers are Chris Colosimo, Director of Special Education.
- The District adopted policies are reviewed by legal counsel from Boardman and Clark to ensure compliance with non-discrimination.
- The District has and will continue to publish an annual class 1 legal notice and a nondiscrimination statement in all student handbooks, as policy requires.
- The district will continue to place the nondiscrimination statement on the school website.

## Section V – Enrollment Trends in Classes and Programs

The purpose of this section is to ask the district to examine the enrollment trends in PK-12 classes and programs to determine whether all students are being included in the learning process. By evaluating this area, school districts will have an opportunity to:

1. Determine if significant progress is made each year toward increased enrollment in courses and programs by underrepresented groups based on race, gender, disability, and national origin.
2. Particular programs and courses that merit attention include advanced and/or college preparatory classes, talented and gifted programs, and vocational education classes and programs.

### **Method of Analysis:**

Review of Data with the administrative team, counselor, and individual educators

### **Supporting Information:**

The following information was reviewed:

- Overall district enrollment and demographics for the past 3 years.
- Course program enrollment data

### **Findings:**

#### **Career and Technical Education:**

- Career and Technical Education enrollment is equitable and commensurate with the student population.
- Students identifying as female students are underrepresented in Career and Technical Education coursework, and males are overrepresented.
- Students have access to dual enrollment courses and numerous offerings through virtual programming.
- The district prioritizes differentiated instruction where students of all levels in all classes have their needs met. The district has worked to reduce barriers so students regardless of ability level receive the needed instruction. This is accomplished through small group instruction, assessment to guide instruction, and course offerings.

#### **Advanced Placement Enrollment:**

- Students identifying as female are overrepresented in Advanced Placement courses compared to males compared to their district enrollment and with the larger culture.
- The district does not have any barriers that reduce males from AP classes but is part of a larger cultural construct. The district will continue to examine offerings and focus on responding to the needs of students.
- Students with disabilities and English Language Learners are significantly underrepresented.

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

- Continue to remain focused on the mission and vision of the school district when seeking opportunities for students in classes and programs at all levels.
- Continue to stay focused on high-quality universal instruction delivered at all building levels based on quality assessments and led by educational professionals through collaborative work.
- Brainstorm and implement ways to increase the connection between female students engaging in CTE and more males engaging in AP. Is this in marketing and how is it presented?
- Share data/information with faculty for their awareness to continue to promote course applications for all students.
- Work to increase participation in AP and Gifted opportunities for Special Ed and EL subgroups.
- Expand dual credit opportunities at the high school level to provide increased access for all students. This would increase local opportunities to earn college credit while maintaining the current AP offerings.
- To prevent barriers to advanced instruction, the district will continue to teach, encourage, and foster differentiated instruction in classrooms through professional development 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 school counseling to determine whether all students are being included in the learning process. By evaluating this area, school districts will have an opportunity to:

- Ensure equity is demonstrated through assessment and testing.
- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.
- Ensure that curriculum selection is reflective of all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.

### **Summary Report Data**

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

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

#### **Supporting Information:**

The following information was reviewed:

- School Based Therapeutic MOU's
- Grant funding sources: purchase of Circles, Social Thinking Curriculum, TSS and NVCI Training
- Health curriculum/scope and sequence showing SOS program implementation.
- HOPE Squad curriculum/google classroom.

#### **Findings:**

- A district wide Social-Emotional Learning (SEL) team, composed of school counselors, principals and school psychologist, Director of Pupil Services, and teachers worked to implement the Wisconsin Trauma Sensitive Schools (TSS) Initiatives over the last two years. As part of this, all district employees have been trained in trauma sensitive responses and Nonviolent Crisis Intervention.
- At this time, there are no current SEL screeners utilized within the district. However, Williams Bay School District did pilot a screener during the 2023-2024 school year.

Unfortunately, the screener was found to not meet the needs or standards of the school district. Additional research on SEL screening is ongoing.

- Williams Bay Elementary students have a Skills to Success Program built within their weekly specials. During Skills to Success, the school counselor meets the SEL needs of students by teaching: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- On a tier two and three level, elementary students meet in small groups or one-to-one with the school counselor for targeted instructional lessons based on needs or works to implement the Zones of Regulation curriculum. Zones of Regulation is a nationally recognized evidenced based intervention for students struggling with emotional regulation.
- Williams Bay Middle and High school have recently implemented restorative practices using classroom and small group ‘Circles’. During the 2023-2024 school year all staff were exposed to ‘Circles’ and had scaffolding opportunities to see and learn Circle strategies in action. Ongoing training will continue into the 2024-2025 school year through book studies and fidelity checks.
- Williams Bay Middle and High School health classes teach the Signs of Suicide each year. Signs of Suicide is an evidenced based suicide prevention program for schools, supported by Wisconsin Department of Public Instruction (WI DPI).
- Williams Bay HOPE Squad also serves the Middle and High School. Hope Squad is a school-based peer-to-peer support program that empowers selected students to act and help foster a culture of care where all students feel safe and have a genuine sense of belonging. Students in Hope Squad are selected via peer nomination process.
- Additional Social Thinking resources for emotional regulation were obtained during the 2023-2024 school year for elementary and middle school staff. Professional development for implementation fidelity is ongoing.
- All students within the Williams Bay School District On an individual level, students have access to on-site school based therapeutic services through several local providers.
- Williams Bay Elementary School utilizes a Student Assistant Team (SAT) called the “Problem Solving Team (PST). A systematic process is in place for teachers to document concerns and meet with peers to receive recommendations on how to best support students with higher needs.
- Williams Bay Middle and High School do not currently have a systematic process for teachers to receive feedback from peers on way’s to best support students with higher needs.
- All students, regardless of gender, race, national origin, or disability have the freedom and ability to select courses based on their future career path or goals. Courses are modified to meet the needs of students as needed.
- Academic and Career Planning is an integral piece of Williams Bay School District’s comprehensive school counseling program. Students receive ACP services and resources beginning in kindergarten through grade 12.

- K-1 focuses on career exploration, careers and tools, careers, and vehicles. Grade 2-5 students are exposed to all sixteen career clusters, realizing possible career options within the career clusters. Students will begin to investigate their personal interests and how they relate to future career goals.
- Middle/ High school students utilize Xello to maintain their ACP portfolio. Each year, students are required to complete lessons and activities in Xello.
- All eighth-grade students complete a career research project.
- The Junior Seminar class was created to promote real life career skills. All Juniors create a cover letter, resume, conduct mock interviews, review college selection process, and career/ labor market information.
- The High School counselor conducts one on one ACP conferences with all 11th grade students and their parents to review academic & personal goals and explore options for life after high school.

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

- A district team has been created and needs to review and cross-reference the Wisconsin Social Emotional learning standards with current offerings to ensure any gaps in the learning progression are filled.
- Ongoing training for all staff in Restorative Practices will be essential for this to be implemented into the culture of the Williams Bay School District. Tracking the progression of restorative practices through impact of discipline referrals, student engagement/behavior and staff satisfaction is recommended.
- Additional training in Social Thinking for staff serving neurodiverse students to ensure fidelity in program implementation across settings is recommended.
- Continuation of using Student Assistance Teams/Problem Solving Teams is recommended in the Elementary School. Williams Bay Middle and High school will benefit from a systematic referral process and data collection process for teachers to receive peer support and recommendations on how to best support students with high needs.

## **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, prohibit retaliation, and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint.
- Responses to harassment are prompt, firm, and effective.

### **Summary Report Data**

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

- Analysis of WISE Dash Discipline Data
- Review of policies:
- Review of Student Handbooks
- Review of Annual State Pupil Nondiscrimination Reports

#### **Supporting Information:**

The following information was reviewed:

- Williams Bay School District Wisedash Data Review
- Review of Williams Bay School District Skyward Data and Reports
- Review of Student Handbooks

#### **Findings:**

- 27% of high school students have a disciplinary record. 82% of those students are male and 18% are female. 10% are special education students. Infractions range in severity with the majority being minor.
- 47% of middle school students have a disciplinary record. 66% of those students are male and 34% are female. 19% are special education students. Infractions range in severity with the majority being minor.
- 18% of elementary students have a disciplinary record. 88% of those students are male and 12% are female. 23% are special education students. Infractions range in severity with the majority being minor.
- Harassment policies define harassment, provide examples, explain the consequences, prohibit retaliation, and provide for as much confidentiality as reasonably possible.
- Disciplinary measures are consistently applied.



- Procedures are in place to prevent incidents of harassment.
- Restorative practices positively influenced discipline procedures.

**Recommendations for Improvement and Implementation Strategies:**

- Student and staff handbooks include information about how and where to file a harassment complaint.
- Continue to implement discipline action that is consistent within buildings and is age appropriate. Goals are focused on teaching students to learn from their mistakes but with a focus on helping students feel safe, balanced, and connected at school.
- Continue implementation of Restorative Practices at the middle and high school levels.
- Continue to use a well-defined process to handle school safety that includes threat assessments and disciplinary action.
- Continue to increase the use of functional behavioral assessments and behavior interventions plans, especially for students with disabilities.
- Continue to develop and implement policies and procedures focused on maintaining educational opportunity through social/emotional/behavioral intervention and support, rather than disciplinary exclusion.

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

The purpose of this section is to review participation in PK-12 athletic, extracurricular, 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.

### **Summary Report Data**

#### **Methods of Analysis:**

- Review by Administrative team
- Data Analysis of participation rates, disaggregated by gender, race, and disability status.
- Meeting with the Athletic Director

#### **Supporting Information:**

The following information was reviewed:

- Participation rates/data from the Athletic/Activities Department

#### **Findings:**

- In high school, 61% of students participated in at least one sport, and 65% of students were in at least one activity. In middle school, 62% of students participated in at least one sport, and 45% of students were in at least one activity.
- In high school, 86% of students were in at least one activity or sport. In middle school, 78% were in at least one activity or sport.
- In high school, 39% of students participated in at least one sport and at least one activity. In middle school, 29% of students participated in at least one sport and at least one activity.
- In high school, 55% of students participated in multiple sports and activities. In middle school, 53% of students participated in multiple sports and activities.

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

- Continue to focus on eliciting a high percentage of students to be involved in at least one activity (80% at high school level). This has a significantly positive impact on student's

social, emotional, behavioral, and academic success. Continue to focus on a high number of students participating in at least one activity.

- The demographics of athletics and activities are consistent with overall student population. Careful review is used when considering all activities and athletics to determine need, number of students, and activities that are offered at the same time.
- Continue to provide training and support to provide an inclusive experience with students in activities and athletics.
- Create a systematic way to track data of extracurriculars at the elementary level to reflect participation rates, disaggregated by gender, ethnicity, race, and disability status for each one.
- Focus on improving the participation rates of students with disabilities in all areas and removing or addressing barriers to participation.
- Continue to identify any remaining barriers in each area for students facing economic disadvantages and identify community services/resources to eliminate those barriers.

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

This section evaluates the patterns in awarding scholarships and other forms of recognition and achievement. It determines 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 awards are equally distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts, and grants: (Please consult the DPI website for details and statute citations.) School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests, and other legal instruments if the overall effect is not discriminatory determine if the overall effect is nondiscretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships. Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

### **Summary Report Data**

#### **Methods of Analysis:**

- Review by Administrative team
- Participation and discussion with school counselor
- Data Analysis of participation of gender, race, ELL, and disability status of the recipients for the last three years

#### **Supporting Information:**

The following information was reviewed:

- Local Scholarship Application Form and Letter
- Local Newsletters
- Data lists of scholarship awards recipients

### **Findings:**

- Most scholarships are from outside the school. Students are informed of all scholarships by posting online and additional information is available on the Student Services High school website.
- Scholarship information is shared with all students through class meetings, class emails and Junior conferencing.
- All seniors are encouraged to fill out our Local Scholarship application in the spring. Several of our local organizations (Lion's Club, Civic League, PTO etc.) use this universal application to award scholarships. These applications are then processed to be anonymous and randomly numbered to create a non-biased selection process.
- In reviewing some of the data on award and scholarship recipients indicates that the distribution among different gender, disability, and race categories is roughly in line with expectations or proportional representation. This can be interpreted as a positive sign of inclusivity and fairness in the selection process.
- There are areas we could address as to the percentage of students applying for scholarships. For example, female students applied at a higher rate (57%) and received more scholarships than male (43%) students. Only 53% of the class of 2024, 47% of the class of 2023, and 42% of the class of 2022 handed in a local application.

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

- Consider implementing a system to track scholarship recipients and desegregate the data.
- Information on applying for scholarships needs to be more readily available to all students and their families in their native language as much as feasible. Focus should be on helping English Learners complete the application process.
- Encourage and support students receiving special education services throughout the application process.
- The school does not award scholarships so individual scholarships are left up to the entity in charge of the scholarship, but the consideration of additional oversight may be helpful.
- Reviewing scholarship recipients across gender, race, ethnicity, disability status, and English Language Learner Status would be helpful.

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

This section aims 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 welcomes all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementing of staff development.

### **Summary Report Data**

#### **Methods of Analysis:**

- District Inservice schedules
- District priorities
- Administrative team decisions
- School Board agenda/minutes related to section X
- Review/Discussion of Strategic Plan

#### **Supporting Information:**

The following information was reviewed:

- 2023-2024 Professional Development Opportunities
- School Board Agendas - website
- Review of Strategic Plan
- Inservice schedules
- Administrative Team meetings

#### **Findings:**

- Williams Bay School District has sent several teachers to LETRS training. LETRS is comprehensive professional learning designed to provide early childhood, elementary educators and administrators with deep knowledge of literacy and language to be experts in the science of reading. Training will continue into the 24-25 school year.

- As part of the Response To Intervention Process Williams Bay Elementary School holds Data Reviews throughout the school year to align tiered intervention with student needs, based on student benchmark performance.
- Williams Bay Middle School and High School had several teachers and administrative staff attend CESA 2 EMLSS Framework Training during the 23-24 school year. Staff analyzed student data and created an action plan to target deficit skill areas as well as identify and support students in need of academic interventions.
- During the 23-24 school year Williams Bay School District contracted with Professional Services Group (PSG) and Centers for Change to provide individual, family, and group mental health counseling and/or AODA services for student populations.
- Professional Services Group (PSG) provided staff training to establish a trauma sensitive environment and an understanding of all student groups throughout the 23-24 school year.
- District professional development has focused on the following:
  1. Curriculum and instruction that ensures every student meets or exceeds grade-level standards.
  2. Building trusting relationships among students, their peers, staff, and families.
  3. Building a student voice.
  4. Creating inclusive environments that show an understanding of and care for every student, staff, family member, and visitor.
  5. Supporting the academic, physical, social, and emotional wellness of students and staff.

**Recommendations for Improvement and Implementation Strategies:**

- Continued ELMSS framework building and data dives will continue at all grade levels to ensure all students have the support needed to remediate academic needs.
- Continued training in the Science of Reading will continue into the 24-25 school year and beyond.
- The district continues to monitor, evaluate, and adjust at our staff meetings, administrative meetings, and school board meetings to ensure that we are meeting the needs of all our students, staff, and community.
- Staff will continue to provide information to other staff to build awareness of gender differences, ethnicity, race, disability and economically disadvantaged.
- Provide support to students by utilizing our school counselor and outside agencies.

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

This section evaluates 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 can participate in the self-evaluation process/review. This information was provided via email to all active parents/guardians and all employees.
- The Pupil Nondiscrimination Self-Evaluation Report is available to all residents, and the PI-1198 Assurance has been provided to the Department of Public Instruction.

### **Summary Report Data**

#### **Methods of Analysis:**

- Review of public notices and social media communications
- Review of School Board agendas
- Review of communication and public comments: pupils, teachers, administrators, parents, and residents of the school district.

#### **Supporting Information:**

The following information was reviewed:

- Public Notice
- July 22, 2024, Board Meeting
- Agenda Item - Self Evaluation of Status of Pupil Nondiscrimination

#### **Findings:**

- All school district policies are available electronically or in hard copy (as requested) by the general public and through the district web page.
- Parents, students, and community members had the opportunity to participate in the self-assessment process through a public notice requesting comment.
- Interested staff were engaged in the relevant areas of the pupil nondiscrimination self-assessment. Observations and suggestions were offered.
- Review of technology access in the district identified one to one Chromebook implementation, and mobile hotspots.
- Our Emergency Notification System (SchoolMessenger) is set up to send email and text notifications to families.



**Recommendations for Improvement and Implementation Strategies:**

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