

DPI
Pupil Nondiscrimination
Self-Evaluation Report:
2023/2024

***Complete Self Evaluation Report and Related Requirements**

Wrightstown Community School District

Approved by the School Board on
4/16/2024

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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 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 districts and then reported on their evaluation to the Department of Public Instruction. This process is called Cycle I. **Cycle I focused 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 called Cycle II. **The Cycle II evaluation required more than an assessment of compliance 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 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 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 its work.

Cycle VI: In 2023-24, districts were 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, 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:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability </div> | <p>PI 9.06 Evaluation. (1) 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 five 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, 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 pupils, teachers, administrators, parents, and school district residents to participate in the evaluation.</p> <p>(3) The board shall prepare a written evaluation report, which shall be available for examination by school district residents.</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 |
|-------------------|--|
| Caroline Mihalski | Director of Student Services |
| Andy Space | District Administrator |
| Hillary Sweere | District Administrative Assistant |
| Scott Thompson | WHS Principal |
| Bob Caelwaerts | WMS Principal |
| Sarah Nelson | WES Principal |
| Craig Haese | WHS Athletic and Activities Director, WHS Assistant Principal |
| Shelly Klister | WHS Athletics & Guidance Admin Assistant |
| Mike Olson | WHS Counselor |
| Amanda Prodell | WHS/WMS Counselor |
| Angela Ederer | Middle School Counselor |
| Elli Wendorf | Elementary Counselor |
| Kris Baeten | Technology Director |

Opportunities to Participate in the Writing, Development, and 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 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
- ☒ Department meetings
- ☒ Discussion item at an administrative meeting

Section III District Overview - Wrightstown Community School District

The Wrightstown Community School District serves 1,297 students aged 3-21 across three school locations. The Wrightstown community has a population of 3,308 in Brown and Outagamie Counties on both sides of the Fox River.

Our Vision:

“Excellence in student achievement.”

Our Mission

“Quality education for every student”

Beliefs

Student learning is the district’s highest priority.

- Student learning is composed of *intellectual development, human and social development, and career development*.
- All students can learn and demonstrate what they have learned, and their learning is measurable.
- Students learn best when there is a continuous challenge to achieve at higher levels and instruction is differentiated to accommodate student learning needs.
- Student learning is enhanced when an environment fosters a joy of learning, positive student relations, honesty, trust, responsibility, and respect.
- As we interact in an ever-changing, globally diverse environment, students must demonstrate consideration and understanding of the diversity of thought, beliefs, and people.
- Family, students, staff, and community are responsible for providing a productive, safe, and compassionate learning environment.
- Ongoing professional development ensures a highly qualified staff, which is necessary for student success.
- Annual District goal setting is important to ensure focus on continuous district improvement and data-based decision-making.

Student Expectations

Intellectual Development

- the ability to be ready for further education and the workforce upon high school graduation
- challenge each individual the opportunity to reach the greatest potential in reading, writing, mathematics, social studies, and science
- the ability to communicate effectively with a range of audiences, including the ability to access, synthesize, and present information
- the ability to think critically, utilize information and information technology to solve problems, develop opinions, and to make decisions
- the opportunity to ask questions, critique and cite evidence, and apply knowledge

Human and social development

- the knowledge and understanding of the rights, privileges, and responsibilities of United States and global citizenship
- the knowledge and positive habits they need to be physically and emotionally healthy individuals
- the understanding of the importance of daily attendance, punctuality, and active engagement in the learning process
- the knowledge and skills required to be socially responsible citizens who give back to the community as a whole
- the ability to demonstrate consideration and understanding for the diversity of thought, beliefs, and people
- the skill, work ethic, concentration, and stamina to respond to rigorous levels of accountability and learning

Career development

- the competencies they need to be self-directed individuals who display initiative, set priorities, establish career and life goals
- the knowledge and understanding of the range of career choices available to them and the actions required to pursue specific career paths
- the skills required to work effectively and safely with others
- the independence and self-sufficiency to analyze, problem solve, set goals, and take responsibility for college and career readiness

Parent expectations

- the ability to build relationships through communication with teachers and school administration
- the understanding of the importance for independence and accountability for their children
- the knowledge and understanding of the need to have children prepared, on time and ready to learn
- the understanding of the need to provide a conducive environment for homework that fosters independence, stamina for learning, problem-solving, and self-reliance
- the ability to access and utilize all resources available to foster a positive and stable environment for children

The Wrightstown Community School District serves approximately 1,300 students in one 4K-4 elementary school, one 5-8 middle school, one 9-12 high school, and one county-wide alternate school for students with significant special education needs. The District employs about 100 certified staff, 65 support staff, and ten administrative department leadership staff. It has a strong, highly effective, veteran administrative team that focuses on doing what is best for students and staff and a Board of Education that understands visionary leadership and works to support the vision of ‘excellence in student achievement’ and the mission of providing a quality education for every student through their decisions.

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends

caution in the review of data, especially from the 2021-2022 and 2022-2023 school years. This data has been included but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the school's data during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times, co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were significantly impacted.

For this reason, the 2022-23 data will be the primary focus and will be given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has yet to be validated or updated and should be disregarded from the graphs and charts provided below.

[District Enrollment Data Set 2022-2023](#)

[District Enrollment Data Set 2021-2022](#)

[District Enrollment Data Set 2020-2021](#)

Section IV - School Board Policies and Administrative Procedures

This section asks the district to examine the board policies and procedures adopted by the board.

By evaluating this area, school districts 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.

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 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, which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
- The district has trained two 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.

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 multiple student services staff were interviewed.

Supporting Information:

The following information was reviewed:

Previous Wrightstown Community School District Board Policies

- 1000 Nondiscrimination and Equal Opportunity
- 1000 Administrative Guidelines Nondiscrimination and Equal Opportunity
- 4100 Student Conduct (Harassment and Bullying)
- School Student Handbooks
- Title IX procedures and investigative process materials

Wrightstown adopted the following NEOLA Policies related to Nondiscrimination on March 20, 2024, and are available here: [Wrightstown Community School District Board Policies](#)

1. PO 1422 Nondiscrimination and Equal Employment Opportunity
2. PO5517 Student Anti Harassment
2. PO2260 Nondiscrimination and Access to Equal Educational Opportunity

3. PO2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability
4. PO2266 Nondiscrimination on the Basis of Sex

Recommendations for Improvement and Implementation Strategies:

- The District's continued designated compliance officers are Caroline Mihalski, Director of Student Services, and Dan Storch, Director of Business Services.
- The District adopted the NEOLA policies, which is helpful because NEOLA has legal guidance to guide policies regarding 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 enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts can:

- 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 include advanced and college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Supporting Information:

The following information was reviewed:

-  DPI Pupil Non Discrimination Report Data

Method of Analysis:

- Review of Data with the Administrative Team

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.
- 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 do not need to meet the criteria for Gifted and Talented to receive the needed instruction. This is accomplished through small group instruction, assessment to guide instruction, and course offerings, such as compacted math.

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 likely part of a larger cultural construct. The district will continue to examine offerings and focus on responding to the needs of students.

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?

- Continue to monitor Gifted and Talented enrollment annually and review the process and assessments for determining student eligibility. Address and document any areas that may present barriers.
- 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 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.

Summary Report Data

Findings:




- A district-wide social-emotional learning team was created and has been reviewing the Wisconsin Social-Emotional Learning Standards and working towards implementation. Next year, the plan is to move to the next steps of sharing and teaching SEL standards to all district staff.
- Data continues to show the need for universal instruction in social-emotional learning standards. For example, the Elementary School implements Sanford Harmony at the universal instructional level, with additional implementation of Second Step.
- Second Step has the highest rating in the Every Student Succeeds Act Evidence-Based Improvement Strategies for Social Emotional Learning. The Middle School has implemented Second Step previously but has moved away from this because of student interest.
- Wrightstown Elementary, Middle School, and High School are in varying stages of implementing Restorative Practices. Staff, students, and parents respond positively to this evidence-based practice, which has had a significant positive impact on improving school culture, reducing discipline referrals, increasing staff satisfaction, and increasing student behavior.
- The use of small group counseling was revised so that most students start with small group counseling rather than moving to individual counseling. This provides a more effective framework to meet student needs.
- The counseling staff is actively involved in the Teacher Assistance Team process, where a student services team brainstorms and implements data tracking and decision-making related to the multi-layered systems of support at each building level.
- Counselors have been actively involved in the Allies in Mental Health Grant activities previously, where building-level teams work to clearly define the layers of support and data processes for social, emotional, behavioral, and academic support in grades 5-12.
- The counseling team collaborated with other schools across the Brown County region to implement a research and evidence-based suicide risk assessment process.

Method of Analysis:

- Administrative Team Review
- Review of Mental Health Grant Activities & Allies in Mental Health Grant.
- Discussions with school counselors
- Review of K-12 Counseling Program Scope and Sequence

Supporting Information:

The following information was reviewed:

- Review of counseling practices for universal instruction, small group counseling, individual counseling, risk assessment, and interventions.
- The Counseling Curriculum is part of the larger work the district does with the Curriculum Council:
 -  Development of Curriculum Council
 -  Wrightstown Community School District Curriculum Council.docx
 - Counseling Curriculum:  Curriculum
- Implementation of Solution-focused counseling and Screening, Brief Intervention and Referral to Treatment counseling (SBIRT)
- Allies in Mental Health Team Plans/Goals

Recommendations for Improvement and Implementation Strategies:

- A district-wide social-emotional learning team was created and has been reviewing the Wisconsin Social Emotional Learning Standards and working towards implementation. Next year, the plan is to move to the next steps of sharing and teaching SEL standards to all district staff.
- Data continues to show the need for universal instruction in social emotional learning standards through both school counselors and classroom teachers. Continue to work with the district-wide social-emotional learning team to implement the Wisconsin Social Emotional Learning Standards.
- The Wrightstown Elementary, Middle School, and High School are in varying stages of implementing Restorative Practices. Staff, students, and parents respond positively to this evidence based practice. This practice has had a significant positive impact on improving school culture, reducing discipline referrals, increasing staff satisfaction, and increasing student behavior.
- Continue to use the Teacher Assistance Team process where a student services team brainstorms and implements data tracking and decision-making related to the multi-layered systems of support in each building level.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

This section aims 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 to file a harassment complaint and how to do so.
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

Supporting Information:

The following information was reviewed:

-  DPI Pupil Non Discrimination Report Data

Method of Analysis:

- Review of discipline data
- Review of policies:
- Review of Student Handbooks

Findings:

- Observed that students involved in discipline referrals is commensurate with the student population. Observations indicate that disciplinary actions are applied consistently within buildings and intention to the development of the age/grade is used. Therefore, discipline applied at the elementary school level is different than high school.
- Harassment policies define harassment, provide examples, explain the consequences, prohibit retaliation, and provide for as much confidentiality as reasonably possible.
- 50% of our special education students received a discipline referral
- Many times, there are discipline referrals at the MS building that do not require office intervention.
- 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 around teaching students to learn from their mistakes but with a focus on helping students feel safe, balanced, and connected at school.
- Continue to use a well defined process to handle school safety that includes threat assessments and disciplinary action.

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

This section reviews 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

Supporting Information

The following information was reviewed:

- Participation rates/data from the Activities Department

Methods of Analysis

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

Findings:

2022-2023

- 62% of students participated in at least one sport (249/401), and 60% of students were in at least one activity (204/401)
- 83% of students were in at least one activity or athletic (333/401)
- 40% of students participated in at least one sport and at least one activity (160/401)
- Students in multiple athletics and activity 241/401 60%

2021-2022

- 57% of students participated in at least one sport (244/423)
- 58% of students participated in at least one activity (246/423)
- 82% of students participated in at least one activity or athletic is (345/423)

Anecdotal

- The strength and conditioning program is open to any student and is not exclusive to a sport. Strength and conditioning is inclusive of all students and their needs and is focused on building lifetime fitness.
- Coaches who are encouraging meet students' needs and work to build up students so they can participate in the sport. They are focused on getting students involved and engaged in at least one activity or sport.
- The district does not prevent students from participating in a sport because of disciplinary action. There is an encouragement to engage student athletes if there are barriers. For example, coaches use a buddy system to help assist with transportation. Coaches are encouraged to remove barriers, including all students, and mentor other student-athletes.
- Trainer sees all students and teachers, not just student-athletes.

- Many sports have a Google Classroom and parent meetings to engage teachers and parents. Coaches receive training and support to help the student-athlete as a whole (nutrition, mental health).
- Club sports will help fund some of the unmet needs of student-athletes (e.g., extra costs such as a reconditioning helmet).
- The Sources of Strength group organizes the Color Blaze mainly to engage the community and spread hope, health, and resilience messages.

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.

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.

Supporting Information

The following information was reviewed:

-  DPI Pupil Non Discrimination Report Data

Methods of Analysis

- Admin team review
- Analysis of gender, race, ELL and disability status of the recipients for the last three years

Findings:

- Most scholarships are from outside of school. Students are informed of all scholarships by posting online and available in the guidance office.
- In reviewing some of the data on award and scholarship recipients regarding gender, disability, and race, most were commensurate with overall student population and there were no under-represented subgroups.
- There are areas we could reconsider if there are any barriers for some of our students. For example, female students have consistently applied at higher rates and received more scholarships than male students.

Recommendations for Improvement and Implementation Strategies

- Consider implementing a system to track scholarship recipients and desegregate the data.
- The school does not award the 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

Findings:

- Wrightstown has a partnership with Bellin for a Community Health Worker that is entirely focused on reducing social determinants of health for the students and families of Wrightstown. In the 2022/2023 school year, the Community Health Worker was able to address 132 social determinants for families and close 65 of the loops on these social determinants. Many of these center around access and equity and reducing barriers for families.
- 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, build student voice
 3. create inclusive environments that show an understanding of and care for every student, staff, family member, and visitor
 4. support the academic, physical, social, and emotional wellness of students and staff

Method of Analysis:

- District inservice schedules
- District priorities
- Administrative team decisions

Supporting Information:

The following information was reviewed:

- Inservice schedules
- Administrative Team meetings

Recommendations for Improvement and Implementation Strategies:

- Continue to provide professional development to staff that reduce are focused on
 1. instruction and assessment to meet or exceeds grade-level standards,
 2. building trusting relationships among students, their peers, staff, and families,

3. build student voice, create inclusive environments that show an understanding of and care for every student, staff, family member, and visitor, and
 4. support the academic, physical, social, and emotional wellness of students and staff
- Consider a strategic planning process to build a professional development plan aligned to district mission and vision of the school district. Continue to focus on equitable educational opportunity aligned with the priorities of stakeholders.

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

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 and separate emails to all students, parents, and staff.
- 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, mobile hotspots, and communication in both English and Spanish (Skyward, CMS software, and Google Translate).

Method 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:

- Initial Public Notice- requesting comments
- Emails requesting input from parents, students, and staff feedback regarding the Pupil Nondiscrimination Self-Assessment
- [Wrightstown Technology Plan](#)

Recommendations for Improvement and Implementation Strategies:

- It is recommended that the school board approve the following report. Once approved, it will be posted for the next five years on the Wrightstown Community School District webpage.
- Approval for the district administration complete the PI-1198 Assurance and provide it to the Department of Public Instruction.